

2026-2027 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN
10X141

SCHOOL NAME
Riverdale / Kingsbridge Academy (Middle School / High School 141)

PRINCIPAL
Lori O'mara

Comprehensive Educational Plan Outline

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Section 1: Overview of Comprehensive Education Planning

Overview of Comprehensive Education Planning

Comprehensive Education Planning (CEP) is a structured, data-driven process that guides schools in assessing their needs, identifying areas for growth, setting strategic goals and implementing targeted actions to improve student outcomes. Collaboratively developed by the School Leadership Team (SLT) in accordance with the requirements of Chancellor's Regulation A-655, the CEP meets New York State Education Department (NYSED) requirements under the Every Student Succeeds Act (ESSA) and aligns with NYC Public Schools' (NYCPS) system-wide priorities. By engaging all stakeholders – school leaders, teachers, families, students and community members – schools can create a data-informed, equity-focused roadmap for student success and continuous improvement.

Schools should focus their CEP goals and action plans on the **systemwide priorities for 2026-27 outlined below**, connecting their planning to the data discussions and conversations with stakeholders held as part of the school's needs assessment:

- **Priority 1: Literacy/NYC Reads** – All students learn to read well, with an emphasis on culturally responsive, interdisciplinary literacy experiences, as the foundation for becoming academically prepared, effective communicators and reflective learners.
- **Priority 2: Math/NYC Solves** – All students develop strong mathematical thinking and problem-solving skills through integrated curricula that connect math to real-world contexts and promote collaborative learning.
- **Priority 3: Safe and Inclusive Schools** – All students are physically and emotionally safe, with every school proactively fostering an inclusive environment that supports belonging for every child.
- **Priority 4: College and Career Readiness** – All students graduate college and career ready, demonstrating the competencies outlined the NYS Portrait of a Graduate, including academic readiness, creativity, critical thinking, communication, reflection and global awareness – prepared to learn, grow, innovate and contribute meaningfully to society – supported by rigorous resources.
- **Priority 5: Attendance/Chronically Present, Every Day Matters** – All schools will employ targeted strategies to increase attendance, reduce chronic absenteeism, ensure seamless support for students at risk, and to address barriers faced by diverse communities.
- **Additional Priority: High Quality Inclusive and Accessible Learning for Students with Disabilities** – All schools will address the development and implementation of legally compliant, student-centered

IEPs; effective transition planning; equitable and unbiased referral practices; and the promotion of fairness and consistency in school discipline.

Note: The **2026-27 systemwide priorities,** and related sub-bullets outlined in Section 5, reflect the following updates:

- Includes separate priorities for Literacy/NYC Reads and Math/NYC Solves.
- Interweaves family and community engagement throughout the priorities instead of having family and community engagement as a separate priority.
- Addresses the needs of student subgroups (students with disabilities, Multilingual/English Language Learners (ML/ELLs), students in temporary housing (STH), and students in foster care) within each priority, as appropriate.

The Education Planning Process

The CEP follows an equity-driven, continuous improvement cycle, rooted in the system-wide priorities. This begins with a comprehensive needs assessment of the school's most current data to identify priority needs and root causes. Next, the SLT establishes specific, measurable, attainable, relevant, and timely (SMART) goals aligned to each priority and determines targets to measure progress toward annual goals.

Instructional leaders and the SLT then define evidence-based key strategies, professional learning activities, and family, parent, and community empowerment efforts. They monitor implementation and track progress through measurable targets, while aligning the school-based budget with the human and instructional resources needed to support action plans.

As schools set goals, develop key strategies, and plan action steps, they create opportunities for all students to reach NYSED's proficient and advanced levels of academic achievement. This includes evidence-based instructional strategies that address the needs of historically underserved populations and work to dismantle structural inequities. Schools describe how their plan addresses the needs of Multilingual/English Language Learners (ML/ELLs) through the school's Language Allocation Policy (LAP), Title III Application (if applicable) and Language Translation and Interpretation (LTI) Plan — all required components of the CEP. The needs of Students with Disabilities (SWD) are addressed through the High Quality Inclusive & Accessible Learning for Students with Disabilities section of the plan. SLTs also develop a targeted plan to improve attendance and reduce chronic absenteeism.

Guidance on Conducting a Comprehensive Needs Assessment

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

1. Review Multiple Data Sources: Use the most current and available information including, but not limited to, the following sources of formative and summative data, as applicable:

- Qualitative and quantitative data, including enrollment and class size trends
- 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, and Diagnostic Tool for School and District Effectiveness Framework (DTSDE)
- NYC School Quality Guide, Insight, New Visions, NWEA MAP, Acadience, iReady and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SESIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and NYCPS Tools for Understanding Your Data for student subgroup information

2. Analyze Data Trend(s) to Identify Areas of Strength and Need: Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:

- What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?
- What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability indicators?
- What does the data suggest regarding the effectiveness (or ineffectiveness) of current school 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 ML/ELL and SWD? (e.g., for special education: special class, ICT, SETSS, related services only; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language, etc.)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
- What inequities in special education referral and school disciplinary practices (e.g. suspensions, removals) are evident between student subgroups with IEPs?

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

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

Additional resources and supports are available below.

- Use this CEP Needs Assessment Worksheet to help your SLT and stakeholders identify appropriate data sources, data trends, root causes and priority needs.
- 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.

Section 2: School Information

School Information

School Name:

David A Stein Riverdale Kingsbridge Academy MS/HS 141

District Borough Number (DBN):

10×141

Grades Served:

6-12

School Address:

660 W. 237 St. Bronx, NY 10463

Phone Number:

718-796-8516

Fax:

718-796-7942

School Contact Person:

Lori O'Mara

School Contact Person Email Address:

Lomara@schools.nyc.gov

Principal:

Lori O'Mara

United Federation of Teachers (UFT) Chapter Leader:

Ariana Concepcion

Parents' Association President:

Michelle Baum & Gina Powell

SLT Chairperson:

Lori O'Mara

Title I Parent Advisory Council Chairperson (PAC):

n/a

Student Representative(s) Middle /High School:

Irene Perselis

Student Representative(s) Middle /High School:

Stefeni Smajlaj

Community Based Organization (CBO) Representative:

Gloria Williams

School-Based Students in Temporary Housing (STH) Liaison:

Jennifer Aponte- Acosta

District Information

Geographic District:

10

Superintendent:

Roberto Hernandez

Superintendent's Office Address:

1 Fordham Pl, Bronx, NY 10458

Superintendent's Email Address:

RHernandez@schools.nyc.gov

Phone Number:

718-741-5852

Fax:

718-741-7098

Section 3: CEP SLT/Stakeholder Signature Page

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), the Parent and Family Engagement Policy (PFEP) and the School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Additional information and resources are available on the School Leadership Team Resources page. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled Additional Stakeholder Participation on CEP Development.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the position and constituent group represented, e.g., parent-PTA, staff-UFT, student. Note: Two student minimum required for high schools; SED requires Middle Schools identified for the CSI/ATSI/TSI support model to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in iPlan with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Lori O'Mara	*Principal or Designee	
Arianna Concepcion	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Julia Kilpatrick	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
	District Council 37 (DC 37) Representative (staff), if applicable	
Michele Baum	Title I Parent Advisory Council Chairperson (or alternate)	
Stefeni Smajlaj	Student Representative (Required for high schools)	
Irene Perselis	Student Representative (Required for high schools)	
Gloria Williams	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Laura Roberts	Staff	
Kim Johnson	Staff	
Sian Donars	Parent	
Karen Gilmore	Parent	
Theresa Roberts	Parent	
	Parent	
Christine Vaccaro	Staff	

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the School Implementation Team (SIT), and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on Assembling Your School Improvement Planning Team to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the individual's position and constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in iPlan with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
n/a	n/a	
n/a	n/a	
n/a	n/a	
n/a	n/a	
n/a	n/a	
n/a	n/a	
n/a	n/a	
n/a	n/a	
n/a	n/a	
n/a	n/a	

Section 4: School Summary

Accountability Status

Accountability Status: **LSI**

School Summary

Directions: Complete this CEP Summary to serve as the "at-a-glance" narrative that provides contextual information about your school's unique characteristics. This summary and the entire Comprehensive Education Plan (CEP) should be shared with your school community. Please note that this summary and the CEP will be made available to the public through the iPlan Portal, an online space where school stakeholders can go to collaborate in the development of the school's education plans.

Provide your school's mission statement:

The Riverdale Kingsbridge Academy is a community of learners embracing diversity and educating young minds to meet the challenges of their world today and tomorrow. We create an environment of academics, arts, athletics and activities that engages all students to learn and collaborate together so they can become creative, independent, critical thinkers who embody a life-long love of learning.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:

Include demographic information about your school's student population.

High performing community school serving students in grades 6-12.School has a been a part of the community for 70 years. Many generations of families attending with 80-85 % students remaining from 8th to 9th. Leads D10 in proficiency rates, attendance rates, and on-time graduation rate over 92%

Partnerships with Riverdale Community Center of RNH, Peer Group Connections, Model UN, American Debate League, Girls Inc, Teens for Food Justice, Science Olympiad, Counseling in Schools, 92 St Y, Theatre Development Fund, College Access for ALL, Beat the Streets, One Goal, College Advising Corps, Thinking Maps, Desmos, RULER, Jupiter Ed, and Kiwanis International.

Briefly summarize the key initiatives your school will implement this school year.

We will be using the touchstone text the Teacher Clarity Playbook to assist us in addressing our Instructional focus: Instructional focus: By developing daily standards-based Learning Targets which include success criteria, teachers will be able to effectively monitor progress thus promoting student growth.

We will begin a new ELA curriculum called HMH Into Literature, and we will be expanding the use of the WIN period for reading and Math Intervention.

Financial Literacy course expansion

Ruler implementation including revision of school charter will also serve as a touchstone for the year.

What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	HMH Into Lit	Some supplemental work with Literature Circles
Math	6-8	Illustrative Mathematics	
Math	9-12	Illustrative Mathematics	
ELA	9-12	Teacher Developed	

High-quality, equitable, and adaptive Tier 1 instruction is generally defined as instruction that guarantees every student, every day, access to grade-level text and grade-level mathematics, supported by evidence-based instructional practices and culturally responsive scaffolds that build student independence and deepen student thinking.
Based on this definition, what does high-quality, equitable and adaptive Tier 1 instruction look like in your school? Consider:

- **How students engage with grade-level text and mathematics every day**
- **How teachers center students thinking in lessons**
- **How evidence-based practices (e.g., explicit instruction, small group instruction) are used schoolwide**
- **How scaffolds ensure access for multilingual learners, students with disabilities and other diverse learners**
- **How Tier 1 instruction connects to the school's MTSS structures**
- **What independence looks like for students as readers, writers and problem-solvers**

Students engage in grade level texts in ELA and mathematics daily. Every student has a 45 minute course for each subject. We use HMH and IM for the MS. These curricula have been vetted against state standards by NYCPS. Teachers will received training on HMH which will be a new curriculum for them.

Additionally all RKA staff has been trained in Thinking Maps, a tool to promote thinking within various contexts. Open ended responses and Student discussion including explanation of reasoning are also prioritized in lessons.

This year we will study the Teacher Clarity Playbook to help teachers identify success criteria and points for explicit instruction.

Teacher partnerships are kept to a minimum so that co-teachers can be most effective at using scaffolds for MLL, SWD and other. Partners typically co-teach classes.

Our Tier 1 instruction includes resources for the intervention periods, specifically in HMH and Literature. Our on-

grade-level students use the Long Reads in HMH in their Literature course.

Priority 1: Literacy/NYC Reads

Priority 1 Data Trends, Root Causes and Priority Needs

Priority 1: Literacy/NYC Reads – All students learn to read well, with an emphasis on culturally responsive, interdisciplinary literacy experiences, as the foundation for becoming academically prepared, effective communicators and reflective learners.

Priority Needs and Root Causes

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **Indicate the high leverage priority needs determined by your school 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 school'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 Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
I ready June 26 6th Grade 55% on level or above; while 14% show as 3 or more grade levels below. At the start of the year it was 41 and 21 respectively.	Use of standards aligned unified curriculum and pacing calendar; use of MTSS Period	expand use of MTSS period to better address lowest functioning students; develop teachers use of success criteria and monitoring/feedback loop
i Ready June 26 7th Grade 53% on Level or above; while 19% show as 3 or more grade	Use of standards aligned unified curriculum and pacing	expand use of MTSS period to better address lowest functioning students;

levels below. At the start of the year it was 45 and 25 respectively.	calendar; use of MTSS Period	develop teachers use of success criteria and monitoring/feedback loop
i ready June 26 8th grade 52% on or above grade level; while 23% show as 3 or more grade levels below. At the start of the year it was 44 and 32 respectively.	Use of standards aligned unified curriculum and pacing calendar; use of MTSS Period	expand use of MTSS period to better address lowest functioning students; develop teachers use of success criteria and monitoring/feedback loop
27 % of 11th grade students scored 85 or greater on the ELA Regents in June 2026 vs 32% in June 2025	Use of teacher created curriculum	vocabulary instruction and longer independent reading texts
ME ELA NYSED Data Spring 2026 66 % proficient grades 6 69% Prioicient Grade 7 52.6% proficient grade 8	Use of standardized curriculum	Expand use of MTSS

Priority 1

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for literacy outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for Literacy/NYC Reads

- Implement the strategies outlined in NYC Reads, including foundational phonics curriculum for grades K–2 and evidence-based practices that build deep comprehension, writing, and communication skills, in alignment with the NYCPS Literacy Shifts, K-5 and NYCPS Literacy Shifts 6-12.

- Implement professional learning, and program pilots, ensuring supports reach students with disabilities and other students who need additional intervention.

- Embed culturally responsive and sustaining texts and content (e.g., Hidden Voices, Black Studies Curriculum) in history, literature, and arts curricula to deepen civic engagement, affirm diverse identities, and strengthen literacy development.

- Use screener data to inform intervention strategies implemented through Multi-Tiered Systems of Support for Literacy (MTSS), with targeted supports for Multilingual/English Language Learners (ML/ELLs), students with disabilities, Students in Temporary Housing (STH), and Students in Foster Care.

- Partner with families to support language development and early literacy at home, providing multilingual resources and culturally competent outreach so all families can actively participate in their child's literacy growth.

Priority 1 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	49	By June, 2027, literacy for All Students will improve, as measured by a 3% Increase, from 49 to 52, of Percentage of students scoring at levels 3 and 4 on the NYS ELA exam results.
All Students	30%	By June, 2027, literacy for All Students will improve, as measured by a 3% Increase, from 30% to 33%, of Percentage scoring 85 or greater on the NYS ELA Regents exam.

Priority 1 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school 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 improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
IReady	Overalll Proficiency	June 2026	iReady Diagnostic 48% proficent	49	51	52
Unified Classroom Asseessments	Overall score	June 2026	Regents ELA- 27% @ 85+	27	32	30

Priority 1 Action Plan

Directions: Identify the key strategy and progressive action steps your school 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 school or a continued strategy that has demonstrated impact.
- 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 students).

Note: Routine activities that all schools engage in every year should not be included.

Key Strategy 1 (Required):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively

Root Cause Addressed:

develop teachers use of success criteria and monitoring/feedback loop

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)

Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category
Book study Teacher Clarity Playbook	Professional Learning Structures
Learning Walks- Weekly	Professional Learning Structures
Lesson Study	Professional Learning Structures

Key Strategy 2 (Optional):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Strengthen comprehension and analysis of complex texts.
Increase academic vocabulary and language use across content areas.

Root Cause Addressed:

Lack of vocabulary instruction and lack of sustained independent reading

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)
Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category

Determine vocabulary focus and method	Professional Learning Structures
deliver vocabulary instruction	Student-Facing Support
develop reading calendar aligned to each unit	Student-Facing Support

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and 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 2026-27 school year.

