

## MATH CEP GOAL

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
NYSED Math Exam Percent Proficient (Scoring Level 3+)	66%	ALL Students	Grades 3 - 8
NYSED Math Exam Percent Proficient (Scoring Level 3+)	33%	Students with Disabilities	N/A
NYSED Math Exam Percent Proficient (Scoring Level 3+)	35%	English Language Learners	N/A
NYSED Math Exam Percent Proficient (Scoring Level 3+)	33%	Black or African American	N/A

### Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
<ul style="list-style-type: none"> <li>▪ Build students’ number sense and place value to explain the "why" behind computations in identifying appropriate mathematical operations within word problems.</li> <li>▪ Develop student mathematical vocabulary and ability to justify their thinking regarding number sense through math discourse.</li> <li>▪ Develop students’ ability to understand math concepts and apply mathematics in real-world problems or scenarios.</li> </ul>

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
<ul style="list-style-type: none"> <li>▪ Deepen teacher capacity in creating data systems that target specific skills and track student progress with progress monitoring.</li> <li>▪ Improve core math instruction to include the implementation of rich math tasks.</li> <li>▪ Deepen teacher capacity in planning math lessons that emphasize the use of mathematical vocabulary to explain their thinking.</li> <li>▪ Ensure teachers across grades are planning for procedural fluency, by implementing number talk routines.</li> <li>▪ Deepen teacher mathematical content knowledge and pedagogical practices in promoting mathematical discourse.</li> <li>▪ Deepen teacher understanding of a shared and inclusive curriculum by leveraging real-world, culturally appropriate experiences when introducing mathematical concepts, providing ample opportunities to strengthen math concepts as opposed to an emphasis on process through students' interests.</li> </ul>	<p>Classroom Walkthrough data (with the District 25 Math Walkthrough Tool) shows that:</p> <ul style="list-style-type: none"> <li>• There is an inconsistency across 4-8 math classrooms in the ways that teachers track student progress.</li> <li>• There is an inconsistency in the level of complex tasks in various classrooms.</li> <li>• Student discussion is mostly procedural and students struggle to explain their understanding through use of vocabulary and number sense.</li> </ul> <p>Patterns and trends surfaced from the 2019 State Math Exam:</p> <ul style="list-style-type: none"> <li>• 64% of our 3rd-8th Graders scored a 3 or 4 on the 2019 Math State Exam.</li> <li>• Across the board, Grades 4 - 7, lower scores surfaced in these areas: multi-step word problems, numbers as fractions, and ratios, rates, and percents (Next Generation Learning Standards 4.OA, 4.NF, 5.NF, 6.RP, 6.NS, 7.NS, 7.RP).</li> <li>• A trend that surfaced from the Advance Data of Danielson 3b was that teachers who incorporated number talks had more student discussion in their classrooms.</li> </ul> <p>School Learning Survey results showed that:</p> <ul style="list-style-type: none"> <li>• 47% of teachers said that students build on each other's ideas during class discussion</li> <li>• 44% of teachers said that students use data or text references to support their ideas</li> <li>• 59% of students said that they are challenged in their classes.</li> <li>• 57% of students said that teachers ask difficult questions on tests.</li> <li>• 50% of students said that teachers ask difficult questions in class.</li> <li>• 78% of teachers of all subjects said that they had the resources to develop students’ conceptual understanding, procedural fluency, and their ability to apply math in context.</li> </ul>

### ELA CEP GOAL

Goal Metric	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
NYSED ELA Exam Percent Proficient (Scoring Level 3+)	62%	ALL Students	Grades 3 - 8 Students
NYSED ELA Exam Percent Proficient (Scoring Level 3+)	28%	Students with Disabilities	Grades 3 - 8 Students
NYSED ELA Exam Percent Proficient (Scoring Level 3+)	22%	English Language Learners	Grades 3 - 8 Students
NYSED ELA Exam Percent Proficient (Scoring Level 3+)	28%	Black or African American	Grades 3 - 8 Students

#### **Part 2 –Gap Analyses & Key Objectives:**

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
<ul style="list-style-type: none"> <li>▪ Students need to improve on how to take parts of a story/text and talk about their importance, as they relate to the whole story/text. Specifically, they need to connect parts of the story to one another, to the whole story, or to the theme in the text.</li> <li>▪ Students need to develop ways to elaborate in their information and opinion/argumentative writing pieces. Specifically, they need to use relevant evidence from a variety of credible sources.</li> <li>▪ Students struggle with the mechanics of writing, including conventions, syntax, and grammar.</li> </ul>

