Developing Your 2023-24 Comprehensive Education Plan (CEP)

Step 3: Develop SMART Goals

Division of School Leadership

Learning Outcomes

- Reinforce our collaborative commitment to Continuous Improvement

- Develop a shared understanding of the purpose of goal setting in driving school improvement

- Unpack the elements of a SMART Goal

- Leverage data to develop rigorous and attainable goals

Chancellor's Five Priorities for Building Trust in NYC Public Schools

Connecting with Families

1. All students learn to read well
2. All students are physically and emotionally safe
3. All students have a high-quality academic experience
4. All students graduate college and career ready and have a strong plan and pathway to economic security
5. Redesign the system to be more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

Continuous Improvement – PDSA Cycle

Plan

Get a clear idea of the improvement that the school wants to make and plan accordingly. This includes the who, what, when, and how the plan will be implemented, as well as articulating how the school will know if its plan resulted in actual improvement.

Do

Carry out the plan. Check for fidelity.

Study

Study the results of the plan. Evaluate whether the plan was implemented with fidelity and if it achieved expected results. Learn from what worked and what didn't work.

Act

Based on the results, choose to adjust the school's strategy.

CEP Development Process

NEW

STEP 1: IDENTIFY PRIORITY AREAS

> Our school needs to improve in [Chancellor's Priority].

STEP 2: ENGAGE IN A NEEDS ASSESSMENT

> To achieve our goal, we need to address [priority need]. We will do so by accomplishing [goals].

STEP 3: DEVELOP SMART GOALS

> By June 2024, [priority] for [Target Group] will Decrease/Increase [by how much], from [baseline] to [target] as measured by [which measurement tool].

STEP 4: SET PROGRESS MONITORING TARGETS

STEP 5: CREATE PROGRESSIVE ACTION STEPS

STEP 6: FAMILY AND COMMUNITY STRATEGIES

STEP 7: ALIGN BUDGET TO THE GOAL

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Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality IEP. In the iPlan portal, your school can identify up to three (3) goals for each Priority, if desired.

Importance of Setting Goals

Clarifies the annual impact the school wants to have on its students.

Joins the school community together, including those that support the school, around a specific aim.

Reinforces focus on the activities that help the school reach its goal.

Provides a measure for understanding annual progress.

Unpacking SMART Goals

Characteristics of SMART Goals

Specific to the school's need

Measurable using quantifiable data

Attainable considering most recent data

Relevant to an area in need of improvement

Timely as an appropriate lever for change

Sample SMART Goal for Priority 1 – All students learn to read well: By June 2024, literacy performance for all students will increase 5%, from 50% to 55% as measured by the percentage of students scoring at Levels 3 & 4 on the NYS ELA Exam.

# Determine School Needs to Inform SMART Goals

SLT Stakeholder Engagement

Stakeholders (parents, teachers, students, identified subgroups) are involved in meaningful participation in the development of the SMART Goals.

SLT Reviews Multiple Data Sources

- Inventories (ILF, SEF, Tenet 1 Systems & Structures)
- Qualitative and Quantitative Data (Internal, External, Surveys)
- ESSA Measures
- Quality Review
- SED & DOE Support Visits
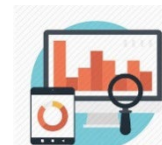
Use Data Trends to Identify Areas of Need

Example:
- Gap between the highest and lowest performing student subgroups, grade(s), cohort(s)
- Indicate instructional and school practices that could impact student performance
- Identify inequities

Identify Root Causes
(Why do these Areas of Need exist?)

- Develop theories or hypotheses to explain current outcomes
- Focus on the causes, rather than the symptoms
- Is the root cause specific to certain subgroups, grades or content areas?

Determine Priority Need

Once you have engaged in the Root Cause Analysis, choose the highest impact priority need.