MS students participate in iready assessments 3 x a year. This is our main progress monitoring for students in Grades 6-8

High schools students will engage in unified teacher developed classroom assessments 3 x a year

Priority 1 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage 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 Engagement	Partners/CBOs Leveraged
09/21/2026	09/22/2026	Curriculum Night	
09/30/2026	06/26/2027	Communicate iReady progress 3 x per year to students and families	

Priority 1 Budget and Resources

Budget and 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), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.

Human Resources

New Leadership structure; Training in Interventions

Instructional Resources

HMH Curriculum

Schedule Adjustments

WIN Period

Other Resources Needed

Coverages for staff to attend training

Priority 2: Math/NYC Solves

Priority 2 Data Trends, Root Causes and Priority Needs

Priority 2: Math/NYC Solves – All students develop strong mathematical thinking and problem-solving skills through integrated curricula that connect math to real-world contexts and promote collaborative learning.

Priority Needs and Root Causes

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **Indicate the high leverage priority needs determined by your school 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 school'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 Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
June 26 iready 6th grade data shows 57 % at or above grade level while 12% are 3 or more levels below; In sept 25 42% at or above and 11% 3 or more below	Follow unified standards based curriculum; some MTSS	Develop supports for the lowest students
June 26 iready 7th grade data shows 55% at or above grade level while 16% are 3 or more levels below; In sept 25 40% at or above and 13% 3 or more below	Follow unified standards based curriculum; some MTSS	Develop supports for

		the lowest students
June 26 iready 8th grade data shows 54% at or above grade level while 14% are 3 or more levels below; In sept 25 37% at or above and 23% 3 or more below	Follow unified standards based curriculum; some MTSS	Develop supports for the lowest students
Algebra I Regents for HS Students - 47% of HS Test takers at 65 or higher	Teacher returned from leave; first time teaching curriculum in a long time.	more frequent feedback to teachers
NYS Math Data May 2026 6th- 59% proficient 7th 70% proficient 8-69% proficient	Good connection between math teachers long term subs in Grade 6	Develop MTSS

Priority 2

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for Math/NYC Solves** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for Math/NYC Solves

- Implement NYC Solves curricula and strengthen mathematics instruction in alignment with the NYCPS Mathematics Shifts.
- Expand STEM learning to promote problem-solving, modeling, and innovation beginning in early grades.
- Use screener data to inform intervention strategies for math implemented through MTSS, with targeted supports for Multilingual/English Language Learners (ML/ELLs), students with disabilities, Students in Temporary Housing (STH), and Students in Foster Care.
- Engage families as partners in understanding math learning progressions, providing multilingual communication and school-based opportunities that connect math to real-world and family contexts.

Priority 2 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	51%	By June, 2027, mathematics for All Students will improve, as measured by a 3% Increase, from 51% to 54%, of Percentage of students scoring at Levels 3 and 4 on the NYS Math Exam results.
All Students	51%	By June, 2027, mathematics for All Students will improve, as measured by a 3% Increase, from 51% to 54%, of Percentage of first time test takers earning 65 or greater on the NYS Regents Exam Results.

Priority 2 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school 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 improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
iready	overall proficiency rate	June 2026	51	51	53	54
Unified classroom assessments	Overall proficiency 50%	June 2026	8th Grade iReady	51	53	54

Priority 2 Action Plan

Directions: Identify the key strategy and progressive action steps your school 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 school or a continued strategy that has demonstrated impact.
- 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 students).

Note: Routine activities that all schools engage in every year should not be included.

Key Strategy 1 (Required):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Deepen conceptual understanding alongside procedural fluency.

Root Cause Addressed:

Our lowest performing students have very weak mathematical reasoning and conceptual understanding

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)
Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category

Vet and select intervention programs for our neediest students	Instructional Leadership Structures
program students properly	Instructional Leadership Structures
implement curriculum	Student-Facing Support

Key Strategy 2 (Optional):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Strengthen use of multiple representations (models, diagrams, symbolic notation).

Root Cause Addressed:

Our lowest performing students have very weak mathematical reasoning and conceptual understanding

Action Steps

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:

Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)

Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)

Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category
Vet and select intervention programs for our neediest students	Instructional Leadership Structures
Program students properrly	Instructional Leadership Structures
Implement interventions	Student-Facing Support

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and 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 2026-27 school year.

Collection and analysis of iReady data 3 x a year

Intervention assessments if provided

Notebook checks / walk thrus

Priority 2 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage 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 Engagement	Partners/CBOs Leveraged
09/28/2026	09/28/2026	curriculum night	
09/30/2026	06/30/2027	3 x a year report shared with staff and students	

Priority 2 Budget and Resources

Budget and 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), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.

Human Resources

Teachers will need to be trained on Math interventions

Instructional Resources

intervention materials

Schedule Adjustments

Coverage for training

Other Resources Needed

n/a

Priority 3: Safe and Inclusive Schools

Priority 3 Data Trends, Root Causes and Priority Needs

Priority 3: Safe & Inclusive Schools – All students are physically and emotionally safe, with every school proactively fostering an inclusive environment that supports belonging for every child.

Priority Needs and Root Causes

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **Indicate the high leverage priority needs determined by your school 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 school'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 Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
SY 25-26 53 Level 3 Incidents in OORS	students often use hands to express frustration/communicate	training on what constitutes level 3 offenses
Minor altercation B 24 was the highest in # at 27	Students reach a frustration point and use their hands	training on what constitutes level 3 offenses
0 Hidden Voices Curriculum	need to make time and structure in SS Curriculum;	Add units to pacing

units delivered this year	was not a focus from District last year	calendar

Priority 3

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for safe and inclusive schools** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for Safe and Inclusive Schools

- 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 that build self-awareness, empathy, and resilience, with dedicated attention to the needs of students with disabilities, Multilingual/English Language Learners (ML/ELLs), students in temporary housing (STH), and Students in Foster Care.
- Promote restorative practices that build communication, accountability, and community, and actively involve families in restorative processes.
- Implement the NYCPS School Wellness Policy, bringing together students, families, and staff to assess and coordinate wellness efforts, including Physical and Health Education that meets NYSED requirements.
- Shift families from passive recipients to co-creators of school culture – partnering with them to shape school priorities, strengthen trust through culturally competent practices, and expand transparent, multilingual communication so all families feel welcome and empowered.
- Increase school staff diversity and retention.

Priority 3 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	53	By June, 2027, safety/belonging for All Students will improve, as measured by a 10% Decrease, in # of Level 3 Incidents from 53 to 48, per the OORS.
All Students	0	By June, 2027, safety/belonging for All Students will improve, as measured by a 200% Increase, in number of Hidden Voices curriculum units from 0 to 2, per the Internal Pacing Calendars.

Priority 3 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school 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 improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
OORS Reports	Level 3 incidents	June 26	53	5	25	48
Internal Pacing Calendars	Profiles	June 2026	0	0	1	2

Priority 3 Action Plan

Directions: Identify the key strategy and progressive action steps your school 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 school or a continued strategy that has demonstrated impact.
- 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 students).

Note: Routine activities that all schools engage in every year should not be included.

Key Strategy 1 (Required):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Educate students monthly on what constitutes a level 3 offense and how to avoid them

Root Cause Addressed:

students often use hands to express frustration/communicate

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)
Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category

Analyze data	Instructional Leadership Structures
Assemblies	Student-Facing Support

Key Strategy 2 (Optional):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Develop understanding of Hidden Voices Curriculum and how it can fit with our existing pacing calendar

Root Cause Addressed:

Profiles from Hidden Voices curriculum had not been included in our pacing for SS

Action Steps

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:

Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)

Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)

Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category
Study Hidden Voices curriculum units	Professional Learning Structures
Map out units for all MS classes	Professional Learning Structures
Deliver profiles	Student-Facing Support

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and 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 2026-27 school year.

Implementation will be monitored by comparing pacing calendars to walk through data.

Priority 3 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage 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 Engagement	Partners/CBOs Leveraged
09/01/2026	06/30/2027	monthly safety report at PA meeting	
09/01/2026	06/30/2027	celebration of units of study in IG and Newsletter	

Priority 3 Budget and Resources

Budget and 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), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.

Human Resources

Expose and train teachers on the Units of Study

Instructional Resources

Showing teachers how to access the curriculum guides

Schedule Adjustments

need to rework pacing calendars

Other Resources Needed

n/a

Priority 4: College and Career Readiness

Priority 4 Data Trends, Root Causes and Priority Needs

Priority 4: College and Career Readiness – All students graduate college and career ready, demonstrating the competencies outlined the NYS Portrait of a Graduate, including academic readiness, creativity, critical thinking, communication, reflection and global awareness – prepared to learn, grow, innovate and contribute meaningfully to society – supported by rigorous resources.

Priority Needs and Root Causes

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **Indicate the high leverage priority needs determined by your school 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 school'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 Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
June 2026 we offered 5 sections of Personal Finance to HS students, but none to MS students	students selected it as a HS elective; no room to add to curriculum in lower grades	determine a way to add in Fin Lit to MS
Money Inc our Finance club is so popular with HS students that the MS students demanded their own section of it	great teacher; kids wnat to make money	additional funding for more clubs

Priority 4

Directions: After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for **college and career readiness** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for College and Career Readiness

- Expand access to rigorous career-connected learning, apprenticeships, early college credit, industry credentials, and college/career advising, including via the Career Readiness Modern Youth Apprenticeship and FutureReadyNYC.

- Expose students in early childhood, elementary, and middle school grades to advanced coursework, Specialized High School Admission Test (SHSAT) preparation, college awareness, and career exploration to build readiness over time.

- Incorporate project-based and inquiry-based learning that allows students to design, create, and solve real-world problems, including lessons on climate education, financial literacy, wealth-building, entrepreneurship, and cooperative economics.

- Integrate historical and contemporary contributions of culturally diverse professionals, scholars, and entrepreneurs into career readiness instruction, ensuring all students see themselves reflected in diverse pathways to success.

- Ensure Multilingual/English Language Learners (ML/ELLs) are served and progressing in appropriate settings; expand bilingual programming and professional learning for educators who support ML/ELLs.

- Ensure students with disabilities are served and progressing in the least restrictive and most appropriate settings; improve delivery of mandated services and connect students to specialized programs.

- Ensure Students in Temporary Housing (STH) and Students in Foster Care have access to tutoring and are purposefully connected to new programs and opportunities.

- Strengthen Early Childhood Education program quality, utilization, and capacity to serve all students.

- Elevate arts, civics, and health and physical education for a more engaged and well-rounded student experience; support teachers with high-quality professional learning that addresses the needs of the whole child.
- Build community partnerships – co-designed with families – that connect students to real-world learning and community-based experiences, ensuring equitable access for all students.

Priority 4 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	18.0%	By June, 2027, the % of students receiving Financial Literacy experiences for All Students will Increase by 32% from 18.0% to 50% as measured by STARS.

Priority 4 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school 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 improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
STARS	Fin Lit Indicator	June 2026	18%	20%	30%	50%

Priority 4 Action Plan

Directions: Identify the key strategy and progressive action steps your school 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 school or a continued strategy that has demonstrated impact.
- 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 students).

Note: Routine activities that all schools engage in every year should not be included.

Key Strategy 1 (Required):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Enter proper code for all on level MS Math WIN courses
Program students accordingly.
Add Per finance curriculum unit to MS Math WIN Course

Create 5 sections of Per Finance a the HS level

Root Cause Addressed:

students selected it as a HS elective; no room to add to curriculum in lower grades

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)

Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category
Develop curriculum with Fin Lit units	Professional Learning Structures
Create the STARS classes properly/ program students	Instructional Leadership Structures
deliver instruction	Student-Facing Support

Key Strategy 2 (Optional):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Root Cause Addressed:

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)
Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and 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 2026-27 school year.

We monitor implementation by observing classes, reviewing curriculum guides, lesson plan collection, looking at student work.

Priority 4 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage 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 Engagement	Partners/CBOs Leveraged
09/01/2026	09/30/2026	Parent meetings/ Curriculum night/newsletter	

Priority 4 Budget and Resources

Budget and 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), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.

Human Resources

staff to add in units to curriculum and to code the classes properly

Instructional Resources

units of study

Schedule Adjustments

ensure delivery in MS Math Win period for on level students

Other Resources Needed

n/a

Priority 5: Attendance/Chronically Present, Every Day Matters

Priority 5 Data Trends, Root Causes and Priority Needs

Priority 5: Attendance/Chronically Present, Every Day Matters – All schools will employ targeted strategies to increase attendance, reduce chronic absenteeism, ensure seamless support for students at risk, and to address barriers faced by diverse communities.

Priority Needs and Root Causes

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **Indicate the high leverage priority needs determined by your school 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 school'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 Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
June 26 District Attendance report shows 93% YTD Attendance	solid attendance procedures and follow up; detailed attendance meeting agendas for follow up	Home visits
June 26 District report shows 20% YTD CA	students and families undervaluing start and end dates of vacations	identify and research CA trends; home visits

Priority 5: Attendance/Chronically Present, Every Day Matters

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for **improving attendance and reducing chronic absenteeism** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal. Learn more about the Attendance indicator by reviewing this Fact Sheet.

Focus Areas for Improving Attendance and Reducing Chronic Absenteeism

- Develop and implement strengthened practices to improve attendance, combat chronic absenteeism and center equity.
- Increase engagement by ensuring learning is relevant, challenging, and connected to students' interests and goals.
- Strengthen family partnerships to eliminate barriers and coordinate supports to improve daily student attendance.

Priority 5 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	93%	By June, 2027, the average YTD attendance for All Students will increase by 1%, from 93% to 94%, as measured by the Attendance reports.
All Students	20%	By June, 2027, the Percentage of Chronically absent students will decrease for All Students will increase by 2%, from 20% to 18%, as measured by the Attendance reports.

Priority 5 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school 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 improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Attendance reports	Student YTS Attendance	June 2026	93%	95	94	94
Attendance reports	Chronically absent (more than 10% or 18 days by the end of the yar)	June 2026	20%	10%	13%	18%

Priority 5 Action Plan

Directions: Identify the key strategy and progressive action steps your school 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 school or a continued strategy that has demonstrated impact.
- 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 students).

Note: Routine activities that all schools engage in every year should not be included.

Key Strategy 1 (Required):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Attendance meetings
Attendance procedures including Jupiter and ATS
GC and school staff follow up

Root Cause Addressed:

solid attendance procedures and follow up

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)
Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category
Weekly Attendance Meetings	Instructional Leadership Structures
monitor attendance procedures	Instructional Leadership Structures
request timely homevisits	Student-Facing Support

Key Strategy 2 (Optional):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Attendance meetings
Attendance procedures including Jupiter and ATS
GC and school staff follow up
Calendars

Root Cause Addressed:

Students and families undervaluing start and end dates of vacations

Action Steps

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:

Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)

Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)

Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category
Meetings	Instructional Leadership Structures

Procedures	Instructional Leadership Structures
GC and staff Follow up	Student-Facing Support

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and 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 2026-27 school year.

Priority 5 Family and Community Engagement

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage 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 Engagement	Partners/CBOs Leveraged
09/01/2026	06/30/2027	maintain and communicate claendar	
09/01/2026	06/30/2027	GC and staff follow up to CA potentials	

Priority 5 Budget and Resources

Budget and 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), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.

Human Resources

Train new staff / trin staff on CA definition

Instructional Resources

Schedule Adjustments

Attendance meetings; clerical schedule

Other Resources Needed

Additional Priority: High Quality Inclusive and Accessible Learning for Students with Disabilities

High Quality Inclusive and Accessible Learning for Students with Disabilities Data Trends, Root Causes and Priority Needs

Additional Priority: High Quality Inclusive and Accessible Learning for Students with Disabilities – All schools will address the development and implementation of legally compliant, student-centered IEPs; effective transition planning; equitable and unbiased referral practices; and the promotion of fairness and consistency in school discipline.