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
<ul style="list-style-type: none"> <li>▪ Ensure that teachers emphasize part-to-whole relationships in reading, by using the criteria within the bands of text complexity across the TC Narrative and Informational Reading Learning Progression as a planning tool.</li> <li>▪ Deepen staff capacity to plan and implement lessons during the planning and revision stage of the writing process that promote the use of elaboration when supporting a claim.</li> <li>▪ Implement a plan for when and how teachers will incorporate grammar and conventions instruction within their units of study, such as by studying authentic mentor texts.</li> <li>▪ Establish an environment in which teachers are encouraged to use formative assessment data to guide instructional choices, track students' progress, and elevate the quality of instruction provided to all students.</li> </ul>	<p>Based on the analysis of (1) pre/post reading on-demand assessment samples, (2) pre/post writing on-demand assessment samples, (3) Fountas and Pinnell Running Records, (4) the 2019 NYS ELA Exam Item Analysis Spreadsheet across grades, and (5) Classroom Walkthroughs using the ILF Inventory, it is evident that students need:</p> <p>1) To take parts of a story/text and talk about its importance, as it relates to the whole story/text. When asked, students can talk about parts of a story in isolation (such as an event, setting, character, etc.), yet struggle with connecting these parts to one another, to the whole story, or to the theme in the text.</p> <p>2) To “support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text” (NGS 6, 7, 8W1b). When asked, students demonstrate understanding of a topic or text and can support claims with logical reasoning, yet the evidence they present is not always the most relevant and/or the sources are not the most credible.</p> <p><i>(*Data source- pre/post TC reading assessments; Tool- TC Narrative/Information Reading Learning Progression, specifically the Analyzing Parts of a Story in Relation to the Whole strand; Data source- pre/post TC writing assessments; Tool- TC Learning Progression for Writing; Data Source: Fountas and Pinnell Running Records, specifically the comprehension section; Data source- 2019 NYSELA Exam, specifically our students' performance in the questions targeting CCLS RI.- 4.5, 5.5, 6.5, 7.5, and 8.5 which are now 3R5, 4R5, 5R5, 6R5, 7R5, and 8R5 in the Next Generation ELA Standards).</i></p>

## SCHOOL CULTURE CEP GOAL

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Number of Behavioral infractions occurring in the classroom	N/A	30	ALL Students	N/A
Total Number of Behavioral infractions	N/A	70	Students with Disabilities	N/A
Chronic Absenteeism Rate	ESSA Chronic Absentee Level	Level 3	English Language Learners	Hispanic

### Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
<ul style="list-style-type: none"> <li>• Students need to develop their emotional vocabulary and identify how they are feeling and select a strategy for dealing with that feeling.</li> <li>• Students need to learn self-regulating strategies.</li> <li>• Develop students' habit to come to school every day.</li> <li>• Build students' ability to identify appropriate responses to behavior, events, and feelings, within the classroom.</li> <li>• Develop students' tolerance for unpreferred tasks and activities and build perseverance.</li> </ul>

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
<ol style="list-style-type: none"> <li>1. Develop Social Emotional Learning protocols to reduce OORS related incidents for students with disabilities.</li> <li>2. Establish structures to improve attendance for our ELL students to maximize learning opportunities.</li> <li>3. Provide opportunities for positive student interactions, self-reflection, and student agency to foster a positive school culture.</li> <li>4. Collaboratively ensure that all stakeholders are aware of and support our school's vision that "Every Child Matters."</li> <li>5. Ensure that staff are working towards sustainable practice around our core values: Equity, Inclusion, Leadership, Emotional Intelligence, Collaboration, Growth Mindset, and Best Practices in the Classroom (Small group instruction, Flexibility, Data driven instruction, Goal oriented planning, Differentiation).</li> </ol>	<p>Analysis of OORS data revealed that there were more Level 1 infractions than Levels 2, 3, 4 or 5. The consequence for infractions was usually teacher removals (15 times throughout the course of the school year) vs. principal suspense (13 times). Incidents mostly happened in either the cafeteria or playground (23% of the time) and in the classroom (29% of the time). 49% of our OORS reports/infractions have a student with an IEP listed as the suspect, and the top 5 students with the most infractions have IEPs. This data is disproportionate to the percent of students with disabilities we have in the building.</p> <p>ESSA Data for Chronic Absenteesm for Hispanic Students is a Level 2.</p> <p>Analysis of the School Learning Survey revealed:</p> <ul style="list-style-type: none"> <li>• 68% of middle school students say that their teachers support them when they are upset.</li> <li>• 62% of middle school students say that students rarely or never harass, bully, or intimidate other students at their school.</li> <li>• 82% of middle school students say that there is at least one adult in the school that they can confide in.</li> <li>• 63% of middle school students say that most students at their school treat each other with respect.</li> </ul> <p>Patterns and trends evolved from studying case conferencing notes from Child Study, Horizon, and Nest team meetings, found that students struggle with emotional regulation, cognitive flexibility, problem solving, and self-esteem.</p>