Develop SMART Goals

- **S** — **Specific** to the school's need
- **M** — **Measurable** using quantifiable data
- **A** — **Attainable** considering most recent data
- **R** — **Relevant** to an area in need of improvement
- **T** — **Timely** as an appropriate lever for change

Best Practice: To ensure that all SLT/Stakeholders have an opportunity to express their ideas, use consensus-based decision-making.

Addressing Equity Head On
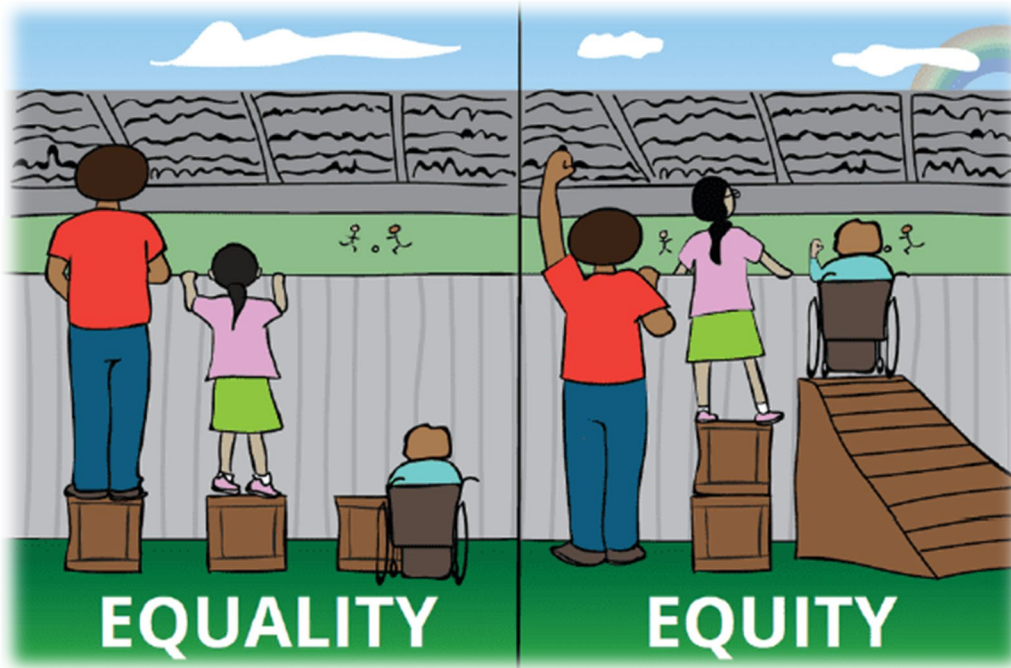
All Schools are expected to address Equity throughout the CEP, resulting in measurable impact on student outcomes.

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Ensuring SMART Goals

After selecting the Priority, the SMART Goal Builder in iPlan will allow users to create up to 3 goals per Priority.

Target Population	Baseline Data	SMART Goal

The SMART Goal Builder unpacks goals into specific elements and reformats them into a narrative to ensure focus on improved student outcomes.

- Dropdowns for "Target Group "
- Dropdown for "Decrease/Increase Level of student performance"

By June 2024, [Priority] for [Target Group] will Decrease/Increase [by how much], from [baseline] to [target] as measured by [which measurement tool].

By June 2024, literacy performance for all students will increase 5%, from 50% to 55%, as measured by the percentage of students scoring at Levels 3 & 4 on the NYS ELA Exam.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality IEP. In the iPlan portal, your school can identify up to three (3) goals for each Priority, if desired.

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Suggestions for Selecting Goal Metrics

Student Need Metrics	• Choose metrics that take into account the specific needs of your students.
School Quality Guide Metrics	• Look for metrics embedded within the <u>School Quality Guide</u> that are annually reported.
ESSA Metrics	• Consider metrics provided by <u>NYSED</u>, specifically if identified for Receivership CSI, ATSI, or TSI.
Targeted Metrics	• Identify metrics that specifically target the area the school wants to improve. For example, if the school wants to improve writing, identify a metric that specifically measures writing skills.
Clarity & Visibility	• Select metrics that are easily understood by your school community.