Overview

Students with disabilities must have consistent access to high-quality, grade-level Tier 1 instruction aligned to NYCPS curricular priorities; within a Multi-Tiered System of Supports (MTSS) framework, the Individualized Education Program (IEP) is designed to ensure access, engagement, and progress in core instruction, rather than functioning as a separate or replacement pathway. The IEP is the cornerstone of each student's special education process. It documents how a student's unique needs related to their disability will be addressed in their school. The School Implementation Team (SIT) using a Multi-tiered System of Supports (MTSS) framework, aligned with CEP Section 6, organizes student support into three tiers:

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

This facilitates the strategic planning and necessary resource alignment to ensure their school community appropriately and adequately serves all students well, in partnership with students and families.

To design instruction so students can access grade-level curriculum, schools should develop and implement quality IEPs that are linked to the standards and best serve the individual students, schools should consider the following:

- IEP Development and Fidelity of Implementation:
  - Conduct all IEP meetings (initial, annual, and reevaluation) within specified compliance dates. Ensure accurate entry and timely delivery of mandated programs and services; and develop rigorous, standards-aligned annual goals with regular progress monitoring, and SESIS and STARS updates.
  - Develop comprehensive impact of disability statements that reflect the effects of curriculum access and progress, incorporating culturally and linguistically relevant curriculum, and specially designed instruction (SDI) to address academic, functional, social-emotional, and behavioral skills along with regularly monitoring progress for impact.
  - Recommend appropriate programs, services, and supplemental aids to support access to least restrictive environment, and regularly monitor progress for impact, within an MTSS framework.
  - Ensure outreach to all students and families, including families with limited English proficiency, those in foster care, their birth parents, and foster care agency points for all IEP-related meetings and services.

- Transition Planning
  - Implement student-driven, effective, data and instruction-driven transition planning for all students aged 14 and older, focusing on preparing them for post-secondary education, employment, and independent living.

- Referral Process and Equity
  - Implement and monitor pre-referral strategies within the MTSS framework, **ensuring Tier 1 instruction and supports are responsive before referral decisions are made.** Review referral trends to identify and address disproportionality by Race, Class, Ethnicity, Ability and English Language Learner Status.
  - Enhance existing school infrastructures and support mechanisms, including collaboration with the school's Section 504 coordinator and health services team, to ensure that special education referrals are appropriate and aligned with students' individual needs.

- Equity in School Discipline

  - Through an MTSS framework, schools will regularly monitor, report, and analyze trends in discipline and suspensions across race, class, gender, and ability, particularly for Black students with disabilities, and align Tier 1 instruction and supports to promote student engagement, belonging, and equitable outcomes. The Individualized Education Program (IEP) must include tiered instructional strategies and methodologies, e.g. SDI, positive behavioral interventions and supports and ensures least restrictive environments. Additionally, procedural safeguards, quality Functional Behavior Assessments (FBAs) & Behavior Intervention Plans (BIPs), and regular

monitoring for impact are designed to enhance student engagement, equitable access to learning, and meaningful participation in the educational environment.

Priority Needs and Root Causes

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **Indicate the high leverage priority needs determined by your school 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 school'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 Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs (NYCPS Systemwide Needs for all schools noted below.)
March 2026 81% Program service linkage report	shortage of SWD teachers due to budge constraints	IEP Development and Fidelity of Implementation
June 2026 85% of students needing transition plans had them completed	IEP caseloads need additional follow up	Transition Planning and Compliance
20% of initial referrals went beyond the expected time frame June 2026	teacher reports came in slowly	Referral Process and Equity
24-25 50% of suspensions were for SWD; in 25-26 it decreased to 42%	IEP students need a guidance component with Suspension to preent repeaters	Equity in School Discipline

High Quality Inclusive and Accessible Learning for Students with Disabilities

Directions: After conducting a comprehensive needs assessment by analyzing school data trends including IEP Review Surveys; exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop outcome-focused SMART goals for identified priority need(s) and the relevant systemwide focus areas for **High Quality Inclusive & Accessible Learning for Students with Disabilities** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for High Quality Inclusive and Accessible Learning for Students with Disabilities

- IEP Development and Implementation
- Transition Planning and Compliance
- Referral Process and Equity
- Equity in School Discipline

High Quality Inclusive and Accessible Learning for Students with Disabilities SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	81%	By June, 2027, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve The percentage of students receiving their specified IEP services by a 4% Increase, from 81% to 85%, as measured by Program service linkage report.

High Quality Inclusive and Accessible Learning for Students with Disabilities Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school 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 improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Program services linkage report	% of students fully served	June 2026	81%	82	83	85

High Quality Inclusive and Accessible Learning for Students with Disabilities Action Plan

Directions: Identify the key strategy and progressive action steps your school 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 school or a continued strategy that has demonstrated impact.
- 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 students).

Note: Routine activities that all schools engage in every year should not be included.

Key Strategy 1 (Required):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

1. Ensure proper programming at the start of summer
2. Ensure proper staffing to meet programs reccomended
3. Review incoming IEPS for accuracy
4. Ongoing monthly analysis

Root Cause Addressed:

Staffing
Misalignment between incoming IEPS and periods of programming offered at RKA

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)

Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)
Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category
analyze IEPs for proper placement	Instructional Leadership Structures
Review PSLR Monthly	Instructional Leadership Structures

Key Strategy 2 (Optional):

Click here and scroll down to Examples of Key Strategies/Instructional Priorities for a list of suggested key strategies.

Root Cause Addressed:

Action Steps
Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include professional learning for staff, instructional leadership structures and student-facing support in the description, then select the activity category that best aligns to the description. Please be sure to clarify the sequence and timing of action steps, ensuring that all stakeholders are informed and prepared for each stage of the process.

Activity Categories:
Instructional Leadership Structures: (Inquiry Cycles, Analyzing Student Data, Lesson Study, Curriculum Monitoring, Teacher Team Support)
Professional Learning Structures: (Coaching, Modeling, Intervisitations, Targeted Content Knowledge, Targeted Pedagogy)
Student-Facing Support: (Small Group Instruction, What I Need (WIN) Periods, Before/After School Programs, Targeted Support for Diverse Learners)

Description of Action Step	Activity Category

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and 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 2026-27 school year.

Review PSLR monthly
Develop system for staff to indicate IEPS with change in placement.

High Quality Inclusive and Accessible Learning for Students with Disabilities Family and Community Engagement

Family and Community Engagement

Directions: Indicate the multi-tiered supports (strategies & activities) that will be implemented to support and engage families (including foster parents, birth parents, and families with limited English proficiency) and plans for community collaboration in the implementation of this action plan, surrounding the four priority needs. Include:

1) a description of the school's supports and processes for students with disabilities;
2) a coherent mechanism is implemented for updating families on their child's progress towards measurable annual and post-secondary transition goals;
3) a procedure to ensure families are involved during decision-making for IEP development and implementation.

Start Date	End Date	Multi-tiered Supports to Engage Family & Community	Partners/CBOs Leveraged
09/28/2026	11/01/2026	IEP Family meeting	
03/15/2027	04/15/2027	VESID meeting	

High Quality Inclusive and Accessible Learning for Students with Disabilities Budget and Resources

Budget and 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), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.

Schools are encouraged to think critically and strategically when considering resources that can support progress towards CEP goals for students with IEPs. This includes utilizing Title I funding for at-risk speech and/or counseling services, all-staff training in supporting students with autism, sensory materials, summer institute geared at the development of executive functioning skills, and/or inclusion coaching support. Schools may also consider utilizing Title II funds to reduce the ratio of students with IEPs to typically developing peers in ICT classes.

Human Resources:

New AP

Instructional Resources

School staff reach out to Melinda McFadden for supports to compliance metric

Schedule Adjustments

Schedule monthly compliance review meetings

Other Resources Needed

n/a

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

Academic 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 instruction and supports for all students, including students with disabilities (SWDs), students in foster care, and students in temporary housing;
- **Tier 2** offers data informed small-group interventions for at-promise students; and
- **Tier 3** delivers intensive, individualized support for students with persistent needs.

Interventions must include targeted supports for students in Temporary Housing and Foster Care identified through attendance, academic, behavior or mobility data, who are: (1) Chronically absent or showing early warning signs (2) experiencing multiple school or placement transitions, demonstrating disengagement, trauma responses or behavior challenges.

This facilitates the strategic planning and necessary resource alignment to ensure their school community appropriately and adequately serves all students well, in partnership with students and families.

MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See NYSED's memo to view the criteria for determining AIS services. The Supportive Environment Framework (SEF) offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness, with particular attention to the unique needs of students in Temporary Housing and/or Foster Care, who may face additional challenges related to school stability, trauma and access to educational resources. A culturally responsive-sustaining approach to intervention embeds culturally relevant texts and historical narratives into literacy and social studies interventions, ensuring students receive the support that reflects their identities and lived experiences, increasing engagement and achievement.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide

targeted support for all learners, especially at-risk students who experience difficulty meeting state standards, including those living in Temporary Housing and/or residing in Foster Care placements. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplement school-wide systems & supports and/or classroom level supports. Ensure that interventions address the unique social-emotional, behavioral and academic challenges faced by culturally and linguistically diverse students, as well as those impacted by housing instability and child welfare system involvement.

Directions: Using relevant data from Insight and/or NV Portal, complete the chart and identify Tier 2 or 3 MTSS Academic supports. 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 3	Students in grades 6-12 scoring 2 or more grade levels below on iReady screener AND score below 15% on both WIST and TOSWORF diagnostics followed by Phonics for Reading placement test.	Phonics for Reading	Small group 12:1 2.5x/week Progress Monitoring: Every 4 Lessons	During school (SRI Class)	no
Tier 2	Students in grades 6-12 scoring 2 or more grade levels below on iReady screener AND scoring between 15 and 50%% on both WIST and TOSWORF diagnostics followed by the multisyllabic word pre-test and the passage reading fluency pretest.	Rewards	Small group 12:1 2.5x/week	During school (SRI Class)	no
Tier 2	Students in grades 6-12 who score 1-2 grade levels below on iReady screener AND over 50% on both WIST and TOSWORF diagnostics.	STARI	Small Group 16:1 2.5x/week	During school (SRI Class)	No
Tier 2	Students scoring 1 or 2 years below grade level on the iReady Diagnostics. Followed up by the MAP as a secondary screener for placement into the program.	School developed support plan; Math	Small group 16:1 2.5x/week	During school (SRI Class)	yes

		Through Technology			
Tier 3	Students scoring 1 or 2 years below grade level on the iReady Diagnostics. Followed up by the MAP as a secondary screener for placement into the program.	School developed support plan; Math Foundations	Small group 16:1 2.5x/week	During school (SRI Class)	yes

Student Social/Emotional Support

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 2	Teacher identified	communication groups	small group	during	no
Tier 3	Counselor identified	counseling	one to one and small group	during and after school	no
Tier 2	Staff and student nomination process	Conflict resolution	small group	during and after school	no

Family and Community Engagement Around MTSS

Describe how the school's essential components of MTSS are shared with families in accessible and culturally responsive ways (including families and caregivers of students in temporary housing and students in foster care). Note: Schools can leverage their CBO partners to help share this information through family engagement activities like events and/or orientation.

We explain our programming process to families at orientation and again if we need to move students from one group to another.

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

Families receive updates via report cards (6 weeks), iReady parent reports 3x a year, and via teacher/GC outreach as needed.

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

Teachers/GCs /APs speak with parents when students may need a change of placement and discuss how the change might support their child and what it means for the child's schedule.

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). Schools should distribute the Housing Questionnaire to assist with identifying and documenting the specific housing statuses of all students (https://www.schools.nyc.gov/enrollment/enrollment-help/enrollment-forms/#Forms). 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 STH population, please refer to the Title I STH Funds Toolkit.

The new Toolkit has interactive links and a table of contents that will help the user quickly identify pertinent information. It also places an even greater emphasis on student-centered planning, data-driven decision-making, accountability, and measurable outcomes. It includes updated guidance, allowable uses of funds, best practices, planning tools, and examples of high-impact strategies that support students experiencing homelessness.

To support the toolkit the STH team has also created an online training module that individuals can use asynchronously at their own pace to learn more about STH Title 1 policy and practices. Here is the module. In order to have access, users must follow this process.

Using RADR or RATH from ATS/OASIS, Insight, and/or NV Portal, identify the number of Students in Temporary Housing who are currently attending your school and provide a breakdown of their temporary housing status. Your STH SBL can support this task. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need. Include the number of students in temporary housing who are:

- **Doubled up (with friends or relatives because they cannot find or afford housing):**
- **Living in a shelter or transitional shelter:**
- **Living in a hotel/motel:**
- **Living in a car, bus, or train:**
- **Living in a park or public place:**
- **Living in an abandoned building**

***Note: In keeping with established practices regarding personally identifiable information, use the letter "s" to identify a number less than five (5).**

Doubled up - 77
Shelter - 15
Other Temporary Living Situation - 5

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?

I will deliver the STH survey to applicable families in September to determine a utilization of funds. Most of our families however are doubled up with relatives. Providing an afterschool tutoring program, if warranted by survey, seems an appropriate use of resources.

Describe the services you are planning to provide to the STH population.

a. How were those services selected to best meet students' needs?

b. How will you (or did you) utilize the STH Title I Survey to select services aligned to need?

Access to all afterschool activities
Supplies and Materials
Counseling support groups
Parent meetings

Prioritizing Students in Foster Care

As included in your school's Office of School and Youth Development Consolidated Plan-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), students placed, or moved, in foster care have the right 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 at your school? Provide a detailed breakdown of the social-emotional and academic supports available to them.

2 students are in foster care

Student 1-
Receives at risk counseling
Receives outside counseling
weekly GC check ins
Lunchtime tutoring offered
After school tutoring offered
Receives SAPIS counseling

Student 2-
Receives at risk counseling
Receives outside counseling
weekly GC check ins
Lunchtime tutoring offered
After school tutoring offered

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

Tutoring is available after school for all STH students including those in foster care.

Foster care students meet with counselors weekly about academic matters and at risk counseling

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?

We have had very few students in foster care over the years. There is no apparent pattern academically (high honors, promotion in doubt and on-track), but all of the students have displayed great emotional distress 2 severe behavioral issues, 1 with substance abuse problems. Weekly check ins or engagement in athletics have proved very successful.

What intentional, evidence-based Social-Emotional Learning (SEL) strategies does your school implement to support students in foster care – particularly those in key transitional grades – and how are these strategies tailored to address their unique experiences (e.g., mobility, placement changes, trauma)?

a. **How do these SEL strategies translate into improved academic performance, attendance, and behavior?**
b. **What evidence demonstrates that these supports are effectively reducing barriers and promoting stability, engagement, and success for students in foster care?**

Students in foster care receive at risk counseling for emotional support and weekly check ins with their GC for academic matters.

How is your school utilizing funding sources, such as Fair Student Funding (FSF) and Title I Schoolwide Program (SWP), to meet the academic and social-emotional needs of students in foster care? Please provide specific examples of how these resources are used to support this population.

95% of the school's budget is FSF and 95% of that goes towards human resources providing counseling and instruction

Expanded Learning Time (ELT) Support (For All Schools Implementing an ELT Program)

Respond to the questions below if your school is providing Expanded Learning Time (ELT) opportunities as part of your response to State requirements for the provision of academic intervention services for students who are at-risk of not meeting state standards.
Note: Receivership schools must commit to 200 student contact hours of ELT.

