PS 160

2021-22 CEP Goals

Overview and Progress Monitoring

Goal #1

Area of Concentration: ELA

Target Population: All Students

Baseline: 56%

Goal Statement: By June 2022, reading level proficiency in grades K-5 will Increase 15%, from 56% to 71%,

as measured by Teachers College Running Records.

Progress Monitoring Measurement Tool: Teachers College Running Records

Key Performance Indicator: Percent of students in Grades K-5 reading on or above level.

Baseline Data from June 2021 - 56%

Progress Monitoring Period 9/10/21 – 11/12/21 Target = 61% Actual = 48%

Progress Monitoring Period 2/1/22 – 4/25/22 Target = 66%

Action Steps to Address Areas of Need:

* Analyze report card and assessment data in literacy from 2020-21 to target specific areas of need.
* Daily articulation among ENL, SWD and classroom teachers in order to monitor student progress and plan for instruction.
* Professional development for all teachers from Teachers College in the form of grade level staff meetings, specialty groups, calendar days and coaching support.
* Grade level teacher teams meet regularly to plan and modify curriculum and instruction.
* Teachers develop lessons that strengthen students' ability to use key details in retelling and/or summarizing a text read independently.
* Teachers provide support to all students in the process of developing a focused and structured written response to a question or prompt about a text read independently.
* Teachers incorporate lessons on determining importance and writing to a prompt.
* Teachers provide scaffolded assignments and assessments that include a variety of higher order questions for all student levels.
* Use of technology support programs in ELA for students and teachers including Myon, Raz Kids, Reading A-Z, i-ready,Epic, Brain Pop, Imagine Learning, Discovery Education, Pear Deck,

Padlet and Goalbook.

* Parent outreach time dedicated to supporting families in helping their children with learning at home.
* Literacy coaches provide ongoing coaching support to all teachers on remote learning platforms, curriculum mapping and instructional practices.
* Partner with the National Paideia Center to provide ongoing professional learning in Paideia Seminar

in the areas of questioning and discussion.

* Teachers will participate in grade level and school wide inquiry teams to analyze literacy data,

prioritize learning needs of students and plan targeted instruction with a focus on academic language that meets the language and proficiency levels of all students.

* Analyze report card and progress monitoring assessment data in literacy from September 2021-January 2022 in order to monitor student progress and adjust areas of targeted instruction if needed.
* Incorporate a test readiness/test sophistication unit into the spring literacy curriculum in order to prepare students for the Spring 2022 NYS ELA Assessment.

Family and Community Empowerment**:**

Family workshops in: literacy, helping students at home, test readiness, special needs, social

emotional needs and self care. Parent Lending Library, ParentENL classes, Classroom

Family Involvement, PTA Meetings, Curriculum Open House and Community GED classes.

Goal #2

Area of Concentration: Math

Target Population: Students in Grades 3-5

Baseline: 55%

Goal Statement: By June 2022, report card proficiency for students in grades 3-5 will increase 10%, from 55% to

65%, as measured by NYC Stars Report Cards.

Progress Monitoring Measurement Tool: NYC Stars Report Card

Key Performance Indicator: Percent of Students receiving a level 3 or 4

Baseline Data from June 2021: 55%

Progress Monitoring Period 9/10/21 – 11/12/21 Target = 58% Actual = 58%

Progress Monitoring Period 2/1/22 – 4/25/22 Target = 61%

Action Steps to Address Areas of Need:

* Analyze report card and assessment data in math from 2020-21 in order to target specific areas of need.
* Grade level teacher teams meet regularly to plan and modify curriculum and instruction.
* Use of technology support programs in math for students and teachers including IXL, Think Central, Go Math, Imagine Math, Pear Deck, Padlet and Goalbook.
* Parent outreach time dedicated to supporting families in helping their children with learning at home.
* Teachers develop lessons that incorporate multiple entry points in order to support all students in their ability

to solve multi step word problems using the 4 operations with precision and accuracy.

* Teachers develop lessons that support all students including group and partner problem solving by level.
* Use of curriculum videos on problem solving.
* Use of math games and manipulatives.
* Teachers provide tiered support in math vocabulary and incorporate the use of sentence frames to explain mathematical thinking in problem solving.
* Analyze report card and progress monitoring assessment data in math from September 2021- January 2022

in order to monitor student progress and adjust areas of targeted instruction if needed.

* Incorporate a test readiness/test sophistication unit into the spring math curriculum in order to prepare

students for the spring 2022 NYS Math Assessment.

Family and Community Empowerment**:**

Parent/family workshops and presentations in curriculum and test readiness

Family Math Nights

Classroom Family Involvement

Goal #3

Area of Concentration: Supportive Environment Framework

Target Population: All Students

Baseline: 87%

Goal Statement: By June 2022, practices related to Social-Emotional Support in the area of adults teaching

students how to regulate their behavior, will improve 10%, from 87% to 97%, as measured

by positive NYC School Survey responses, resulting in improved Physical & Mental Wellness.

Progress Monitoring Measurement Tool: Year Long Overviews and Curriculum Maps

Key Performance Indicator: Common grade specific SEL Lessons incorporated into yearlong curriculum maps.