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Suggested Appropriate Measures

System-wide Priorities	Annual SMART Goal Measures	Progress Monitoring Measures
Priority 1: All students learn to read well	Students scoring at Level 3 & 4 on NYS ELA exam, ELA Achievement Index, ELA Proficiency Rating, Reading Levels, Report Card Grades	Periodic Assessments in ELA, Unit Assessments, NWEA MAP Growth (ELA), iReady, Reading Benchmark Assessments, mock exams from EngageNY
Priority 2: All students are physically and emotionally safe	NYC School Survey: Percentage of students that feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school; Percentage of families that indicate "At this school my child is safe."	Internal School Survey modeled after NYC Student Survey Question 63. Also consider Student Survey Questions 61 & 64; NYC Teacher Survey Questions 170,172 & 173; NYC Family Survey Question 21.
Priority 3: All students have a high-quality academic experience	Math Achievement Index, Percentage of Students at Levels 3, 4 & 5 on Math Regents Exams, Graduation Rate, Student Subgroup (SWD, MLL/ELL) Performance, English Language Proficiency (ELP), Science, Social Studies Report Card Grades	Mock Regents, Math Unit/Periodic Assessments, Course Pass Rates, Report Card Grades, Scholarship Reports, Periodic Assessments (e.g., iReady, NWEA MAP Growth (Math), Edmentum (Courseware/Exact Path), mock NYSESLAT
Priority 4: All students graduate college and career ready and have a strong pathway to economic security*	CCCR Index, Advanced Regents Diplomas, Dual Enrollment, Advanced Placement (AP) Exams, International Baccalaureate (IB), Career & Technical Education (CTE) Endorsements, Career Development & Occupational Studies (CDOS) Endorsements	Course Pass Rates, Report Card Grades, Scholarship Reports, January Regents, Mock AP Exams, Mock IB Exams, Technical Assessments
Priority 5: Redesign the system to be more inclusive & responsive for parents and families	NYC School Survey: Percentage of families that indicate "The principal/school leader at this school is strongly committed to sharing decision making with families."	Internal School Survey modeled after NYC Family Survey Question 14, 16, 22, 23, or 24.

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*The next slide provides suggested Goals and Progress Measures to support elementary and middle schools in addressing Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security.

Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security
Suggested Appropriate Measures for Elementary and Middle Schools

Annual SMART Goal Measures	Progress Monitoring Measures
Percentage of students taking/passing Accelerated Academic Core Subjects or associated Regents exam (Math, Science, Social Studies) Percentage of students engaging in career advising activities Percentage of parents satisfied with the education their child has received this year.	Periodic Benchmark Assessments in relevant course(s) given at specific times of the year e.g., Unit Assessments, mock Math/Science/History Regents exams, Interim School Survey (Modeled after NYC Family Survey Question 31) **Data Sources:** New Visions Data Portal, Insight, Interim School Surveys, State and Interim Assessments, STARS, Internal School Data
Number of students enrolled in SHSAT Prep Course Percentage of students agreeing that they are learning a lot in their classes at their school to prepare them for the next level or grade.	Percentage of students showing growth on mock SHSAT assessments (or other internal school assessment tool), Interim School Survey (Modeled after NYC Student Survey Question 35) **Data Sources:** Interim School Survey, Internal School Data
Life Skills (Problem Solving, Study Habits, Time Management, Decision Making) Percentage of teachers agreeing that adults teach students the organizational skills needed to be prepared for their next level Percentage of families indicating that their child's school teaches financial literacy skills	Interim School Survey (Modeled after NYC Teacher Survey Question 159) **Data Sources:** NYC Survey & Internal School Survey

Consider the following resources for a deeper exploration of college & career readiness at the elementary/middle school level: College and Career Readiness in Elementary Schools, Academic and Personal Behaviors Example of Practice Worksheet and Danielson Framework for Teaching Crosswalk

Note: Also consider the following NYC School Survey questions when developing goals and selecting monitoring measures: Family Survey: Questions: 38, 41, 42; Teacher Survey: Questions: 156, 174, 180.