Working with a CBO partner (if applicable), describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

n/a

Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.

n/a

Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.

n/a

Provide a description of the materials and training shared with ELT partners to support implementation of ELT.

n/a

Section 7: Parent and Family Engagement Policy and School-Parent Compact

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy (PFEP) that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

RKA will support parents and family members of Title I students by:
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:
- actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities

planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

RKA , in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I-A. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I-B. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting each school year for parents and family members of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent and Family Engagement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I-C. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I-D. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Submission Assurances

Submission Assurances

- ☐ The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- ☐ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- ☐ The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, the school has written “Addendum Attached” and provided supplemental documentation to explain why the school was unable to obtain the individual’s signature.
- ☐ The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Language Allocation Policy Outline

Language Allocation Policy Outline

2026-27 Language Allocation Policy (LAP)

The school-based Language Allocation Plan (LAP) is part of the schools' annual Comprehensive Education Plan (CEP). The LAP is a required plan that all schools much complete each year to describe their systematic plan for language development which guides programmatic and curricular decisions for Multilingual Learners/English Language Learners (MLs/ELLs). As part of the LAP, schools describe the ML/ELL population at their school and detail their plan to meet the requirements of NYS Commissioner's Regulation Part 154 for the identification and placement of English Language Learners (ELLs), ensuring high quality programs for Multilingual Learners/English Language Learners (MLs/ELLs) and engaging and empowering families in their preferred language.

This is a living document. Any school-wide changes involving the instruction of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE) program, should be updated in this form. Please note opening, closure, reduction, conversion of a bilingual education program require separate approval from your ML/ELL director, superintendent and the Office of Multilingual Learners. Please review the bilingual program adjustment protocol for additional details.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces.

For additional information, refer to the NYC DOE Policy and Reference Guide for MLs/ELLs. For additional support with ML/ELL policy, please reach out to your respective ML/ELL Director or ELL Compliance Performance Specialist; for support with ML/ELL instruction, please contact your ML/ELL Services Administrator.

Part I: School ML/ELL Profile

This section should reflect the school's demographics for the 2026-27 school year. If completing before the 2026-27 school year begins, questions should be based on the anticipated population served by the school.

A. Language Allocation Policy Team Composition

The members of the school's LAP team are listed below. A school's LAP team **must consist of at least one:** principal, assistant principal (where applicable), an English as a New Language (ENL) teacher, an additional teacher (bilingual teacher if the school has a bilingual education program or a teacher from a content area other than bilingual education or ENL) and a parent/guardian.

Required LAP team members are denoted with an asterisk (*) below. Please do not leave any fields blank. If a role is not represented on the LAP team, include N/A below.

Required LAP team members are denoted with an asterisk (*) below. Please do not leave any fields blank. If a role is not represented on the LAP team, include "N/A" below.

Member Title	Name
Principal*	Lori O'Mara
Assistant Principal (Where Applicable)*	Miledys Prado-Romero
English as a New Language (ENL) Teacher*	Nyafa McCloggan
Teacher (if school has a bilingual program must be a bilingual teacher)*	Matthew Rosenberg
Parent/Guardian*	
Teacher (e.g. World Language Teacher, Special Education Teacher)	
Parent Coordinator	Katherine Mendez
School Counselor	Johanna Cuello
Related-Service Provider	Jamie D'Amico
Other (Name and Title)	Rachel Kurtz
Other (Name and Title)	

B. Teacher Qualifications

Please review all certifications for all staff members at your school, and indicate the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teachers

Number of ESOL certified teachers currently teaching ENL (i.e. have an ENL license):

4

Number of common branch or content area licensed teachers who also have an ESOL certification:

3

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:

0

Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:

4

Number of teachers certified to teach students with disabilities that also have a bilingual extension:

0

3. Language Other than English (LOTE)/World Language Certified Teachers:

Total number of teachers with LOTE certification:

6

Total number of teachers with LOTE certification providing World Language instruction:

6

Total number of teachers with LOTE certification providing Home Language Arts (HLA) to students in bilingual programs:

0

C. Student Demographics

Please review the student demographics at your school and complete the number and percentage for each category.

Total number of students (excluding pre-K):

1,422

Total number and percentage (%) of current ELLs:

89 (6.3%)

Total number and percentage (%) of former ELLs:

50(3.5%)

Total number and percentage (%) of ELLs who are Newcomers (0-3 years of service):

50 (56.2%)

Total number and percentage (%) of ELLs who are Developing ELLs (4-6 years of service):

18 (20.2 %)

Total number and percentage (%) of ELLs who are Long-Term ELLs (7 or more years of service):

21 (23.6%)

Total number and percentage (%) of ELLs who are Students with Inconsistent/Interrupted Formal Education (SIFE):

5 (5.6%)

Total number and percentage (%) of ELLs with an Individualized Education Program (IEP):

24 (27%)

Part II: Bilingual Education Programs

Part II: Bilingual Education Programs

All schools must complete questions 1-4 below

NYS Commissioner's Regulation (CR) Part 154, as amended by the Aspira Consent Decree, requires that schools create bilingual education programs if the thresholds below are met:

- **Grades K-8**: 15 or more **ELLs** of the **same home language** in **two contiguous grades**.
- **Grades 9-12**: 20 or more ELLs of the **same home language** in **any single grade**.

1. Review your school's enrollment data (e.g. RFSF report from ATS). Examine the number of ELLs by grade level and home language. Does your school meet the criteria above (Yes/No)?

No

2. If your school meets the thresholds above, specify in which language(s) and grade level(s) your school meets the threshold. If your school does not meet the thresholds, indicate N/A.

3. If your school meets the thresholds and does not have a bilingual education program in the required language(s) and grade level(s), please describe the steps your school will take to implement a bilingual education program. Include an anticipated timeline, a description of recruitment efforts, and a description of how ELLs' home language needs are supported in the interim.

4. Does your school have a bilingual program--Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE) (Yes/No)? If yes, complete section below.

No

Schools with a bilingual program must respond to questions 5 -8 (as applicable) below.

5. Provide the number of classrooms for each bilingual education program, by grade, at your school for the 2026-27 school year. If submitted before the 2026-27 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment. Please note:

- **Each language and program model--Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)--is considered a separate program.**
- **In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.**
- **In the fourth column, include the year the bilingual education program opened at your school.**
- **In the last column, include the total number of classrooms for each bilingual education program.**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals

6. Do you plan to make any changes to your bilingual education program(s) for school year 2026-27 (Yes/No)? If yes, specify the type of change. Please note: opening, closure, reduction, and conversion of a bilingual education program require separate approval from your ML/ELL director, superintendent and the Office of Multilingual Learners. Please review the bilingual program adjustment protocol for additional details.

Transitional Bilingual Education (TBE)

If your school has a Transitional Bilingual Education (TBE) Program(s), answer the questions below. Indicate N/A if your school does not have a TBE program. Please refer to the New York State Commissioner's Regulation (CR) Part 154 Units of Study Tables as you describe the Transitional Bilingual Education program at your school.

7. Describe your Transitional Bilingual Education (TBE) program(s). Include:

a. How stand-alone English as a New Language (ENL) is implemented as per CR Part 154:

b. How integrated ENL/English Language Arts (ELA) is implemented as per CR Part 154:

c. How Home Language Arts (HLA) instructional minutes are delivered:

d. Describe how core content is delivered. How is instruction designed to include both languages? Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards:

e. How does your school administration ensure the mandated number of instructional minutes are provided in the TBE program according to students' English language proficiency levels?

Dual Language Bilingual Education (DLBE)

If your school has a Dual Language Bilingual Education (DLBE) program(s), answer the questions below. Indicate N/A if your school does not have a DLBE program. Please refer to the New York State Commissioner's Regulation (CR) Part 154 TBE Units of Study Tables as you describe the Dual Language Bilingual Education program at your school.

8. Describe your DLBE program(s). Include:

a. Which Dual Language Bilingual Education model is implemented (e.g., side-by-side, self-contained)? See "Classroom Configuration for All Dual Language Bilingual Education Programs" of the Bilingual Program Descriptions.

b. What is the composition of the class (e.g. one-way or two-way)? See "Dual Language Bilingual Education Programs" of the Bilingual Program Descriptions.

c. How stand-alone ENL is implemented as per CR Part 154:

d. How integrated ENL/ English Language Arts (ELA) is implemented as per CR Part 154:

e. How target language arts instructional minutes are delivered:

f. Describe how core content is delivered. How is instruction designed to include both languages? Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.

g. How does your school administration ensure the mandated number of instructional minutes in the dual language bilingual education program are provided according to ELLs' English language proficiency levels?

Part III: English as a New Language (ENL) Programs

All schools must have an English as a New Language (ENL) program at a minimum. Please refer to the New York State Commissioner's Regulation (CR) Part 154 Units of Study Tables as you describe the ENL program at your school.

1. Describe your English as a New Language (ENL) program. Include:

a. How stand-alone ENL is implemented as per CR Part 154:

Stand-alone services are provided in a smaller setting determined by Language Proficiency Levels, with students receiving language instruction and services from a licensed ENL teacher. In the stand-alone classes, students are grouped based on NYSESLAT or NYSITELL level and by grade level according to the CR Part 154 Requirements listed
below.

Entering and Emerging students Receive Stand alone courses. With no more than two consecutive grade levels students grouped together.

EN: 180 mins. minimum of Stand-Alone ENL instruction required per week.

EM: 90 mins. minimum of Stand-Alone ENL instruction required per week.

TR: 90 mins. minimum of Stand-Alone ENL when possible.

Ex: 90n mins. minimum of Stand-Alone ENL when possible.

Mandated minutes are captured in STARS.

b. How integrated ENL/English Language Arts (ELA) is implemented as per CR Part 154:

In the integrated model, students receive their services within core content classes that are co-taught by a content area teacher and a licensed ENL teacher. ENL students are grouped and placed into integrated heterogenous content classes. In the integrated classes students are grouped by grade level but do not travel from class to classas a group. All instruction is aligned with the Next Generation Standards. Students receive services based on their NYSESLAT or NYSITEL scores according to the following CR 154 requirements.

EN: MS - 180 mins. minimum of integrated ENL/ELA required per week

HS- 180 mins. minimum of integrated ENL/ELA required per week and 180 mins. stand -alone or integrated instruction in other content area.

EM: MS- 180 mins. minimum of integrated ENL/ELA required per week, and 90mins. stand-alone or instruction in ELA or other content area
HS- 180 mins. minimum of integrated ELA and 90 mins. of integrated in other content area or stand alone.

TR: MS: 90 mins. minimum of integrated ENL/ELA and 90 mins. of standalone or integrated in different content area than ELA.
HS: 90mins. minimum of integrated ENL/ELA or other content area.

EX: MS- 180 mins. minimum of integrated ENL in ELA/Core Content Area required per week
HS- 180 mins. minimum of integrated in ELA/ Core content area.

CM: 90 mins. minimum of integrated ENL in ELA/Core Content Area and/or other approved Former ELL services for
two additional years

Mandated Minutes are captured in STARS

c. How students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]):

Students follow an individualized schedule tailored to their Math and English proficiency levels. RKA utilizes data from previous state exams and i-Ready scores to determine student learning needs. Specifically, students are grouped homogeneously for literature based on their i-Ready performance and growth.

d. Describe how core content is delivered as part of your ENL program. How is instruction designed to foster language development and meet the demands of the Next Generation Learning Standards?

In Integrated ENL classes, teachers are equipped with ELL appropriate strategies based on the Proficiency Levels of
students. While helpful to all students, these instructional strategies, routines, and protocols are particularly supportive to ELLs. These include leveling of texts and materials, Home Language supports (including real-time translations, at times), the use of consistent discussion protocols and routines (e.g., Stronger and Clearer Each) . Additionally, as per recommendations from our recent MLL/ELL Instructional Survey, we will be including Language Objectives for ELLs in subject area lessons plans to better match instruction to students.

In stand-alone classes, ENL instruction is balanced between building proficiency in the four modalities with supporting students in core course content. We use Cengage's "Inside" series as a base for instruction in standalone ENL classes; and we balance that with instruction related to key concepts, vocabulary and schema for core classes.

e. How do you use home language to support the student's English language development?

We leverage the student's home language (L1) as a primary cognitive tool to accelerate English language development (L2). We utilize the home language to provide immediate, high-quality entry points into grade-level texts and themes that students cannot yet fully access in English. Furthermore, we implement translanguaging practices across content areas, allowing students to brainstorm, debate, and formulate higher-order thinking in their L1 so their cognitive depth is never restricted by English proficiency limits. To systematically bridge these ideas into English literacy, we utilize Thinking Maps as a neutral visual medium. Students organize their complex, L1-generated thoughts onto cognitive maps (such as Tree or Flow maps) and then utilize the embedded language scaffolds and academic sentence frames from our new HMH ELA curriculum to transfer those structured thoughts into rigorous English academic prose. This targeted cross-linguistic transfer ensures that native language competency directly builds English literacy."

f. How does your school administration ensure the mandated number of instructional minutes in the ENL program are provided according to students' English language proficiency levels?

ENL programming takes precedent at our school. We try to group students in the same grade band so that they can receive their required integrated and stand alone minutes indicated in the CR154-.

g. How is your school providing mandated instruction to former ELLs?

Our school supports former ELLs in accordance with CR-154 alternate Pathway Option C (Project-Based Learning.).
Social Studies and English Classes in all grades contain extensive group-based projects and other collaborative work , and in fact, projects are important category in our school wide grading policy. Projects are distinguished from
Tests, Classwork, Participation, etc, and are a prominent part of course content. Our former ELLs continue to have access to reading and writing supports in the content areas class as needed, and receive extended time on assessments.

Part IV: ELL Data Analysis

Data Analysis

After reviewing and analyzing the most recent ELL Data Analysis Tool (EDAT) provided by the Office of Multilingual Learners, please answer the following questions.

Early Warnings for ELLs and former ELLs (At Risk-Indicators)

1. What trends do you notice about the at-risk levels of ELLs at your school?

According to the 2026 Data analysis tool, 47% of students scored a level 1 or 2 during the first year of their Math exam, compared to 19% for two consecutive years.

38% of our current ELL students scored Level 1 or 2 in their ELA assessment during the first year, 22% of ELL students scored a Level 1 or 2 in ELA for two consecutive years.

Other additional notices:
39% of our current ELL students did not demonstrate enough ELP.
52% of our current ELL students are newcomers (1-3 years of ELL services).
25 % of our current ELL students are in temporary housing.

2. What trends do you notice about the at-risk levels of former ELLs at your school?

According to the 2026 Data Analysis tool, 26 % of our former ELL students scored a Level 1 or 2 for on ELA exam during year 1. 16% scored a Level 1 or 2 on the ELA exam for two consecutive yearrs.

18% of former ELL students who scored Level 1 or 2 in their State Math Exam.

3. What steps does your school community plan to take to address these trends for ELLs and former ELLs? If your plan varies by subgroup, please specify the different strategies.

Newcomers: Our ENL teachers and guidance department, coordinate in connecting Newcomer students to other students in the
school who have similar language and background. Programming and class placement is also used so that Newcomers are able to develop a social network early and so that they see and work with other ELLs having success in the classroom. Guidance and ENL teachers relay key information about Newcomer's needs to core teachers in Afternoon PDs. Home Language Supports and scaffolds are utilized by
ENL and Core teachers.

For those students receiving stand-alone services, ENL teachers coordinate with Core
teaches to support content classes, particularly with respect to vocabulary work and building schema.

Long-Term ELLs: Data confirms that our long-term ELLs are often under-credited. To support ELLs in mastering previously taught
content, each semester we offer a variety of Regents classes tutoring. Additionally, Title III funded tutoring is available in the afternoon to support students with course-specific needs. Long-term ELLs will be a monitored subgroup this coming year in the all ILT PSDAs, particularly with respect to supports and instructional routines being
piloted. We expect our work with Continuous Learning to yield new supports and interventions support Long Term ELLs and reduce risk factors.

Home Languages

4. What are the home languages of ELLs with the largest representation at your school?

Spanish 77 out of 89 ELL students identified Spanish as their home language. Followed by Arabic, 4 out of 89 and Albanian, 3 out of 89.