Baseline Data from June 2021: 0%

Progress Monitoring Period 9/10/21 – 11/12/21 Target = 25% (curriculum completion) Overviews Complete

Progress Monitoring Period 2/1/22 – 4/25/22 Target = 75% (curriculum completion)

Action Steps to Address Areas of Need:

* Development of a Social Emotional Learning Academic Integration Team responsible for developing common grade specific SEL lessons that can be integrated into existing yearlong maps and overviews.
* Partner with the National Paideia Center to provide ongoing professional development in Paideia Seminar. Develop Seminar plans that focus on and promote discussion on important social emotional topics and skills.
* Routine classroom visits by the guidance department addressing students on good behavior and other important social emotional skills.
* At risk counseling services for students involved in repeated behavior incidents.
* Guidance department collaboration with classroom teachers to create behavior plans for students that are frequently involved in behavior incidents.
* Guidance department will work with peer groups of students that may not require formal counseling sessions but would benefit from supervised activities in social skills such as listening, taking turns, and cooperation. Students would be referred from the Pupil Personnel Team.
* Parent outreach time dedicated to supporting families in helping their children at home.
* Teachers are trained in TREP - Trauma Responsive Educational Practices.
* Social Emotional Learning is supported through daily instruction.
* Professional development provided for teachers in teaching Social Emotional Learning skills and in providing

for their own self care.

Family and Community Empowerment:

Family workshops and presentations in: positive parenting, managing behaviors at home and social

emotional well being.

Families will be surveyed for social emotional areas both they and their children are struggling with in order

to provide the needed support.

Provide referrals for parents to community based organizations as needed.

Individual parent meetings to discuss student behavior and communicate progress will take place as

needed throughout the year.

Goal #4

Area of Concentration: Chronic Absenteeism

Target Population: White Student Subgroup

Baseline: 95%

Goal Statement: By June 2022, the attendance rate for the white student subgroup will increase 2%, from 95% to

97%, as measured by NYC Insight Beta Attendance Rates.

Progress Monitoring Measurement Tool: NYC DOE Insight Beta Attendance Data

Key Performance Indicator: Attendance Rates for the White Student Subgroup

Baseline Data from June 2021: 95%

Progress Monitoring Period 9/10/21 – 11/12/21 Target = 96% Actual = 88% (Began the year with 54%)

Progress Monitoring Period 2/1/22 – 4/25/22 Target = 97%

Action Steps to Address Areas of Need:

* Create an attendance team responsible for monitoring attendance data, engaging students and families, recognizing good and improved attendance, and identifying students who require personal outreach.
* Attendance awareness in all classrooms.
* Positive reinforcement plan for supporting improved attendance
* Progress monitoring of all student subgroups and those students chronically absent
* Family follow up after unexplained absences
* Regular updating of family phone numbers and addresses
* Parent presentations on the importance of regular attendance
* Provide community resources to families in regards to health, transportation, economic and social issues that may affect student attendance.

Family and Community Empowerment:

Parent/Family workshops on the importance of good attendance

Set up a system through phone, email and text to communicate with families in a timely manner

regarding student absenteeism

Partnerships to provide counseling for students and families struggling with chronic absenteeism.

Goal # 5

Area of Concentration: Quality Individualized Education Program

Target Population: Students with Disabilities

Baseline: 80%

Goal 1 Statement: By June, 2022, to strengthen the quality and implementation of IEPs for All Students with

Disabilities (SWD), we will improve the Alignment of IEP's across Present Levels of

Performance, Goals, and Recommended Programs and Services by Increase 5, from 80% to 85,

as measured by IEP review.

Progress Monitoring Measurement Tool: IEP Review Process

Key Performance Indicator: Percent of IEP's aligned across Present Levels of Performance, Goals,

and Recommended Programs and Services

Baseline Data: 80% of IEP's reviewed Present Levels, Goals,and Recommended Services were aligned

(Quarterly IEP Review 20-21)

Progress Monitoring Period 9/10/21 – 11/12/21 Target = 83% Actual = 83.3%

Progress Monitoring Period 2/1/22 – 4/25/22 Target = 85%

Target Population: Students with Disabilities

Baseline: 80%

Goal 2 Statement: By June, 2022, to strengthen the quality and implementation of IEPs for All Students with

Disabilities (SWD), we will improve the Timely Completion of Reevaluations by an Increase of 5,

from 70% to 75%, as measured by SESIS IEP Completion Report.

Progress Monitoring Measurement Tool: SESIS IEP Completion Report

Key Performance Indicator: Percentage of Reevaluations completed in a timely manner

Baseline Data: 70% of Reevaluations were completed in a timely manner (Status of Annual Reviews 20-21)

Progress Monitoring Period 9/10/21 – 11/12/21 Target = 73% Actual = 85%

Progress Monitoring Period 2/1/22 – 4/25/22 Target = 75%

Action Steps to Address Areas of Need:

* Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment.
* Develop appropriately rigorous standards-aligned annual goals
* Ensure “impact of disability” statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum.
* Ensure that programs and services mandated on each student's IEP are delivered.
* Ensure that teacher training is in place to increase the alignment between the PLOP/Annual Goals/Programs
* Conduct IEP meetings within specified compliance dates.
* Review IEPs to ensure that the PLOP includes specific and descriptive statements regarding the student's performance and areas of need.

Family and Community Empowerment:

Provide parent training on the IEP and Special Education process

Provide parent training and information on behavioral and academic strategies to assist their children

in their learning.