Goal Setting Guidance for Schools Identified for Receivership, CSI, ATSI & TSI

- Schools identified for Receivership, Comprehensive Support & Improvement (CSI), Additional Targeted Support & Improvement (ATSI) or Targeted Support & Improvement (TSI) may develop new SMART Goals for 2023-24 using appropriate measures and goal targets aligned to the System-wide Priorities, informed by SED's <u>five step needs assessment</u>, and based on data collected during the 2022-23 school year.

- Receivership schools should consider how their Demonstrable Improvement Indicators (DIIs) can inform CEP goals.

- The CEP should drive school improvement; SMART goals should be meaningful & valuable to the school community; Principals of Receivership, CSI, ATSI & TSI schools should be prepared to discuss how/why this goal is important to the school community & will support school improvement.

Quality Assure Your Goals

Reflection Questions

- How does the measurement tool align with the Priority Area?
- How was the target set? Is it rigorous, yet still attainable?
- Do you have a clear baseline? Can progress toward the target be monitored throughout the school year?

Priority Needs and Root Causes Inform Smart Goals

System-wide Priorities	Priority Need(s)	Data Trend(s)	Sample Root Causes	Sample Goals	Sample Action Steps
Priority 1: All students learn to read well	Develop persistence within students in reading dense text materials.	Based on our data analysis, the proficiency rate for all students was 65% on NYS 3-8 ELA Tests. Additionally, the May 2023 i-Ready Reading showed 23% of tested grades 3-5 were below grade-level placement.	Instruction does not support an increase in reading volume, which would help students expand their knowledge base and enlarge their academic and literary vocabulary	By June 2024, Students in grade 3-5 who are not performing on grade level in ELA will show a decrease of 10%, from 23% L1 & L2 to 13% L1 & L2, as measured by NYS ELA Exam.	
Priority 2: All students are physically and emotionally safe	Ensure students feel supported by teachers.	75% of students say that their teachers support them when they are upset based upon an analysis of 2022-23 NYC School Survey Data.	Teachers require additional training in restorative practices to be able to identify when students need additional social-emotional support.	By June 2024, implementation of Social-Emotional Support will increase 10%, from 75% to 85%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.	
Priority 3: All students have a high-quality academic experience	MLs/ELLs need to be provided with access to grade and age-appropriate curriculum which incorporate explicit language instruction that integrates the four modalities.	Based on our 2023 i-Ready Spring Diagnostic data analysis, ELLs are performing an average of 3 years behind grade level.	Language instruction does not support students with grade appropriate content level knowledge.	By June 2024, 95% of English Language Learners will make 1 year of progress as measured by the NYSESLAT.	

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Priority Needs and Root Causes Inform Smart Goals

System-wide Priorities	Priority Need(s)	Data Trend(s)	Sample Root Causes	Sample Goals	Sample Action Steps
Priority 4: All students graduate college and career ready and have a strong pathway to economic security*	Students need deeper knowledge of postsecondary options and key matriculation milestones to complete postsecondary enrollment.	Data analysis indicate that 30% out of (150) SWD students are not taking advantage of the variety of college readiness courses, such as, College Now, AP and Dual enrollment classes.	There is no 9-12 postsecondary planning scope and sequence established across the school to provide students more time for goal setting and planning.	By June 2024, the school will increase postsecondary enrollment of our SWD subgroup within 6 months by 5% to 45% for June graduates.	
Priority 5: Redesign the system to be more inclusive & responsive for parents and families	The school needs to leverage family engagement to better involve them in supporting their students to achieve academic goals.	45% of Parents responded favorably on the NYC School Survey (2023) that at this school, teachers are in tune with student needs and find ways to provide support.	School staff do not consistently and effectively communicate information and provide tools to support families' understanding of curriculum and learning objectives.	By June 2024, the school will implement a family empowerment plan that supports staff and families to drive student achievement as measured by an increase of 20% positive response on the NYC School Survey (Family question #31).	
Chronic Absenteeism (CA)	Decrease chronic absenteeism for our economically disadvantaged students.	40% of economically disadvantaged students are currently identified as chronically absent, based on current (2023) school year attendance on New Visions Portal.	Families and students travel outside of the country for extended periods of time.	By June 2024, Chronic Absenteeism for Hispanic subgroup will decrease 30%, from 40% to 10%, as measured by Chronic Absenteeism Rate.	