5. What staff, structures, and processes does your school have in place to support communication that values these home languages?

We have staff that can communicate in Spanish in the main office, in the guidance team, and in the admin team. We also communicate with parents via Gamma, which allows us to automatically translate messages to the home language indicated by the families. Lastly, we also use the interpretive services provided by the DOE so that families are able to fully communicate without having a language barrier.

Racial and Ethnic Classifications

6. What are the racial and ethnic classifications of ELLs at your school? How is diversity and inclusivity considered when planning and implementing Culturally Responsive and Sustaining

Education (CR-SE)?

As per the Spring 2026 EDAT, the racial identification of ELLs at RKA are as follows:
American Indian or Alaskan Native 37.1%
Asian 5.6%
Black 16.9%
Multiracial 5.6%
Native Hawaiian or other Pacific Islander 2.2 %
White 32.6%

As per the Spring 2026 EDAT, (51.3%) identify as Hispanic and live in Spanish speaking homes.

MS ELA will implement HMH curriculum with specific adjustments to align further with CR-SE principles and practices.

HS ELA curriculum is undergoing cycles of revision to increase grade-band coherence, and to increase alignment with CR-SE principles and practices.

HS Social Studies has established theme-based CR-SE aligned
thematic units of study in which student groups learn and study collectively.

The school's work with Continuous
Learning and the focus of the Instructional Leadership Team is specifically aimed at implementing strategies to support ELLs in their day-to-day classroom experience and improve outcomes for ELLs.

Our Continuous Learning Professional Development work and our Curriculum aligns to the following pillars of CR-SE.

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning

NYS English as a Second Language Achievement Test (NYSESLAT) Results Overview

7. What trends do you notice in reviewing English Language Proficiency (ELP) growth at your school? How many students met ELP sufficient progress? How many students did not meet ELP sufficient progress?

According to the Spring 2026 ELL Data Analysis Tool, ELP Progress for Students with Sufficient Exam Results indicates
the following:
48.2% did not meet progress.
27.7% Met Progress by Exiting ELL status.
15.7% Met Annual Progress.

8.4% Met Safe Harbor Cumulative Growth
Given that 40.2 % of our ELLs are tested at the Expanding level on the 2025 NYSESLAT, this is a group we must focus on so that we can help them achieve Commanding level.

8. What steps will your school community take to support students who did not meet ELP sufficient progress?

1. Data-Driven Diagnostic Review
Analyze NYSESLAT Modalities: Break down the student's performance by the four modalities (Speaking, Listening, Reading, and Writing) to pinpoint exactly where the student missed making "sufficient progress."

2. Cross-reference NYSESLAT data with internal formative assessments, reading levels, and coursework to see if the language barrier is pervasive across content areas.

3. Tiered Interventions (MTSS): Provide targeted, small-group Standalone ENL instruction focusing on the lagging modalities.

4. Scaffolded Core Instruction (Integrated ENL): Ensure ELA and ENL teachers co-plan to embed explicit language scaffolds (e.g., sentence frames, graphic organizers, bilingual glossaries) into daily lessons.

9. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality (i.e. listening, speaking, reading and writing)?

A review of Spring 2025 NYSESLAT data reveals the following trends. Writing has been identified as the modality that has the biggest area of need for our students.

Writing
Grade 6: 2 out of 16 test-takers scored in the lowest bracket.
Grade 7: 5 out of 11 test-takers scored in the lowest bracket
Grade 9: 7 out of 27 test-takers scored in the lowest bracket.
Grade 8: 3 out of 12 test-takers scored in the lowest bracket.

Speaking : While Speaking is generally a school-wide strength for many students, the data reveals a heavy split or polarization in specific grade levels where a subset of students still demonstrate extreme low proficiency:
Grade 6: 3 out of 16 test-takers scored in the lowest bracket.
Grade 7: 5 out of 11 test-takers scored in the lowest bracket.
Grade 8: 3 out of 12 test-takers scored in the lowest bracket.
Grade 9: 7 out of 27 test-takers scored in the lowest bracket.

10. Based on the NYSESLAT trends in listening, speaking, reading, and writing, what actions will your school community implement to support language development using evidence-based strategies for

each modality?

Writing :
The 2025 NYSESLAT data shows critical deficits in writing, particularly in Middle School Grade 7 (5 out of 11 students scoring <15% correct) and High School Grade 9 (7 out of 27 students scoring <15% correct).

We will continue to implement

Pre-Writing via School-Wide Thinking Maps: Before any student begins a writing task, they will utilize specific Thinking Maps to visually organize their thoughts and arguments. For example, students will use Tree Maps for classifying details, Flow Maps for sequencing narratives or multi-paragraph essays. This provides a universal cognitive bridge for struggling writers.

HMH Embedded ELL Scaffolds (Grades 6–8): Middle school ELA teachers will explicitly leverage the writing scaffolds built directly into the new HMH ELA curriculum. This includes utilizing HMH's sentence-combining exercises, interactive graphic organizers, and guided writing prompts specifically designed to lift Entering and Emerging students (such as the critical Grade 7 cohort).

11. What is the relationship between students' performance on the NYSESLAT and NYS assessments (e.g. NYS ELA assessment, NYS Math assessment, NYS Regents exams)?

ELA EXAM:
2 Commanding students scored level 1 on ELA exam.
4 Commanding student scored level 2 on ELA exam
2 commanding students scored level 3 on ELA exam.

Math EXAM:
5 commanding students scored level 1 on Math Exam.
1 commanding student scored level 2 on Math Exam.
5 Commanding students scored level 3 on Math exam.

Level 3 on Math : 1 transitioning, 5 expanding

Current ELLs (Entering through Expanding): Performance on state assessments is directly affected by the language barrier. Active ELLs are disproportionately clustered in Level 1 and Level 2 on the NYS ELA and Math assessments. They face a dual cognitive load: decoding the English language while simultaneously trying to master complex grade-level standards.

College and Career Readiness (For schools with grades 9-12)

12. Please review your data in the Insight Tool and STARS to answer the following questions:
a. How many ELLs are on-track towards graduation? Specify number and percent of ELLs.

According to the Insight Tool, 39 out 53 (73%) ELL students are on track for graduation.

b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?

All 10 ELL students in grades 11 and 12 have postsecondary plans documented in STARS.

c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?

Our school offers a range of supports for students who are off-track. We have numerous tutoring offering after school, in additional to Title III funded tutoring specifically for our ELL population. We offer PM School class taught by supportive faculty to assist students in making up missed credits.

d. What specific strategies, engaging approaches, and interventions are implemented to support and retain students who are not on track to graduate within four years, ensuring they remain enrolled and are guided towards a successful graduation in the future?

Our school offers a range of supports for students who are off-track. We have numerous tutoring offering after school, in additional to Title III funded tutoring specifically for our ELL population. We offer PM School class taught by supportive faculty to assist students in making up missed credits.

Part V: ML/ELL Instructional Planning

Part V: ML/ELL Instructional Planning

Tier 1 Core Instruction

1. How does your school provide ELLs with a high-quality academic experience? How can your school intentionally incorporate the Keys to Advance Language and Literacy Development for Multilingual Learners to further support this work?

Our instructional focus is to develop and implement protocol and routines which are focused on supporting ELLs in
the classroom. This is a school-wide endeavor with every department participating, and implementing cycles of inquiry around the use of of routines and protocols, especially as related the reading and writing modalities.

Our school ensures that ELLs receive a high-quality academic experience by providing equitable access to rigorous, grade-level Tier 1 instruction alongside tailored linguistic support.

Adoption of the New HMH Middle School ELA Curriculum (Grades 6–8): High-quality text access is guaranteed through our newly adopted HMH curriculum, which natively embeds evidence-based ELL strategies. This resource allows teachers to deliver culturally and linguistically responsive instruction through tiered vocabulary workshops, side-by-side comprehension checkpoints, and sentence-combining exercises that directly address our students' academic literacy gaps.

Universal Use of Thinking Maps: To remove language as a barrier to complex thought, we have adopted Thinking Maps as a school-wide instructional practice. Across all grades and content areas, students utilize these thinking maps (e.g., Tree Maps for classifying ideas, Flow Maps for sequencing processes, and Multi-Flow Maps for cause-and-effect analysis) to organize abstract thinking before they are asked to write or speak. This ensures that a student's current English proficiency level does not limit their ability to execute high-level analytical tasks.

2. How does your school's leadership team ensure ELLs have access to grade-level core instruction/curriculum?

The success of ELLs is the focus of our Instructional Leadership Team work for 2026-2027, as it was in the previous
year. The ILT is composed of teachers from every subject area, and includes ENL and SPED and World Languages.
Our partnership with Continuous Learning has kept Professional Learning and planning focused on the success of

ELLs. ILT groups are engaging in data analysis of ELLs, and designing rapid cycles of Inquiry in which techniques and protocols are implemented in the classroom to support learning and outcomes for ELLs. As we move to the 2026-2027 school year, all Instructional Leadership Team PDSA (Plan Do Study Act) Cycles of Inquiry will explicitly
monitor impact for ELLs and ELL subgroups, as well as for other targeted subgroups. ILT Cycles of Inquiry will focus on building literacy for all learners, particularly ELLs through the implementation of school-wide and gradewide protocols for discussion, reading, and vocabulary development

3. Describe systems and structures for supporting co-teaching and collaboration among teachers for all ELL program models available at your school (e.g. integrated co-teaching, Dual Language Bilingual Education teacher partnerships, etc.):

Stand-Alone ENL Support: Reserved for our Entering and Emerging students. This model provides targeted, intensive, foundational language acquisition support in a separate setting, focusing on establishing initial linguistic mechanics and basic communication skills.

Integrated ENL Support: Designed for our Transitioning, Expanding, and Commanding (Former ELL) students. These students are placed in a Tier 1 general education environment co-taught by a certified ELA Content Teacher and a certified ENL Specialist. This model ensures students maintain access to rigorous, grade-level academic standards while receiving integrated linguistic scaffolding.

4. What does effective grade-level instruction look like for students in your school community? In your response, identify specific, instructional strategies and grade-level materials to accelerate English language development.

a. Newcomers

Our ENL teachers and guidance department, coordinate in connecting Newcomer students to other students in the school who have similar language and background. Programming and class placement is also used so that Newcomers are able to develop a social network early and so that they see and work with other ELLs having success in the classroom. Guidance and ENL teachers relay key information about Newcomer's needs to core teachers in Morning co-planning times (3 times per week). Home Language Supports and scaffolds are utilized by ENL and Core teachers. For those students receiving stand-alone services, ENL teachers coordinate with Core teaches to support content classes, particularly with respect to vocabulary work and building schema.

b. Long-Term ELLs

Data confirms that our long-term ELLs are often under-credited. To support ELLs in mastering previously taught content, each semester we offer a variety of Regents classes as PM School. Additionally, Title III funded tutoring is available in the afternoon to support students with course-specific needs. Long-term ELLs will be a monitored subgroup this coming year in the all ILT PSDAs, particularly with respect to supports and instructional routines being
piloted. We expect our work with Continuous Learning to yield new supports and interventions support Long Term ELLs and reduce risk factors.

c. SIFE

SIFE students who are ELLs are assessed to determine reading levels in English and in their Home Language. This data, along other screeners, informs the level of scaffolding and supports needed in the Core Classes, and determines if other interventions are needed especially related to the students' SIFE status. Information about specific needs of individual SIFE students is also relayed to core teachers by ENL teachers at Morning co-planning times (3 times per week). Home Language Supports and scaffolds are utilized by ENL and Core teachers alike.

d. former ELLs

ELA teachers leverage the advanced-tier extensions and embedded language scaffolds within our newly adopted HMH curriculum. Rather than utilizing the foundational ELL modifications, teachers select the HMH close-reading anchors, interactive vocabulary workshops, and text-dependent writing prompts designed specifically to push transitional and advanced language learners into grade-level proficiency.

In our high school grades, teachers utilize grade-level historical documents, scientific journal articles, and contemporary essays. These texts are "engineered" with side-by-side vocabulary glossaries that target Tier 2 academic verbs (analyze, infer, evaluate, synthesize), ensuring Former ELLs are explicitly taught the language of high-stakes testing.

5. What supports does your school provide to ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?

Common planning has allowed core content and integrated ENL teachers to identify lesson specific scaffolds necessary in our Core curriculum (HMH) and our Social Studies Curriculum (Passport). Home Language supports to build background and context are widely used. Google Classroom isparticularly useful in creating a "landing page" in home language for students, as they navigate class tasks. OurELLs are supported in accessing Home Language supports digitally. Trans-languaging is broadly supported across
all subject areas.

6. (For schools with grades 6-12 only) What language courses are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?

This year, 17 of our students graduated with the Seal of Biliteracy, in 5 different languages. Our World Languages Department established the Culminating Project Course, offering an additional NYSSB criteria option to students. Currently Spanish is offered to all students
beginning in 7th grade providing students a wide band of grades to gain proficiency in a second language as they progress through high school. AP Spanish is also offered to advanced students. We also introduced a Spanish for Spanish Speakers course in accordance with the NYC Office of World Languages.

Assessment

7. Which assessments does your school use to inform and drive instructional planning? Specify which screeners or formative assessments may be used to appropriately evaluate ML/ELLs in their

home languages throughout the year.

a. Screeners (e.g. iReady, MAP Growth, Acadience, or STAR Reading)

In grades 6-8 we utilize i-ready for progress monitoring and to determine interventions. Additional screeners are used for some students, and these include the TOSWRF, WIST, and Brigance.

In grades 9-12 we use the MAP assessment for progress monitoring 3 times throughout the school year, offering the
same range of interventions and Tier 1 supports and scaffolds. Some students receive secondary screeners based on MAP results. . Additional screeners are used for some students, and these include the TOSWRF, WIST, and Brigance

b. Formative assessments (e.g. NYC performance Tasks, HLA Assessment, teacher-created assessments, etc.)

In grades 6-8 we utilize i-ready for progress monitoring and to determine interventions. Additional screeners are used for some students, and these include the TOSWRF, WIST, and Brigance. This data informs which from an array
of interventions may be best for an individual student. This year Tier 2 interventions included STARI. Tier 3 interventions included Rewards, and Phonics for Reading. Aside from intervention planning, the progress monitoring
data has been instrumental in informing scaffolds and supports within Tier 1 instruction.

In grades 9-12 we use the MAP assessment for progress monitoring 3 times throughout the school year, offering the
same range of interventions and Tier 1 supports and scaffolds. Within our Math curriculum there are many embedded tasks that are used for formative assessment throughout each unit. Teachers use teacher- created common unit assessments in most subject areas to assess skills and growth throughout the school year. Teachers administer a benchmark assessment at the beginning of the school
year to further identify student strengths and needs for instructional planning purposes. The data we have shows that many of our new ELLs have reading comprehension skills that are at least 2-3 years below grade level .

c. Summative (e.g. NYSESLAT, ELA, Math, Regents, etc.)

NYSESLAT, ELA , Math, Regents scores are always evaluated and looked at for areas of improvement in Department
Time. Trends and identified challenge areas are identified, and this in turn informs ILT Cycles of Inquiry, as well a grade-wide or department-based initiatives, protocols, and supports.

8. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-Tiered System of Supports (MTSS). Refer to the Instructional Leadership Tool for MLs and ELLs and MTSS Guide for MLs and ELLs to help in the development and implementation of your school's plan for MLs/ELLs.

To ensure systematic, year-over-year monitoring of our ELL students, rka has implemented a tracking system known as the FURBY.

The FURBY acts as a centralized dashboard, aggregating student performance metrics from various city and state database structures, including STARS (scheduling and credit accumulation), ATS (demographics, long-term status, and attendance), and INSIGHT (historical state exam trends).

Rather than looking at language proficiency as a monolith, the FURBY allows our instructional teams to filter data longitudinally to hone in on exactly which language modality—Listening, Speaking, Reading, or Writing—a student is stalling in. This long-term tracking is what uncovered our specific trends, such as our massive 40.2% Expanding cohort and our middle-grade writing deficits, enabling us to deploy targeted interventions before annual testing.

Data drives the work of the ILT Team. Our PDSA cycles are centered around rapid, ELL data-based cycles of inquiry.
Classroom Data is used to both determine the best scaffolds/protocols or adjustments to instruction and to measure
their results for outcomes for ELLs. This process has dramatically increased awareness of ELLs needs by all instructional staff. We aim to build cycles around "focus students" which promotes a focus on the whole student--academic and social emotional aspects.

9. For all grades, list and describe your targeted intervention programs for ELLs in ELA, Math, and other core content areas (specify ELL subgroups targeted). Include the language(s) in which the intervention services are offered.

Tier 2 and Tier 3 interventions are programmed for grades 6-8, and they serve ELLs and non-ELLs alike.
Title III
funds are used to supplement interventions by providing after school tutoring for ELLs in ELA across grades 6-12. Middle and High school math tutoring is available in Spanish, and tutoring is also provided for other core subjects, such as middle school Social Studies and ELA.

In grades 6-8 we utilize i-ready for progress monitoring and to determine interventions. Additional screeners are used for some students, and these include the TOSWRF, WIST, and Brigance. This data informs which from an array
of interventions may be best for an individual student. This year Tier 2 interventions included STARI.

Tier 3 interventions included Rewards, and Phonics for Reading. Aside from intervention planning, the progress monitoring
data has been instrumental in informing scaffolds and supports within Tier 1 instruction.
In grades 9-12 we use the MAP assessment for progress monitoring 3 times throughout the school year, offering the
same range of interventions and Tier 1 supports and scaffolds.

10. Please describe your NYSESLAT administration plan. In your description:
a. Highlight the actions your school takes before testing, during testing and after testing to ensure all ELLs are tested with the NYSESLAT annually

Before Testing:
Stakeholder Notification: Well in advance of the testing window, formal written notifications are distributed to parents, students, and instructional staff detailing the importance of the NYSESLAT, the specific testing dates, and attendance expectations.

Targeted Proctor and Assessor Assignments: The testing coordinator assigns specific students to trained, licensed ESOL teachers for the individualized Speaking portion of the exam. This ensures that assessors are familiar with the linguistic profiles of the students they are evaluating.

Instructional Mapping and Scheduling: To prevent disruption to core academic instruction, the administration compiles comprehensive student schedules. These schedules are provided to the testing team to allow for seamless logistics and minimal displacement from primary learning spaces.

During Testing:
Optimized Speaking Testing Environment: The individual Speaking modality is conducted in designated, quiet environments removed from distractions. To protect critical learning time, students are pulled for this one-on-one assessment exclusively during their non-core class periods.

Structured Group Administration (Listening, Reading, and Writing): The group-administered subtests are strategically mapped out across a designated 3-day testing window. This intentional structuring provides a manageable testing cadence for students and builds in a reliable runway to execute make-up exams for any students who were absent.

After Testing: Compliant Scoring & Service Continuity
Certified Diagnostic Scoring: The scoring of all constructed-response writing and speaking components is completed exclusively by a team of trained, licensed educators in strict accordance with New York State Education Department (NYSED) scoring rubrics.

Preservation of Mandated Instructional Services: To ensure that daily, legally mandated ENL instructional services are never paused, reduced, or compromised during the administrative period, all scoring sessions are intentionally scheduled to occur during after-school hours or over weekends. This logistical structure guarantees that students continue to receive their required Tier 1 integrated and stand-alone language support without interruption.

b. Include the titles of the staff that will administer and score the assessment

ESOL TEACHERS
Administrators

c. Describe your plan to ensure that all ELLs and former ELLs continue to receive mandated instruction during the testing period

NYSESLAT is administered by trained teachers. During the testing time, additional time will be given to students after school. The test is scored by trained, licensed teachers. Testing and scoring is scheduled so that mandated services continue during administration period.

11. How does your school ensure that current and former ELLs receive necessary accommodations for state assessments, including the Specialized High School Admissions Test (SHSAT) if applicable?

Common planning has allowed core content and integrated ENL teachers to identify lesson specific scaffolds necessary in our Core curriculum--particularly our ELA HMH and our Social Studies Curriculum (Passport). Home Language supports to build background and context are widely used. Google Classroom is particularly useful in creating a "landing page" in home language for students, as they navigate class tasks. Our ELLs are supported in accessing Home Language supports digitally. Trans-languaging is broadly supported across all subject areas.

Professional Development

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.

We intend to continue the ELL-focused Professional Learning and Inquiry work. We have an ILT that is focused on ELLs and uses data to plan PD. We will continue to organize our Professional Learning and inquiry work in this way. We are focused on improving outcomes for ELLS through frequent cycles of inquiry. District guidance for the 26-27 school year encourages alignment with these same data-based cycles on inquiry approach. We will continue to support our teachers into digging deeply into literacy data to inform instructional practices, and this is particularly impactful for ELLs as well as for other subgroups. Professional development will be at no cost to Title III funding.

2. Describe how your school's professional learning plan supports staff to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 and consistent with section 80-3.6 and section 100.2(dd):

a. For all teachers other than ESOL/bilingual teachers, administrators, and level III teaching assistants: a minimum of fifteen percent (15%) of the required professional development clock hours is dedicated to language acquisition in alignment with integrating language and core content instruction for ELLs.

All Professional Learning this year is focused on improving learning and outcomes for our ELL population--a focus that we know will benefit many other groups of learners. We have developed action-oriented cycles of inquiry specifically to support the instructional needs of ELLs. This constitutes a step forward in terms of ELL specific Professional Development hours available to staff at school. Professional Learning takes places weekly, in our morning meeting time Instructional Leadership Team members..

b. For ENL and bilingual teachers: minimum of fifty (50%) of the required professional development clock hours is dedicated to language acquisition in alignment with integrating language and core content instruction for ELLs.

All ENL teachers will be able to participate in professional development that is specifically dedicated to language acquisition in alignment with content. They will be able to participate in-house professional development as well as district-wide. This year they will receive explicit professional development focusing on the transition to WIDA and HMH curriculum in the Middle School.

Part VI: Family Partnership

Family Partnership

Required Meetings Under CR Part 154

1. **Describe your schools' plan to ensure families of ELLs are provided with the required meetings** specified below as per CR Part 154. Include:

- How your school ensures families receive necessary translation/interpretation supports to meaningfully engage in the meetings.
- How your school schedules these meetings to facilitate attendance.
- The evidence/documentation your school maintains of these meetings as required per the NYC DOE Policy and Reference Guide for MLs/ELLs.
- The systems and procedures in place to ensure families are provided with accurate and complete ELL program information.

a. ELL Program Orientation to inform parents/guardians of newly identified ELLs of ELL program options, including the program goals and requirements for all three ML/ELL program models: Dual Language Bilingual Education, Transitional Bilingual Education and English as a New Language regardless of whether the school currently has either type of bilingual program and provide a high-quality orientation section on the Next Generation Learning Standards, assessments, and school expectations for English Language Learners.

We offer families of ELLS both a remote and in-person option to discuss ELL program options and goals for newly identified ELLs. During the parent orientation, parents/guardians will view the parent orientation video (which explains the three program options and is available in multiple languages). The parent orientation provides a high-quality orientation section on the Next Generation Learning
Standards, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for all three ML/ELL program models: Dual Language Bilingual Education (DLBE), Transitional Bilingual Education (TBE) and English as a New Language (ENL) regardless of whether the school currently has either type of bilingual program. Families are informed of the right to request a transfer should the preferred program not be available.

These meetings are distinguished from other meetings to take place during the year, such as PTC and Title I meetings. A designated AP and ENL teacher will reach out to parents with meeting options in the parents' home language. For some
students a second meeting with parents may be necessary as a check-in later in the year.

We hold the parent orientation meeting in a language or mode of communication that the parent or guardian best understands.

We maintain records of the mandated parent orientation such as session agendas, attendance records, staff members present at the
orientation, and languages used other than English.

b. Annual Individual Meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Note: this meeting is separate from and does not include the mandated ELL program orientation meeting and DOE-scheduled parent-teacher conferences.

We offer families of ELLS both a remote and in-person option to discuss ELL program goals for ELLs. This meeting will be an opportunity to discuss students' relative strengths across the 4 language modalities and to identify next steps. We hold these meetings at the midway point of semester 2, and these meetings are distinguished from other meetings to take place during the year, such as PTC and Title I meetings. A designated AP and ENL teacher will reach out to parents with meeting options in the parents' home language. For some students a second meeting with parents may be necessary as a check-in later in the year.

Translation and interpretation are made available when needed.

The agenda for the Annual One on One meeting is:

Goals of the ENL Program

Language Development progress (areas of strength and need)
Language Proficiency results
Language development needs and goals across content areas
and Parent/Guardian Q & A.

Family Engagement

2. Beyond the mandated meetings and orientations, describe how your school:

a. Ensures families receive all school communications and documents in their preferred language.

Some of the practices brought on by the pandemic continue to support and facilitate parent engagement and empowerment. Virtual parent meetings accommodate parents' schedules when in-school meetings are not possible. All families are invited to join Google Classrooms which provides a Home Language landing page. Our electronic grade book also provides Home Language preferences. Additionally, there is targeted outreach to virtual activities such as You Make A Difference Awards (4 times per year) and Coffee
With the Principal (monthly). We have numerous in-person and virtual awards ceremonies and informational meetings yearly, where translation is available. Parents are encouraged to contact teachers, support staff and administration directly either via email, jupitered messages, or by phone.

b. Ensures families are able to respond or initiate communications with your school when their preferred language is not English.

They are able to contact the main office where they will be assisted by our parent coordinator that is bilingual and most of our ELL population and parents are Spanish speakers. Families that speak low-incidents languages will be assisted through the help of the DOE- sponsored Translation program over the phone. Parents are also able to message us through Jupiter Ed, and email, and we are able to read their messages written in their native language in English if necessary.

c. Develops activities that foster empowerment for families of MLs/ELLs. How does your school community identify the needs of the community? How often are the findings revisited and updated throughout the school year?

Our counselors reach out to families and help us determine the services and supports needed by our families. Sometimes these activities include inclusion in school-based activities like Hispanic Heritage Painting Class or special meetings at the school for parents of MLLs in which we explain community services and supports for ELL/ MLL families. Parents are able to communicate their needs via a parent survey as well as by reaching out to our parent liaison.

d. Name activities that foster empowerment for families of MLs/ELLs at your school.

We have a Newcomers group that focuses on arts and crafts in the afternoon, this helps students bond with each other and with the guidance department. They are also encouraged to participate in our Latin Dance team afterschool, many of our ELL students have participated and grown through the experience. We invite families to participate in our Annual Cultural Diversity Fair where they are able to showcase their culture, language and traditions.

e. Ensures families of MLs/ELLs are aware of and encouraged to engage in family leadership opportunities (such as Parent Association (PA), School Leadership Team (SLT), Community Education Council (CEC), etc.)

Some of the leadership opportunities that parents are invited to join are Safety Committee, School Leadership Team, Career Panels, chaperoning and volunteer work in the school along with serving on the LTI Committee. We communicate these opportunities with parents by sending emails and messages through the NYCPS Messaging App in Teach Hub. These messages are translated to the families' preferred language and thus they receive the same invitations which go home to mono-lingual English families.

3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community? How often is feedback sought to ensure the most immediate/shifting needs are being addressed?

Our partnership with Counseling in Schools helps support our families in need of counseling services in Spanish. We also partner with the Riverdale Neighborhood House who offers a variety of services and supports to families and students.

Part VII: Additional Information

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight how your school supports MLs/ELLs. This form does not allow graphics and charts to be pasted.

n/a

Part VIII: ELL Identification Attestation and Principal Certification

Part VIII: ELL Identification Attestation and Principal Certification

ELL Identification Teams

1. What are the names and titles of the members of your ELL identification team? Note: members of the ELL identification team must be pedagogues.

The ELL identification team members are Lori O'Mara (Principal), , Miledys Prado-Romero (Assistant Principal), Matthew Rosenberg (ENL Teacher), Nyafa McCloggan (ENL Teacher), Robin Norton (ENL TEacher), Stella Sourelos (ENL Teacher), Ruth Orozco (ELA Teacher), Additionally, the Pupil Accounting Secretary, Cindy Murat, supports with the intake process as a non-pedagogical member of the team.

2. What are the names and titles of the members of your Language Proficiency Team (LPT)? Note: Refer to the Policy & Reference Guide for MLs/ELLs for required members of the LPT.

Lori O'Mara (Principal)
Miledys PRado-Romero (Assistant Principal)
Nyafa McCloggan (ENL Teacher)
Matthew Rosenberg (ENL teacher)
Diana Narvaez (Parent Coordinator)
Johanna Cuello (Guidance Counselor)
Jamie D'Amico (Related Services)
Rachel Kurtz (ELA Teacher)

ELL Identification Plan

3. Describe the systems/structures in place to help your school complete the ELL identification process year-round as required by the NYC DOE Policy & Reference Guide for MLs/ELLs. Include:

- **The systems and structures in place at your school to proactively plan for completing the ELL identification process year-round**
- **Who is responsible for each step of the ELL identification process**
- **School's plan for identifying any incoming students with an Individualized Education Program (IEP)**
- **School's plan for ensuring ELLs and former ELLs will continue to receive mandated instruction throughout the year.**

As per CR Part 154, during the registration process, the family is given the required Home Language Identification Survey (HLIS) to complete in their home language as part of the interview process. Bilingual interpreters from the staff or the over phone interpretation service is used for the parent to complete the home language identification survey (HLIS). To prevent any loss of instructional time by teachers, administrator members of the team are always available for times when teacher members of the team are unavailable. Office staff consults a posted schedule of trained pedagogues available during the school day, to work with parents during the registration. All members of the team have been trained in language acquisition and the identification process.

LPT Determination

The LPT determines whether the student should take the NYSITELL.The LPT considers evidence of the student's English language development, including, but not limited to the following:
• Administration of the HLIS
• The student's history of language use in the school and home or community
• The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
• Information provided by the IEP Team/Committees on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT makes a determination as to whether the student may have second language development needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

• If the LPT determines that the student may have English language development needs, the student must take the NYSITELL with accommodations recommended in the student's IEP, consistent with NYSED policy. Schools must send the entitlement or non-entitlement letter after NYSITELL within five school days of final determination to parents/guardians in their preferred language.
• If the LPT determines that the student does not have English language development needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

The LPT's recommendation is documented on the NYSITELL Determination form. Completed forms are kept in the student's cumulative folder and copies maintained in the school's ELL folder of critical documents

If the student has an IEP or a previously identified disability, then the Language Proficiency Team is notified to determine whether the student should take the NYSITELL.

• If the principal rejects the recommendation of the LPT to not administer the NYSITELL, parent's/guardians are notified and the NYSITELL must be immediately administered to the student with accommodations recommended in the student's IEP. Our school sends the entitlement or non-entitlement letter after NYSITELL within five school days of final determination to parents/guardians in their preferred language.

• If the principal accepts the recommendation of the LPT not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian
is notified within 3 school days of the decision in the parent's/guardian's preferred language.

The principal completes the principal determination section of the NYSITELL Determination Form. This includes principal's determination, date of principal's determination, date sent to superintendent (if applicable), and date letter
was sent to parent notifying parent of principals' determination. Completed forms are kept in the student's cumulative folder and copies maintained in the school's ELL folder of Critical Documents.

Decisions are entered into ELLO screen of ATS.

After the NYSITEL has been administered, if it has been determined that the student is a potential SIFE (Students with
Interrupted Education) student, the student will be administered the SIFE Oral Interview Questionnaire. Should the interview further indicate the student is a potential SIFE student, we will administer the Multilingual Literacy SIFE Screener (MLS) to best determine students grade level in literacy and to determine appropriate supports. All steps in
the the ELL Identification Process are undertaken with the related parent notification at each stage NYSITELL , Parent-Agreement, Placement, etc. Potential ELL students are programmed in STARS pending the completion of the
ELL identification process. Once ELL status is confirmed, STARS is updated as per the proficiency level achieved on
the NYSITELL.

The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative
folder and copies maintained in the school's ELL folder of critical documents.

The following sections are always completed on the NYSITELL Determination Form:
• Student and school information
• Names and Titles of LPT members
• LPT recommendation
• Date of LPT recommendation
• Date final decision was communicated to parent

If the LPT's recommendation is that the student should not take the NYSITELL, the following sections are also completed:

• Date LPT recommendation was sent to principal
• Principal determination
If the principal accepts the LPT's recommendation that the student should not take the NYSITELL, the following sections are also be completed:
• Superintendent determination
• If the final decision is to not administer the NYSITELL, indicate date entered in the ELLO screen and code entered in the ELLO screen.

Parent Preference

4. How does your school currently track parent preference for a bilingual program at your school?

Parents state their preference once they are able to watch the NYCPS video explaining the different ELL programs available to them. Then their preference is recorded in ATS. We can access their preference and update as needed upon parent request on the BNDC screen of ATS to see the initial parent choice.

5. What protocols are in place at your school to document, track, and escalate family requests for a bilingual program or request for a bilingual program transfer?

We provide families with a list of schools that have bilingual programs within our district. If families would like to go forward with a bilingual program transfer, they would need to meet with an Assistant Principal or the Principal and the principal can push forward the request to the district. We will then email the district informing them of the parent request.

Record Retention

6. How do you ensure all required ELL critical documentation is completed and retained in students' cumulative records?

We use a checklist to ensure that all of the critical ELL documents are in the cumulative records. We self-audit at the beginning of the school year and at the end of the year to ensure that the records are complete.

Principal Certification

In accordance with New York State's Commissioner's Regulations Part 154 as outlined and implemented in the NYC DOE Policy and Reference Guide for MLs/ELLs, I, attest that the following ELL identification procedures and activities are adhered to, and staff are trained on the items listed below.

- The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
- Enrollment status of each newly admitted student is determined:
  - If a student has been in New York State public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and English language proficiency level.
  - If a student has been outside of New York State public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

- The home language of the student is determined by a trained and licensed pedagogue.
  - The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.

- An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.
- Eligibility for the NYSITELL is determined.
  - If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

- Students are administered the NYSITELL, if eligible.
- Notification letters are sent to the parent/guardian in their preferred language.
  - Parent is notified of their child's ELL status and results of the NYSITELL.

- If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish Language Assessment Battery (LAB).
- Student with Interrupted/Inconsistent Formal Education (SIFE) status is determined using New York State's resources.
- If a student is a newly identified ELL, the parent is invited to the parent orientation meeting.
  - The parent orientation meeting provides parents/guardians with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents/guardians are encouraged to ask questions so that they are

informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

- ELL is placed in the ELL program that the parent selected.
  - If the bilingual program that the parent selected is not available, the parent is offered a transfer to a school with that bilingual program in accordance with NYC DOE transfer policies.
  - If the ELL remains in the school, the ELL is placed in English as a New Language and our school keeps track of parent selection so that when minimum thresholds are met, we can open the ELL program of choice.

- Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process).
- If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months.
- Copies of documentation regarding ELL identification, including letters and parent notifications are kept in the students' cumulative files.

Principal Name:

Lori O'Mara

Part IX: LAP Assurances

LAP Assurances Page

Download a blank LAP assurances page.

LTI Overview and Part A: Designation of a Language Access Coordinator (LAC)

Chancellor's Regulation A-663 establishes procedures for ensuring that parents of students enrolled in the New York City public schools, including parents who communicate in a language other than English, are provide with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. To this end, schools must review and complete the annual LTI Plan to address its language assistance needs consistent with the requirements of this regulation.

The LTI Plan requires information on the following:

- Name of person designated as the Language Access Coordinator (LAC).
- Identification and assessment of the limited-English-proficient parent population.
- Identification of written critical communications and in-person meetings throughout the school year that require language assistance services and how the school plans to respond to these needs.
- Plan to ensure staff awareness of language access requirements and available resources.
- Provision of notice to parents on the available language assistance services.
- Methods for the school to solicit and implement feedback on its provision of language assistance services.

Office of Language Access (OLA) Contacts:

- Kyler Cromer, KCromer2@schools.nyc.gov
- Jasmin Davis, JDavis138@schools.nyc.gov
- Ricardo Rivera, RRivera60@schools.nyc.gov

Please do not edit

Ricardo Rivera, RRivera60@schools.nyc.gov

Designation of a Language Access Coordinator (LAC)

Name of person designated and trained as the LAC.
At the start of each school year, each principal is required to designate at least one staff member to serve as the Language Access Coordinator (LAC), who is responsible for supporting the language assistance services within the school.
We have pre-populated the following information based on our records. Please confirm that the designated staff member(s) is/are your school's Galaxy-designated LAC(s) and provide the date(s) they attended the OLA Language Access Coordinator Training. Note that this training is in addition to – and does not replace – the mandatory Language Access Training for School Staff on the WeLearnNYC learning platform. If any fields below are blank, please provide the requested details.

As a reminder, LACs are internal designations intended to support school staff with language access implementation. They are not meant to serve as the primary point of contact for families regarding language access-related matters. The Parent Coordinator, or another designated staff member, should remain the main contact for families for all issues, including language access. The LAC Designation description provides further information on the role and the How to assign or remove designee(s) in MyGalaxy provides step-by-step designation instructions.

First Name	Last Name	Title	Date attended OLA Language Access Coordinator Professional Learning Opportunity	Confirmed (Y/N)
Julia	Prince	Parent Coordinator - Annual	02/05/2025	

Part B: Parents' Preferred Languages

Parents' Preferred Languages

Language identification and assessment of limited-English-proficient parent population.

1. Check the resources your school staff uses to identify parents' preferred languages:

,Automate The System (ATS) reports / Online Academic + Student Information System (OASIS),New York City Schools Account (NYCSA) Student Profile,Student Emergency Contact cards

If Other was selected, describe the resource here:

2. We have pre-populated the following information from the Parent's Preferred Language Report (RCPL) within ATS. For the last two columns, please indicate the total number of school staff members who are able and willing to regularly assist other staff members and families with translation and/or interpretation in their preferred language. If none, enter "0".

To support accurate completion of the staff language fields above, schools are encouraged to use the Staff Language Assistance Survey to identify multilingual staff who are able and willing to provide language assistive support.

Language (RCPL within ATS)	Preferred Written Count	Preferred Written Percentage	Preferred Spoken Count	Preferred Spoken Percentage	Total Staff Supporting Written Translation	Total Staff Supporting Spoken Interpretation
ALBANIAN	14	0.72%	14	0.72%	2	2
ARABIC	13	0.67%	14	0.72%		
BENGALI (BANGLA IN BANGLADESH)	0	0.0%	1	0.05%		
CHINESE ANY	8	0.41%	5	0.26%		
FRENCH	2	0.1%	2	0.1%	1	1

GREEK	1	0.05%	3	0.15%	5	5
HINDI	1	0.05%	1	0.05%		
ITALIAN	1	0.05%	1	0.05%	1	1
KOREAN	4	0.2%	4	0.2%		
MANDARIN	0	0.0%	3	0.15%		
MANIPURI (MEITEI/MEITEILON)	0	0.0%	1	0.05%		
ENGLISH	1517	77.64%	1495	76.51%		
PILIPINO (A.K.A. TAGALOG)	0	0.0%	1	0.05%		1
RAJASTHANI	0	0.0%	1	0.05%		
RUSSIAN	7	0.36%	7	0.36%		
SPANISH	383	19.6%	395	20.21%	10	10
(AMERICAN) SIGN LANGUAGE	0	0.0%	1	0.05%		
TELUGU	0	0.0%	1	0.05%		
URDU	1	0.05%	2	0.1%		
UKRAINIAN	2	0.1%	2	0.1%		

Part C: Parent Communications and Engagement

Parent Communication and Engagement

Identification of written critical communications and in-person meetings throughout the school year that require language assistance services and how the school plans to respond to these needs.

1. List the documents your school typically distributes each year that require translation, along with your plan for translating these documents.

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to implement the translation process? Please outline the procedures and resources in place to ensure timely delivery of translated documents to parents.
Flyers	Flyers are translated to Spanish and Arabic.
Permission Slips	All permission slips are translated to Spanish. Arabic version available upon request.

2. List the meetings, both in-person and virtual, that your school typically holds with parents throughout the school year, along with your plans for providing interpretation services at those meetings.

Meeting Type (e.g. parent workshops, PTCs)	How do you plan to offer interpretation services? Please outline the procedures and resources in place to ensure timely access to interpreters for parents.

Meetings	Parents are provided with a school-based interpreter and for low-incident languages we use the NYCPS interpreter services over the phone.
Parent Workshops	Parents are provided translated materials.
Virtual Meetings	Translators are available upon request as well as captions.

3. Describe the procedures, resources and processes your school has in place to communicate with parents who speak a language other than English during an emergency (e.g., lockdown, fire, student attendance, nurse/hospital visits, etc.). Include how the school will ensure communication is provided in the parent's preferred language, as well as how parents can contact the school during an emergency and receive assistance in their preferred language.

When communicating with the school community, we are able to use Gamma to send messages, and emails that are automatically translated to the families home language indicated by them during the initial intake.

Part D: Staff Awareness

Staff Awareness

Plan to ensure staff awareness of language access requirements and available resources.

1. Describe how your school will ensure that all staff members complete the mandatory Language Access Training for School Staff on the WeLearnNYC learning platform, and are familiar with the Best Practices for When to Provide Translation of Critical Written Communications to Parents and Best Practices for When to Provide Interpretation for Critical Oral Communications with Parents. Additionally, explain how your Galaxy-designated LAC will disseminate future language access resources and updates to all staff members.

Tracking & Deadlines: The Language Access Coordinator (LAC) will set a firm completion deadline, monitor bi-weekly completion rosters on the WeLearnNYC platform, and implement a tiered reminder/escalation protocol for non-compliant staff.

Dedicated Time: The school will allocate dedicated time during Professional Development (PD) days for staff to complete the self-paced online modules.

Implementing Best Practices
Written Translations: Staff will be trained to identify "critical documents" (e.g., report cards, IEP notices) and use a standardized digital form to submit them for official translation.

Oral Interpretation: Laminated "cheat sheets" for LanguageLine (over-the-phone interpretation) will be placed by all phones.

Front-desk staff will use "I Speak" tools for immediate language identification.

Part E: Parental Notification

Parental Notification

Provision of notice to parents on the available language assistance services.

1. Describe how, when and how often your school will inform parents about available language assistance services in their preferred language. Include examples such as:

- **Translated signage**
- **Brochures, flyers, or letters shared with parents**
- **Parent engagement events where language assistance services are highlighted (e.g., PTA meetings, international parents' night, etc.)**
- **Messaging applications**
- **Multilingual Get Help In Your Language**

Translated signage as soon as parents enter the building, translated flyers, permission slips, etc. Messages through GAMMA are automatically translated to the Home language indicated by the parent.

Part F: Monitoring

Monitoring

Methods for soliciting and implementing feedback on the provision of language assistance services.

1. In addition to the feedback received from parents via OLA's Translation & Interpretation Feedback Survey, describe the methods used to gather feedback from parents regarding your school's provision of language assistance services.

At the immediate conclusion of every Title III family event (e.g., Academic Literacy Workshops, Language Acquisition Training nights, and the Spring Cultural Diversity Fair), families are provided with short, localized feedback forms. These forms are translated into the school's primary home languages (heavily prioritizing Spanish, with Arabic, Albanian, and French variations provided on demand).

Parents rate the clarity of the over-the-phone or in-person interpretation provided during the event, the quality of the translated take-home materials, and whether they require further bilingual guidance from the school.

2. How has your school worked to improve its language assistance services? Share any feedback results and outline your plans for further improvements in the upcoming school year.

During grade level parent meetings we have interpreters and devices on hand to help parents understand the meeting in their preferred language. We ensure that parents are invited to the meeting via phone call and are told that there will be interpretation available.

Title III Outline

Title III Supplemental Program for ELLs for SY 2026-27

REQUIREMENTS

Title III supplemental services for English Language Learners (ELLs) must include the following three components:

- **Direct instruction** activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement in other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL services required under CR Part 154. Direct supplemental services should be provided for before school, after school, and Saturday programs. Teachers providing the services must be bilingual education and/or English for Speakers of Other Languages (ESOL) certified teachers.
- High quality **professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement and supports** must ensure that there are appropriate translation and interpretation services to meet community needs. These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings.

Note: The Title III ELL program planning ratio is as follows: 60% to direct instruction, 10% to professional development (if funded using Title III ELL funds), 10% to parent engagement (if funded using Title III ELL funds), and 20% to OTPS (if funded using Title III ELL funds).

For more information on Title III requirements, please see the School Allocation Memo or contact your ML/ELL Director or ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal.

Part A: School Information

This school is (select one):

NOT conceptually consolidated (must complete part E Budget below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (select all that apply):

,After School

Total number of ELLs to be served in this program:

25-35

Grades to be served in this program. Select all that apply.

,6,7,8,9,10,11,12

Total number of teachers in this program:

3

Number of certified bilingual education or ESOL teachers (include teachers that are dually certified with TESOL certification/bilingual extension & common branch/content area certification):

3

Number of content area teachers (i.e., teachers that have common branch/content area licenses only):

3

Title III ELL Summary

Provide a summary of each program funded under Title III ELL for SY 26-27: For each program, describe:

- **When the program takes place (i.e., after school, before school, Saturday academy)**

- **Activities ELLs will engage in and how these activities will enhance instructional opportunities for ELLs**
- **How ELLs will be grouped for instruction and specify the number of student groups. Include total number of student groups and total number of ELLs in each group, for each program**
- **How instruction will be delivered (e.g., team teaching, parallel teaching, etc.)**
- **How the program will be supervised and whether this will be funded by Title III ELL. Please note: If supervision will be funded using Title III ELL funds, you must include the supervisor's regular work day hours and the hours the supervisor will get paid per session.**

Our Tutoring for ELLs program is designed to support Multilingual Learners with assignments and homework from their content classes. Certified ENL teachers and content area teachers collaborate to support Recently Arrived, Developing, and Long-Term ELLs in open sessions. In late fall and spring, teachers also target support for ELL students working to pass their required Regents exams. Teachers plan instruction based on student needs, allocating a portion of instructional time to further English acquisition with an emphasis on engagement and creating a fun, enjoyable environment.

Schedule & Daily Structure

Days & Hours: Tuesday–Thursday, 2:40 PM – 4:40 PM (2 hours total per session)

Hour 1 (2:40 PM – 3:40 PM): Co-designed and co-facilitated by an ENL teacher and a content area teacher, focusing on academic support, homework, and language acquisition.

Hour 2 (3:40 PM – 4:40 PM): Dedicated to enrichment opportunities. ELL students transition into social-emotional and physical activities, such as learning to play chess, arts and crafts, soccer, and other interactive options taught by our content area teachers and guidance counselors.

Student Grouping & Demographics
Students are grouped by English proficiency level, receiving instruction in English with home language supports as needed. Current enrollment breakdown:

Entering: 13 students

Emerging: 10 students

Expanding: 41 students

Transitioning: 15 students

Staffing & Supervision

Program Supervision: ENL Teachers

Instructional Staff: 3 Certified ENL Teachers and 3 Content Area Teachers

Materials & Resources
Instructional materials include teacher-designed ENL activities, content-area teacher resources, and standard content-area support materials, chess boards, art material.

Parent & Family Engagement
Parent and family engagement activities are scheduled once per marking period and organized by the Middle School Guidance Counselor.
The sessions take place between 2:40pm and 3:40 pm, Tuesday-Thursday.

Students will be grouped by their Proficiency level. We currently have four groups : entering, emerging, expanding, and transitioning. There are 13 entering, 10 Emerging, 41 expanding, 15 Transitioning. Instruction will be in English with supports in Home Language as needed.

The program will be supervised by Miledys Prado-Romero during her regular working hours (8:00-3:40p.m.).

3 certified ENL teacher work in this program.
3 Content Area Teachers will work this program.

Materials will include: Teacher designed ENL Activities, content-area teacher materials and standard content area support.

Parent/Family engagement activities will be scheduled once per marking period, organized by the MS Guidance Counselor.

Rationale for Title III ELL Funded Programs

Describe the rationale for each Title III ELL funded program. For each program, include:

- **Qualitative and quantitative data analysis that support the need for program, and**
- **Data sources used to justify the need for the program**

While newcomers require foundational language, the school faces a severe challenge with older students who must pass Regents exams to graduate. The EDAT indicates that 23.6% of the school's ELLs are Long-term ELLs (defined as receiving services for 7 or more years). This is significantly higher than the Community District 10 average of 6.6%.

Secondary Level Accumulation: High school grade levels carry a substantial portion of the ELL population, with 27 students in 10th grade and 16 students in 11th grade for the SY 26-27. Graduation & Credit Risks: The tool flags that 7.9% of secondary ELLs are currently Overaged and Under-Credited, putting them at acute risk for dropout if they fail to meet graduation assessment benchmarks.

Long-term ELLs often possess conversational fluency but lack the highly specialized academic language and discrete content-area knowledge required to break through and pass rigorous state exams like the Regents. Shifting a portion of the instructional hour during late fall and spring to specific content preparation ensures that these secondary-level students receive strategic test-taking scaffolds and core content review (in English with home-language supports) right before the January and June administration windows.

Students and Grade Levels to be Served

For each Title III ELL funded program, describe the students that will be served. Include:

- **Total number of ELLs for each program,**
- **Grade levels for ELLs in program, and**
- **ELL Subgroups (e.g., Newcomer) and/or proficiency levels (e.g., Entering, Emerging, etc.).**

All ELLs from grades 6-12 (89 ELL students , and 50 former ELL Students) and are welcome in the tutoring sessions (Newcomers, Developing, Long Term ELLs) with special emphasis on Newer ELLs, and ELLs with multiple risk factors, such as under-credited ELLs, long-term ELLS, and students needing content area tutoring. Content area support sessions will be targeted towards our ELLs in grades 9-12.

Schedule and Duration

For each Title III ELL funded program, include:

- **Start and end dates/months,**
- **Total number of sessions,**
- **Days of the week the program will be offered, and**
- **Time and duration of sessions.**

October 10th 2026 through May 06, 2027 . 67 sessions (to allow for holidays etc) Tuesdays through Thursdays from 2:40 pm to 3:40 pm. Middle School and High School students will be targeted for instructional support.

Language of Instruction

For each Title III ELL funded program, include language of instruction and how home language support is provided.

English with Home Language supports as needed. Teachers will use glossaries, translated instructional materials and other translations as needed.

Number and Types of Certified Teachers

For each Title III ELL funded program, include number and type(s) of certified teachers (e.g., ESOL, bilingual, content area):

The staff will be comprised of 3 ENL Teachers and 3 content teacher ; the ENL teachers will supervise the content area teacher ensure language acquisition needs are met by co-planning with the content area teacher.

Types of Materials

For each Title III ELL funded program, include:

- **Types of materials,**
- **Titles and publishers of main supplemental materials,**
- **Location where purchased materials will be stored, and**
- **Whether materials will be purchased using Title III ELL funds. Please note: If materials are purchased using Title III ELL funds, they cannot exceed 20% of the total allocation.**

Tutoring, to support core class content, will utilize course materials at no cost as well as ENL Teacher scaffolds. Building Language Proficiency activities will utilize materials and curriculum chosen by the ENL teacher. There will be an array of SEL actives as well, varying by grade-band.

I teachers have requested to purchase translated novels to support students in learning and helping students access the material. Teachers are using translanguaging to help support students' literacy in their content areas. Among the titles that the teachers have requested are Percy Jackson and the Lightening Thief (publisher: Disney Hyperion) , The Boy that Harnessed the Wind (Penguin Random House) , The Boy in the Striped Pajamas (Penguin Random House) in students' native language (L1). Purchase of materials will not exceed the allowable 20% of the allocation for OTPS.

Implementation Plan and Maintaining Records

- **Describe your school's plan for implementation (e.g. when and how parents/guardians will be notified about the program(s)).**
- **Describe how your school will maintain records of your school's Title III ELL funded program, including evidence of parent notification in their preferred languages, student attendance records, evidence of teacher certifications for teachers supporting the program, record of parent engagement activities, records of professional development activities, purchase orders and invoices to date. For additional information, please refer to the Title III ELL FAQ.**

Parent Engagement:
Title III ELL Supplemental Program Student Rosters, Proficiency Levels, and Attendance Sheets are tracked and stored
Copies of dated, translated letters sent to parents
Translated home-language emails sent to parents via gamma.
Copies of translated flyers given to students and posted in school and social media.
Teachers will keep track of parent engagement and the outcome of each engagement in a tracking sheet.

Student Attendance Records:

o Student rosters should clearly include the name/s of the Title III teacher/s serving the students
o Student Roster includes ELL proficiency level and years of service
o Student Roster includes attendance for each date the program has taken place
o There is one attendance sheet for each day of the week that class is held, reflective of all the dates the program has run to date. Attendance is indicated for each student
o The dates/ times of the program match those included in the approved plan and in parent communication

Part C: Professional Development

Professional Development Summary

Provide a summary of your school's plan for professional development under your Title III ELL program. Please make sure to describe:

- **Professional development to be provided,**
- **Activities that teachers will engage with by topic, and**
- **Whether the professional development provided will be funded by Title III ELL funds. Please note: If PD will be funded by Title III ELL funds, vendor cost is calculated as part of OTPS and must not exceed 20% of the total allocation; teacher per-session is calculated as part of PD and must not exceed 10% of the total allocation.**

We intend to continue the ELL-focused Professional Learning and Inquiry work. We have an ILT that is focused on ELLs and uses data to plan PD. We will continue to organize our Professional Learning and inquiry work in this way. We are focused on improving outcomes for ELLS through frequent cycles of inquiry. District guidance for the 25-26 school year encourages alignment with these same data-based cycles on inquiry approach. We will continue to support our teachers into digging deeply into literacy data to inform instructional practices, and this is particularly impactful for ELLs as well as for other subgroups. Professional development will be at no cost to Title III funding.

Rationale for Professional Development

Describe the rationale for the professional development to be provided. For each activity, include:

- **Qualitative and quantitative data analysis (e.g., patterns and trends identified) that support the need for the professional development, and**
- **Data sources (e.g., school survey teacher responses, in-house teacher surveys, teacher observation data) used to justify the professional development.**

School NYSESLAT data indicates that our % of long term ELLs is higher than desired. This indicates that more attention is needed in supporting students in moving up from the Transitioning and Expanding levels to the Commanding level. Additionally, data indicates more supports are needed for students at the Emerging level in their core classes.

Teachers to Receive Professional Development

Include information on the teachers to receive professional development. Please specify how all teachers working in the Title III ELL program will receive ongoing professional development related to the Title III ELL program.

All teachers in their ILT subject based pods engage in year-long professional development through ongoing cycles of inquiry, off-site Professional Development, monthly coaching. These activities are at no cost to Title III LEP Funding.

Schedule and Duration

For each Title III ELL professional development activity, include:

- **Start and end dates/months,**
- **Total number of sessions,**
- **Days of sessions, and**
- **Time and duration of sessions.**

Our cycle of inquiries will impact all teachers of ELLs, include those who work with ELLs through Title III work. Professional learning will take place twice per month. Each session will run 1 hour. Groups will focus on selected students, including targeted ELLs. Additionally, we will continue to send teachers of ELLs and those working in Title 3 programs to attend ELL focused Professional Learning opportunities offed at the District and Central Offices. All of the above professional learning session do not require the use of any Title 3 funds.

Topics to be covered

For each Title III ELL professional development activity, include topics to be covered.

Unpacking Student Data: Literacy, Language Proficiency, etc.
Identifying Student Specific Supports for Title III students and all ELLs.
Best SEL practices for ELLs, particularly Newer ELLs, and Long-Term ELLs.
Using appropriate scaffolds as we implement Expeditionary Learning curricula

Name(s) and Title(s) of Provider(s)

For each Title III ELL professional development activity, include name(s) and title(s) of provider(s).

The professional learning opportunities idenfifed above are provide by the NYC DOE or in-school instructional leaders.

Maintaining Records

Describe your school's plan for maintaining documentation (e.g., agendas, attendance sheets) of all professional development provided as part of your Title III ELL plan; please specify which activities were funded by Title III ELL funds.

Professional Development
• We maintain a record of each activity that has taken place (attendance sheets for professional development events including teachers that attended, dates, times, duration of session)
• We maintain Powerpoints and other PD material

Part D: Family Engagement Activities

Family Engagement Summary

Provide a summary of your school's family engagement activities under your Title III ELL program. Describe the activities that families of ELLs will engage with by topic. Please make sure to include whether the activities will be funded by Title III ELL funds.
Please note: If family engagement activities will be funded by Title III ELL funds, vendor cost is calculated as part of OTPS and must not exceed 20% of the total allocation; teacher per-session is calculated as part of family engagement and must not exceed 10% of the total allocation.

We will work with our Guidance Department to create engagement opportunities each marking period. Key areas of
focus will be in supporting families with language acquisition at home, as well as unpacking report cards and literacy
data.

Guidance counselors are experts in student motivation and often have the best relationships with families. They can
lead targeted outreach to families of the Emerging and Transitioning students (our high-need 36.5% cohort) to explain the academic urgency of attending.

Quantitative Outcome: Counselors ensure a higher average daily attendance rate, which is a key metric for Title III program success and student time-on-task.

Improved Retention: Engagement opportunities (e.g., college tours, career exploration workshops, personal finance
lessons) turn the after-school program from just a tutoring session into a comprehensive resource. This enrichment
component provides a compelling reason for students to stay enrolled.

Cultural Diversity Fair: A capstone community-building event celebrating our diverse multi-lingual population. In their stand-alone sessions, ELL students will produce writing projects and associated artwork (with Guidance Counselor support) detailing their home country, foods, traditions, and narratives. Families are invited to actively participate by hosting country-specific heritage booths showcasing their cultural backgrounds.

This will be Funded by Title III. Vendor & Compliance Integration: Due to the school's unique demographic composition—where a staggering 28.1% of our active ELL population are in Temporary Housing (STH)—removing financial barriers to participation is an academic and operational priority. Title III funds will be used to contract

contracted NYCPS vendors to procure and distribute specialized material kits, display boards, and cultural project supplies directly to participating families. This ensures families face zero out-of-pocket costs while strictly adhering to non-cash procurement guidelines.

All contracted vendor expenses, parent refreshments, and student project supplies are counted under Other Than Personal Services (OTPS) and will not exceed 20% of the school's total Title III ELL allocation.

Rationale for Family Engagement Activities

Describe the rationale for the family engagement activities to be provided: For each activity, include:

- **Qualitative and quantitative data analysis (e.g., reasons for topics, time activities will be offered), and**
- **Data sources (e.g., parent survey responses, in-house parent surveys, PTA/PA request, etc.) used to justify the need for activities.**

Parents of ELLS have shared with us is that interpreting report cards can be challenging especially in the context of the larger DOE (ie. What do these scores actually mean?). Parents need practical skills to support the academic English and complex content vocabulary their students struggle with. This directly addresses the low Reading and Writing modality scores found on the NYSESLAT. Parents also need a venue where they can ask questions about school or supporting the language acquisition process.

Quantitative Need: 36.5% of tested ELLs (17 out of 89) are in the Emerging or Transitioning proficiency levels. This group requires high parental engagement to bridge the language gap at home.

The EDAT flags an exceptionally high rate of housing instability at RKA: 28.1% of all active ELL students are currently living in Temporary Housing (STH). Additionally, the school's active ELL caseload is overwhelmingly homogeneous in its primary language needs, with 86.5% (77 out of 89) of families speaking Spanish as their primary home language. The remaining 13.5% span smaller language cohorts, including Arabic, Albanian, French, Gujarati, Kabyle, and Pashto.

Traditional school festivals frequently exclude marginalized subgroups by requiring out-of-pocket contributions for food, decorations, and display items. Families residing in temporary housing face severe structural and financial restrictions that make participation impossible under a standard model. By utilizing Title III OTPS vendor guidelines to fully procure and distribute pre-packaged booth material kits directly to the families, the school eliminates financial barriers. Conducting the fair in a culturally welcoming format heavily scaffolded by Spanish-language translation encourages isolated parents to enter the building, forge peer networks, and form lasting ties with the Guidance Department.

Schedule and Duration

For each Title III ELL family engagement activity, include:

- **Start and end dates/months,**
- **Total number of sessions,**
- **Days of sessions, and**
- **Time and duration of sessions.**

We intend to provide 3 parent learning sessions per semester on Tuesdays from 3:00 - 5:00 pm with a built in 30 minutes to prepare for each session.
These sessions will begin in September- February.

Cultural Diversity Fair:
April 8th, 2027
5:30- 8:30 p.m.
1 session

Topics to be Covered

For each Title III ELL family engagement activity, include topics to be covered.

Report Cards.
Content Area Class Pacing--how students can build context for upcoming topic
Literacy Data--How to support reading at home
Parent Concerns and and Questions

The presenter is Bilingual (Spanish/English), and translation and interpretation will be available during activities

Name(s) and Title(s) of Provider(s)

For each Title III ELL family engagement activity, include name and title of provider(s) (e.g., vendor, community-based organization, school staff name in charge of facilitating the parent engagement activities described in this section).

Lead presenter will be MS Guidance Counselor. Per Session to be paid from Title III funds.

Family Notification of Activities and Translation and Interpretation Supports:

Describe:

- **How families will be notified of Title ELL family engagement activities (e.g., phone calls, emails),**
- **How notification of activities will be translated into parent/guardians' preferred language, and**
- **How interpretation supports will be provided at events.**

Take home flyer and email in the parent's preferred language.

Translation is provided at our events by staff members, as well as translating visuals such as PowerPoint presentations.

Interpretation will be available during the sessions offered.

Maintaining Records

Describe how your school will maintain documentation (e.g. agendas, attendance sheets) of family engagement activities and notifications to families.

We maintain a Record of each activity that has taken place (attendance sheets, invitations, translations, evidence of interpretation, powerpoints). Agenda and Sign in sheets will be maintained on file.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Your Title III ELL budget must match your Title III ELL Plan as described in Parts B, C, and D.

Ensure your response below matches your response to Part A: School Information.

This school is (select one):

NOT conceptually consolidated (must complete part E Budget below)

Enter Your Allocation Amount ($):

14945

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	13, 262.20	rate $73.07. After school Program ENL teachers to supervise, 3 teachers, one hour each a week, $4, 384.20. rate 78.55 for one guidance counselor to run enrichment sessions after school x once a week, $1, 571. rate $73.07 3 content teachers, once a week, $4, 384.20. $73.07 x two teachers teaching enrichment classes afterschool once a week, $ 2, 922.80.
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials -must be supplemental -additional curricula, instructional materials - must be clearly listed.	0	Consumable Materials
Educational Software (Object Code 199)		
Travel		

Other	1,400	Parent Engagement Materials and per session.
TOTAL	14,662.20	