




2025-2026 INSTRUCTIONAL PRIORITY FOCUS AND CEP GOALS

If P4K strengthens teacher practice through targeted PLCs focused on designing and implementing clear, student-friendly learning targets and deepen their use of the 3E Model- especially during center-based literacy instruction during the Explore phase and checking for understanding during the Evaluate phase- then students will benefit from greater instructional clarity about what they're learning, increased engagement through hands-on, differentiated experiences and meaningful feedback that supports progress toward IEP goals and grade-level standards.

Administration	Teachers and Support Staff	Students	Parents	Environment
<ul style="list-style-type: none"> Collaborate with District 75, P4K SLT and PA, and families to align instructional priorities and literacy practices. Monitor the implementation of learning targets and center-based literacy instruction through non-evaluative walkthroughs. Align budget to CEP, Instructional Priority Focus and P4K Literacy Vision Plan. Facilitate and monitor PLCs focused on unpacking standards, crafting learning targets, and designing accessible, multisensory differentiated literacy instruction Provide targeted coaching, feedback, and professional development on learning targets, the 3E Model, and differentiated literacy instruction. Ensure alignment of instructional practices to the HMH Into Reading and Readtopia curricula. Oversee assessment schedules, data collection and analysis, and instructional adjustments. Plan and support Literacy Week events and family empowerment initiatives. 	<ul style="list-style-type: none"> Design and display clear, student-friendly learning targets using visuals, objects, and are aligned to IEP goals and grade-standards. Deliver hands-on, center-based literacy instruction guided by the 3E Model. Use assessment data to inform small group instruction, centers and interventions. Collaborate 4x a week in PLCs to unpack standards, plan instructional tasks, and develop performance-based checks for understanding. Participate in ongoing professional development, including internal coaching and external trainings. Implement the Creative Curriculum (PreK 8:1:2), HMH Into Reading (8:1:1 and 12:1:1), Readtopia (Grades 3-5 6:1:1), ReadtopiaGo (Grades K-2 6:1:1), Foundations and Heggerty (All) curricula with fidelity. Partner with related service providers and paraprofessionals to deliver integrated and inclusive literacy experiences. Provide communication supports such as AAC, visual schedules, and core boards to ensure access and independence. Provide scaffolded supports for MLLs, including visuals, sentence frames, and multilingual resources during literacy instruction. 	<p>K-2 Students:</p> <ul style="list-style-type: none"> Use visual, tactile, and auditory materials to explore early literacy skills such as letter recognition, sound-symbol correspondence, and vocabulary Respond to literacy prompts using pictures, objects, or communication devices <p>3-5 Students:</p> <ul style="list-style-type: none"> Demonstrate understanding by sorting, labeling, sequencing, or completing adapted writing or drawing tasks aligned to learning targets. <p>All Students:</p> <ul style="list-style-type: none"> Engage in center-based literacy activities that align to posted learning targets and are focused on comprehension and vocabulary. Use communication systems (verbal, AAC, visuals, gestures) to make choices, express preferences, and demonstrate learning Use visual schedules and classroom tools to navigate tasks and transitions independently. Participate in small group and independent multi-sensory learning activities during the Explore and Evaluate phases. Demonstrate understanding of the day's learning in multiple ways (e.g., performance of understanding, writing, or drawing). 	<ul style="list-style-type: none"> Attend virtual and in-person family workshops, curriculum overviews, and family engagement nights. Partner with school staff to understand how learning targets are adapted and how to support their child's communication and literacy goals at home. Participate in Literacy Week and book club events. 	<ul style="list-style-type: none"> Classrooms visibly display clear, student-friendly learning targets in multiple modalities (visuals, symbols, objects) and visual schedules. Learning spaces are designed for structured center-based instruction with accessible materials. Classrooms promote the use of communication tools, independence and engagement aligned to the 3E Model.
<p>PRIORITY</p> <p>By June 2026, all standardized assessment students in grades 3-5 will demonstrate a 5% increase in reading comprehension as measured by the Map Growth Assessment.</p>	<p>PRIORITY</p> <p>By June 2026, physical and mental wellness for all students will improve, as measured by a 5% decrease in levels 2-4 incident reports from 109 to 103, as per the OORS Incident Reports.</p>	<p>PRIORITY</p> <p>By June 2026, all students will demonstrate a 12% increase from 89 to 100 as measured by the SANDI Math Subtest.</p>	<p>PRIORITY</p> <p>By June 2026, the mastery of OT goals for students receiving in-school OT services will increase by 5% from 5% to 10% as measured by SESIS Progress Towards Measurable Annual Goals Report.</p>	<p>PRIORITY</p> <p>By June 2026, the percentage of student families with active NYCSA accounts from 66% to 75% as measured by the New York City Schools Account "STAT BY School" Report.</p>

PRIORITY

By June 2026, the Chronic Absenteeism Rate for all students will decrease by 5 from 52 to 47 as measured by the Insight Chronic Absenteeism Reports.

PRIORITY

By June 2026, the Daily Year to Date Attendance Rate for All Students will increase by 3 from 85 to 87 as measured by the Insight Absenteeism Reports.

PRIORITY

By June 2026, to strengthen the quality and implementation of IEPs for Students with Disabilities, we will improve the percentage of students ready for less restrictive supports/services by a 5% increase, from 50 to 55, as measured by Mandated Services Tracking Form.