On to Step 4...Set Progress Monitoring Targets

STEP 1: IDENTIFY PRIORITY AREAS	Our school needs to improve in [Chancellor's Priority].
STEP 2: ENGAGE IN NEEDS ASSESSMENT	To achieve our goal, we need to address [student skills]. We will do so by accomplishing [objectives].
STEP 3: DEVELOP SMART GOALS	By June 2024, [Priority] for [Target Group] will Decrease/Increase [by how much], from [baseline] to [target] as measured by [which measurement tool].
STEP 4: SET PROGRESS MONITORING TARGETS	To ensure progress toward achieving our goals, the school will use [measurement tools] and regularly review [key performance indicators] to determine progress. Our progress monitoring targets consisting [Period 1, 2 & 3] will help us determine if we are on-track to meet our goal.
STEP 5: CREATE PROGRESSIVE ACTION STEPS	
STEP 6: FAMILY AND COMMUNITY STRATEGIES	
STEP 7: ALIGN BUDGET TO THE GOAL	

High-Level Timeline for 2023-24 CEP Development, Submission and Review

Timeframe	Activity
March 28	Release of draft template and timeline for 2023-24 CEP.
March – April	Schools engage in comprehensive needs assessment and root cause analysis.
April 20	2023-24 CEP is available in iPlan.
April - May	Schools develop preliminary goals and action plans.
May - June	Central releases preliminary school–based budgets for SY' 23-24.
By June 16	Schools use iPlan to submit their preliminary 2023-24 CEP, inclusive of the Language Allocation Policy (LAP), 2023-2024 Title III Application (as appropriate) and the 2023-24 Language Translation Interpretation Plan for Parents (LTI). Update (6/1): Title III LEP Application due June 23.
By July 8	Principals complete their online attestation in iPlan stating that the annual goals align with their preliminary school-based budget.
By July 28	Superintendents certify the alignment of CEP annual goals with preliminary school-based budgets.
July - August	Superintendent teams with support from central offices collaborate to review preliminary CEPs/ELL documents and provide feedback via iPlan.
By September 7	Principals receive feedback on their 2023-24 CEP/LTI/ELL/MLL documents provided by superintendent teams.
By October 27	Schools revise 2023-24 CEP/LTI/ELL/MLL documents based on superintendent feedback, as appropriate. Finalized 2023-24 CEPs are "submitted" via iPlan for superintendent review and approval.
By November 17	Principals upload in iPlan the SLT/Stakeholder signature page and related documents. Signatures may be collected virtually via DocuSign (optional).
By November 30	Superintendents approve finalized 2023-24 CEPs via iPlan for public posting. Approved 2023-24 CEP/LTI/ELL/MLL documents are publicly posted on a rolling basis in iPlan and on school webpages.
Periodically	Schools monitor progress towards meeting annual goals and update action plans in iPlan, if applicable.

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Contact Information

For educational-planning questions, reach out to your [Director of State and Federal Program Implementation (DSFP)](#).

For technical assistance with iPlan, contact [iplan@schools.nyc.gov](#).

We'd Love Your Feedback

Please take the survey and give us your feedback!

Use the link: https://forms.gle/LKPgsznZXZzF7FD67

Or the QR Code: