



**Updated
May 18, 2017**

Guide for Developing Your School/ Comprehensive Educational Plan Using iPlan

**Office of State/Federal Education Policy and
School Improvement Programs (OSFEP)
Spring 2017**

Why Do We Plan?

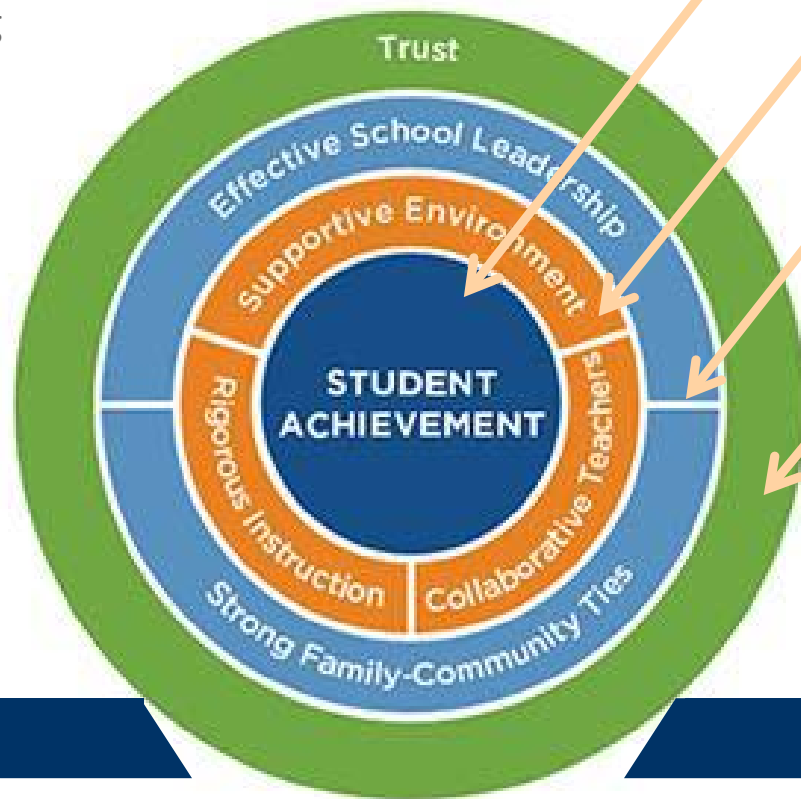
- Comprehensive educational planning is the process that engages districts, schools and communities in developing, implementing, and revising their educational plans to improve schools and outcomes for students.
- Chancellor's Regulation A-655 outlines the expectations for all School Leadership Teams (SLTs) to develop an educational plan in consultation with parents, school staff and students to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement efforts.
- The School Leadership Team (SLT) is responsible for developing an annual School/Comprehensive Educational Plan (S/CEP) that is aligned with the school-based budget for each school year.
- Continuous improvement planning creates a process for assessing progress throughout the school year and sustaining schoolwide efforts to improve student achievement.

At the Core of Planning for New York City is the Framework for Great Schools

The *Framework for Great Schools* informs the planning process as School Leadership Teams (SLTs) develop their S/CEPs and identify **five annual goals**, each aligned to a framework element.

The impact on student learning is strongest when all elements of the Framework are connected throughout the school community.

The Framework and other DOE initiatives such as Strong Schools, Strong Communities and Equity and Excellence afford schools and communities the opportunity to strengthen educational programs so that all students have opportunities to reach their full potential.



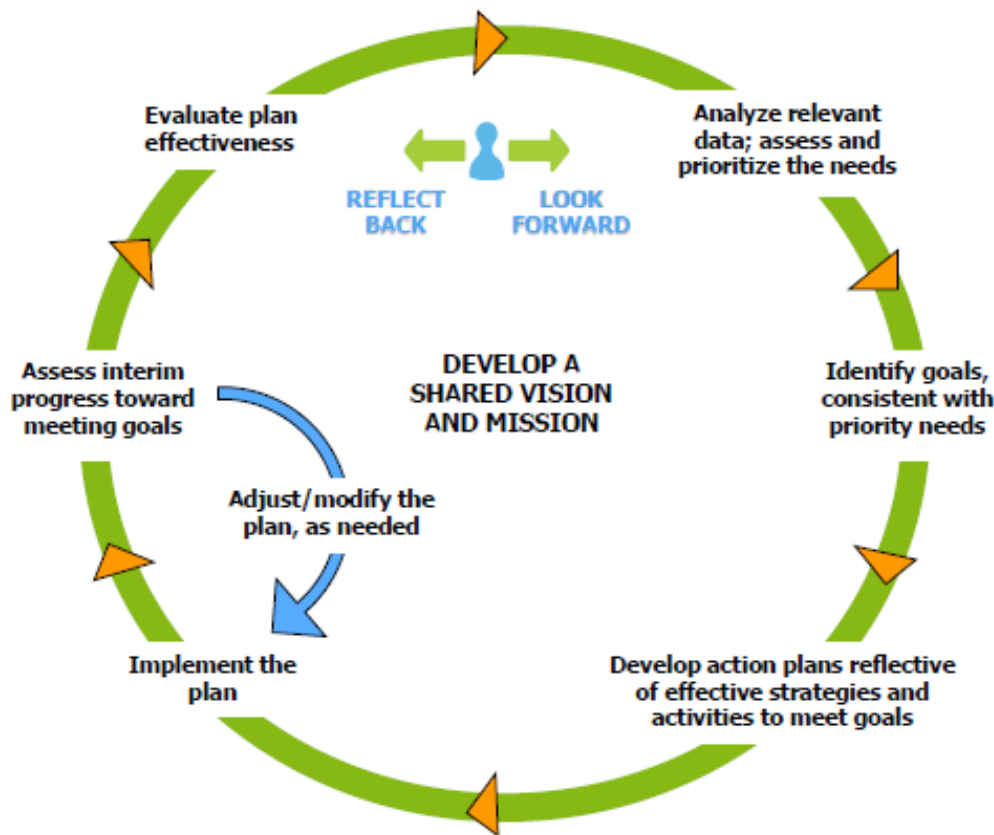
At the center of the Framework is student achievement; a core goal to help students get to the next level and schools succeed.

Surrounding that core are the three elements of student support: supportive environment, rigorous instruction and collaborative teachers.

Beyond the classroom, the supports needed are effective school leadership and strong family-community ties.

The sixth element, *Trust*, is the foundation for growth in all the other elements.

Cycle of Comprehensive Educational Planning



District Comprehensive Educational Plan (DCEP)



School/Comprehensive Educational Plan (S/CEP)

School and District Leadership Teams should engage in a cycle of comprehensive educational planning, ensuring that the DCEP and S/CEP are living documents and address the school's and district's plan for achieving their mission and vision. The information in the DCEP and S/CEP should be used to inform this planning process.



Department of
Education

Carmen Fariña, Chancellor

Plans Reflect City/State Accountability Requirements


School Accountability Status	Plan Type
<p>Good Standing Schools</p> <p>Reward Schools</p>	<p>The <u>2017-18 CEP</u> is used to develop <u>five</u> goals, aligned with the DOE's <i>Framework for Great Schools</i>.</p> <p>Note: Good Standing Schools that continue to receive SIG funding complete an SCEP.</p>
<p>Local Assistance Plan (LAP) Schools</p> <p>Priority and Focus Schools</p>	<p>The <u>2017-18 SCEP</u> is used to develop <u>five</u> goals, aligned with both the NYCDOE's <i>Framework for Great Schools</i> and the New York State Education Department's (SED's) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets.</p>
<p>School Improvement Grant (SIG) Schools</p>	<p>Priority schools <u>only</u>, include a section for meeting the state's Expanded Learning Time (ELT) requirements.</p> <p>Focus/LAP Schools do not have the ELT section in their plan.</p>
<p>Renewal Schools (Including Receivership Schools)</p>	<p>The <u>2017-18 RSCEP</u> is used to develop <u>five</u> goals aligned with Framework elements and SED's DTSDE Tenets. The plan is customized to include sections unique to the School Renewal Program.</p>

Note: A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goals in the section of the plan where they fit best, knowing that they likely address other elements as well.

Summary of Important Features for 2017-18 S/CEP

Features	Details
Customized plans with only the items to be addressed	<ul style="list-style-type: none"> In the April 25 edition of <i>Principals' Weekly</i>, principals were invited to review and update their draft 2017-18 S/CEPs via the iPlan Portal. The 2016-17 plans were archived, and rolled over into 2017-18 plans. School plans continue to be differentiated and aligned with city/state accountability requirements. ALL schools will complete 5 annual goals – one for each element of the <i>Framework for Great Schools</i>. Once approved by the superintendent, annual goals should <u>not</u> be changed without re-approval by the superintendent.
Language Updates	<ul style="list-style-type: none"> There continues to be language in the plan for Priority and Focus schools that addresses NYSED accountability requirements. Progress Monitoring: “Part 5b” continues to be a key component with an increased focus on using reliable instruments of measure to assess quarterly progress towards meeting annual goals.
Needs Assessment	<ul style="list-style-type: none"> Similar to last year, schools updating SCEPs and RSCEPs will indicate the Statement(s) of Practice (SOPs) from the NYSED DTSDE that will be addressed in each action plan. RSCEPs only: Renewal Schools continue to complete a Summative Vision: Each question has a separate field for responses. Greater focus on the Community Schools model with emphasis on community based organizations’ support for parents.

Features of the iPlan Portal as a Comprehensive Educational Planning Tool

- The Online Document Editor allows for real-time updates to the plan continuously throughout the school year.
- Comment boxes are located alongside every section. Multiple users can read each other's feedback.
- The name and role of the person leaving comments is noted at the top of the comment box (e.g., Superintendent, Principal, SLT member, Teacher, etc.)
- The tips  feature provides additional guidance on plan development in select sections.
- The online plan can be downloaded, saved and printed in Microsoft Word or PDF format.
- Comments can be downloaded from the PRINT menu and saved as a PDF file for printing.
- Spell check and other MS WORD-like features make it easy to update the plan.

Features of the iPlan Portal (continued)

- The iPlan portal rolled over school responses from the last school year to the current school year for easy updating in the online document editor.
- The iPlan Welcome Page has easy to access resources (e.g. SLT Guidance, CEP Conference Workshop Materials).
- The school's Homepage gives schools access to all plans, including English Language Learner (ELL) and School Implementation Team Action Plan (SITAP) documents by clicking on a button.
- The expanded **Help** feature provides users with access to the iPlan Portal Resources and Guidance page with additional training materials, technical support and quick links.
- Clear Formatting Tool: Removes bold, italicized, or underlined fonts.
- Review Changes Tool: Compares different versions of the plan.
- Ability to add/remove rows from action plans.

New Features in iPlan

The iPlan platform continues to evolve to better facilitate comprehensive educational planning:

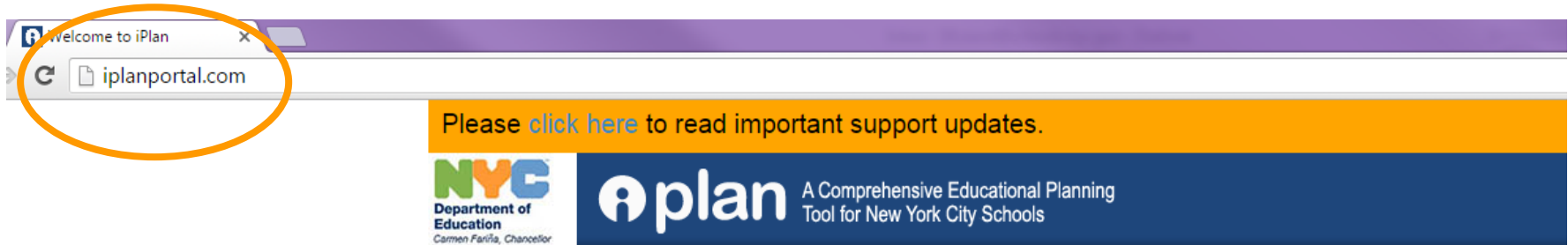
- CEP Overview Section is now divided into four separate subsections with text boxes that address the school's mission, important characteristics, special populations and school strengths and areas of focus for this school year.
- The Family Engagement field for Section 5A-5E was moved from the action plan to **Part 3b – Family Engagement** for each Action Plan.
- The Parent Involvement Policy and School Parent Compact documents were separated into subsections with text boxes.
- Principals now attest that the configuration of the SLT is in alignment with Chancellor's Regulations A-655 and upload SLT Signature Page Documents.
- **New This Year:** iPlan will remain open throughout the summer.

Accessing the iPlan Portal



Open the Google Chrome web browser and navigate to:

iplanportal.com/



iPlan Portal Welcome Page

Click for news and updates.

Please [click here](#) to read important support updates.



A Comprehensive Educational Planning Tool for New York City Schools

SPRING 2016
Comprehensive Educational Planning Conference

COMPREHENSIVE EDUCATIONAL PLANNING CONFERENCE
To download materials from the April 16 Comprehensive Educational Planning Conference, [click here](#)

☒ Are you a reviewer? [Go to the review site](#)

School Login

Principals login to complete your plan

Email
(i.e. jdoe@gmail.com)

Password

[Log-In](#)

[Forgot password](#) | [Lost registration email](#)

Enter your full email address and password, then click Log-In.

Guidance and resources, such as suggested SLT spring activities are available.



Guidance:

Developing Your SCEP in iPlan
iPlan Welcome Page Guidance
2017-18 SLT Activities Calendar Fall Winter Spring

[Forgot password? Click here.](#)

Contact:

SDIL questions:
Contact your School/District Improvement Liaison



Download your school's 2016-17 CEP/SCEP/RCEP.
To select a school, scroll down or type in the DBN/School name.

00X111 - P.S. Test - CEP

Use this dropdown to access a specific school's publicly posted plan.



Download your district's 2016-17 DCEP.
To select a district, scroll down or type in the District Number.

District 1

Use this dropdown to access a specific district's publicly posted plan.



Reminder

To maximize iPlan functions please use Google Chrome.

Regular iPlan maintenance is scheduled every Thursday from 5 - 7 pm
To download materials from the April 16 Comprehensive Educational Planning Conference, [click here](#)



iPlan works best in Google Chrome.

School Home Page

Click **CHANGE YEAR** to view a prior year's plan and feedback summary report.

Included on the Home Page are links to the following school documents:

- 2017-18 S/CEP
- Title III Plan
- Language Allocation Policy
- Language Translation & Interpretation Plan

The screenshot shows the 'School Home Page' for a school. At the top, there's a header with the NYC Department of Education logo, the 'a plan' logo, and the text 'A Comprehensive Educational Planning Tool for New York City Schools'. On the right, it says 'Hello, T. 01' and 'Help | Home'. Below the header, there are tabs for 'School Documents' and 'District Documents'. The main content area is titled 'CEP Planning Process (2017 - 2018)' with a 'Change Year' link. Below this is an 'Important Message' section. To the right, there's a sidebar with 'ADMINISTRATION' and 'LOG OUT' buttons, and 'School Info' section. The main content area also features a '2017-18 CEP' section with a 'This acronym represents the school's customized plan.' annotation, and an 'EDIT YOUR PLAN' button with a 'Click EDIT YOUR PLAN to enter the online document editor and make revisions to your plan.' annotation. There are also buttons for 'DOWNLOAD A COPY OF YOUR PLAN' and 'ATTEST ONLINE'.

NYC Department of Education
Carmen Fariña, Chancellor

a plan A Comprehensive Educational Planning Tool for New York City Schools

Hello, T. 01 Help | Home
(00X111) P.S. Test - CEP

School Documents District Documents

CEP Planning Process (2017 - 2018) [Change Year](#)

Important Message

As noted in the September 13 edition of *Principals' Weekly*, the New York State Education Department (NYSED) announced a new two-step process for identifying students in grades 3–8 to receive Academic Intervention Services (AIS) for the 2017–18 school year. Reference NYSED's August 9 [memo](#) for guidance when completing the AIS section of this plan.

2017-18 CEP This acronym represents the school's customized plan.

All schools are required to submit a customized School/Comprehensive Educational Plan (S/CEP) for the 2017-18 school year. Your 2017-18 S/CEP template is aligned with your school's New York State Accountability status.

Note: The acronym "S/CEP" is used to refer to all types of customized comprehensive educational plans.

Status: Pending
Last Activity: **May 05, 2017**
Feedback: **None**

[EDIT YOUR PLAN](#)

[DOWNLOAD A COPY OF YOUR PLAN](#)

[ATTEST ONLINE](#)

Process for Principal's Justification of School-Based Budget Alignment with the S/CEP

Chancellor's Regulation A-655: The principal must submit the proposed school based budget to the community or high school superintendent for approval, along with a written explanation justifying that the school-based budget is aligned with the S/CEP.

[View the Galaxy allocation](#)
[View the School Statistic Page](#)
[Attest and Upload SLT Signature Documents](#)

ADMINISTRATION

LOG OUT

School Info

School [\(change\)](#)

Test - CEP
Main St
Manhattan, NY

Main Phone

Principal
Test Principal
01

ADMINISTRATION (Principals Only)
For provisioning users to read and leave comments, and/or update the plan.

Click **EDIT YOUR PLAN** to enter the online document editor and make revisions to your plan.

Accessing the Online Document Editor

NYC
Department of
Education
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a plan A Comprehensive Educational Planning
Tool for New York City Schools

Hello, T. 01 ▾ **Help ▾** | Home

(00X111) P.S. Test - CEP

School Documents District Documents

CEP Planning Process (2017 - 2018) [\(Change Year\)](#)

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ADMINISTRATION

LOG OUT

School Info

School
[\(change\)](#)
P.S. Test - CEP
123 Main St
Manhattan, NY

Main Phone

Principal
Test Principal
01

Help Feature
(For
provisioned
users)

Click **EDIT
YOUR
PLAN** to
enter the
online
document
editor and
revise your
plan.

The School Leadership Team (SLT) Signature Page

Click in the blue fields to type names.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Harvey Cornelli	*Principal or Designee	Core Members or designees are mandatory: <ul style="list-style-type: none"> - Principal - UFT Chapter Leader - Parent Association or Parent-Teacher Association President
Ivy Legares	*UFT Chapter Leader or Designee	
Fredrica Penn	*PAPTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative or Parent Advisory Council Chairperson	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sunny Brooke	Member/Parent	
Franklin Marshall	Member/ Assistant Principal	
Penny Hampton	Member/ Parent	
Jose Santiago	Member/ Parent	
Marie Fordham	Member/ SLT Chairperson	
Bea Smarte	Member/ Parent	
Thomas George	Member/ UFT	
Jeff Washington	Member/ UFT	

Core Members or designees are mandatory:

- Principal
- UFT Chapter Leader
- Parent Association or Parent-Teacher Association President

The Title I PAC Chairperson (or alternate representative) should attend all regular meetings of the SLT

Enter all other SLT names titles or positions (e.g., parent, staff, student).

If an SLT member does not wish to sign the original SLT signature page, the member may attach a written explanation instead of signing, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.

- The SLT signature page is configured as per [Chancellor's Regulation A-655](#).
- All SLT members are expected to sign and confirm their participation in the development of the school's educational plan and that they were consulted about the alignment of funding to support the plan.
- SLTs must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members.
- There is a 50-50 balance between parents and staff. Core mandatory members are included in the parent/staff count.
- Students and CBO members are not counted when assessing the parent/staff balance (CBO participation is optional, 2 High School Students are required).
- Signatures on the hard copy must be signed in **blue ink**.

The Overview Section

plan Search in document 2017-18 CEP View previous versions CREATE NEW VERSION EXIT

(00X111) P.S. Test - CEP

Section 4: CEP Overview

1. What is your school's mission statement?

MISSION STATEMENT:
It is our mission that together, as a cohesive school community, we provide our students with the individualized proper tools and materials with which to work and a strong foundation with which to build upon. We strive to achieve high standards of academic excellence for all of our students so that they will become critical thinkers, active problem solvers, inquisitive readers, effective writers, diligent researchers and technologically savvy young adults.

Together, we educate the whole child as we build character, strengthen values, develop self-esteem and internalize a genuine kindness towards others. We are a community of lifelong learners whose students will become productive leaders in society. Together we DO make the difference!

Clear Formatting Review Changes

2. Provide Contextual Information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Dartmouth Elementary School/ P.S. 555 is a Pre-K through Grade 5 school with a total enrollment of 378 for the 2016-2017 school year. Enrollment has steadily increased over the past 5 years. The total enrollment in 2010-2011 was 238. A dedicated collaborative staff has worked diligently over the past five years to sustain high expectations as both the school's population and staff grew. Our instructional focus shifted with the implementation of the Common Core Learning Standards (CCLS). At the center of this growth and change is the Lead Instructional Team. This team has developed a yearly comprehensive school wide instructional focus that incorporates multiple initiatives such as CCLS shifts and teacher evaluation in order to develop and implement a cohesive plan which addresses instruction, environment, professional learning, and family engagement. Additionally, to meet the needs of students to be enriched through the Arts, P.S.555 partners with Marquis Studio to provide residencies for students in Grades K through 5.

Clear Formatting Review Changes

3. Describe any special student populations and...

The student demographics consists of: Asian 15%; Black 15%; Hispanic 15%; White 15%; and Other 15%. The student population is comprised of English Language Learners. Twenty-seven (27) percent of the population is...

The overview should provide a concise snapshot of the school's community and describe the unique characteristics:

- Include the school's mission statement, which should be located on the school's webpage. Does the current mission accurately reflect the school's purpose? Consider updating the school's mission statement, if needed.
- Provide contextual information about the school community, including partnerships
- Describe any special student populations
- Include the school's greatest areas of growth over the past school year, as well as continued areas of need

To get started updating this response, refer to the school's narrative in the NYCDOE school directory or other documents such as the School Self-Evaluation Form (SSEF).

New for 2017-18: Note that the CEP Overview has been separated out into four distinct sections

CEP Needs Assessment, Annual Goals and Action Plans

Section 5: Needs Assessment, Annual Goals, and Action Plans has 5 subsections (5A-5E).

Each subsection is aligned to an element of the Framework, and consists of: Needs Assessment, Annual Goal, Action Plan, Family Engagement, Budget and Resource Alignment, and Progress Monitoring.

? Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school strengths relative to Rigorous Instruction consist of the following:

- Based on our latest Quality Review Report, our school has a systematic plan of rigorous instruction that is aligned to the Common Core Learning Standards. There are explicit curriculum calendars to implement Ready Gen in all grades. Professional development is provided by training curriculum specialists that demonstrate best practices in reading and writing. Data is collected to revise plans based on student needs and additional supports are provided.
- Students are beginning to self-assess their own learning and teachers are assisting them in goal setting.

Our Priority needs that will be addressed in the rigorous instruction goal consist of the following:

- Our Quality Review report indicated that the school is in the process of developing a comprehensive system for using formative and summative assessments to develop data driven lesson plans that are adapted to meet student needs. This priority will be addressed in the action plan.
- Our New York State English Language Arts (NYS ELA) exam indicated that our level one student population increased by 17% from 15% to 32%. There was a decrease in level 3 and 4 students on the NYS ELA exam from 32% to 22%.
- Our most recent School Report Card indicated that our student with disabilities (SWD) did not make Adequate Yearly Progress (AYP) in English Language Arts.

Clear Formatting

Review Changes

Part 2 – Annual Goal

Indicate your school's 2017-18 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools-Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART-Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, teachers will incorporate questioning and discussion techniques in every reading and writing lessons that will result in at least 85% of ELL and SWD students performing one level higher as measured by the end of year summative assessment.

Clear Formatting

Review Changes

? Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

The data specialist will provide teachers with school wide as well as individual student data in the area of ELA. Professional development will be facilitated on interpreting data and utilizing the information to develop curriculum units.

Target Group(s)
Who will be targeted?

Teachers

Timeline
What is the start and end date?

Sept. 2017-June 2018

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

Data Specialist, Administrators

Engage in a needs assessment for each Framework element.

Cite data sources, aligned with the element, used to identify performance trends and prioritize needs to be addressed in the goal.

Write the annual goal that addresses the priority need for the element.

Identify strategies and activities that address the goal for the element.

Note: The collective responses in the action plans provide the regulatory information required by NYSED and USDE, such as addressing the components of a **Title I Schoolwide Program (SWP) or Targeted Assistance (TA) program.**



Department of
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Carmen Fariña, Chancellor

RSCEP and SCEP Needs Assessment

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

Tenet 3 Statement of Practice		SOP(s) Addressed
Consider each Statement of Practice (SOP) below, and identify at least one. Place an "X" in the appropriate box indicating SOP(s) addressed in this action plan.		
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	X
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	X
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	X

Revert Table

Clear Formatting

Review Changes

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Again This Year

Instead of self-rating, schools are asked to indicate the Statements of Practice (SOP) from the DTSDE Tenets to be addressed in the action plan.

The needs assessment, goal and corresponding action plan should align with the Framework elements and the selected SOPs.

Each goal and action plan should be developed to address the recommendations from the school's most recent city/state review, if applicable.

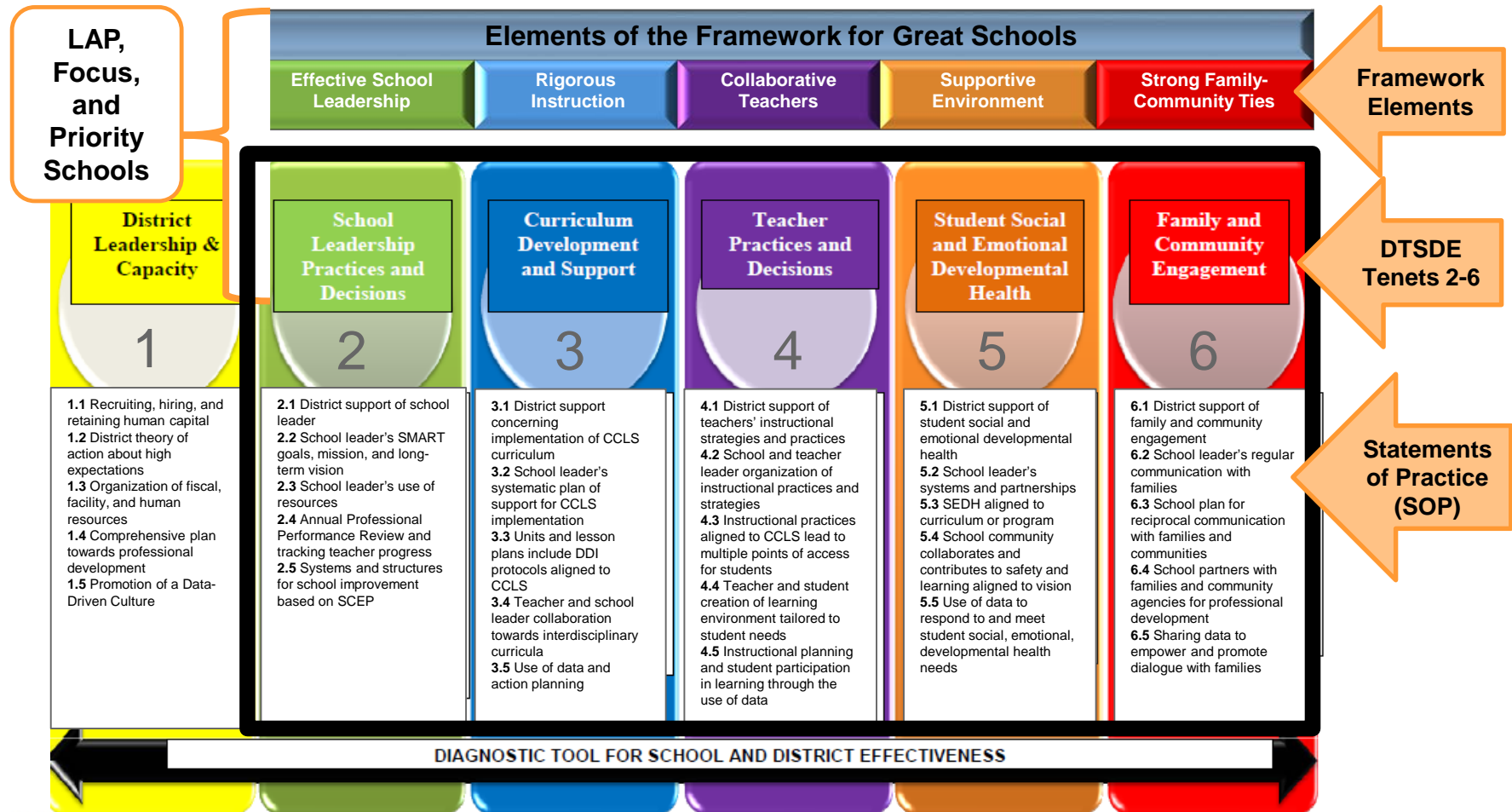


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Needs Assessment for RSCEP and SCEPs

Framework Elements are aligned with SED's *Diagnostic Tool for School and District Effectiveness* (DTSDE). RSCEPs and SCEPs include identification of Statements of Practice (SOP).



In Part 1 - Needs Assessment Local Assistance Plan (LAP), Focus and Priority schools identify the SOP they will address in the action plan.

Setting Annual Goals

Part 2 – Annual Goal

Framework Element

Indicate your school's 2017-18 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Time-bound

Specific

By June 2018, teachers will incorporate questioning and discussion techniques in every reading and writing lessons that will result in at least ___% of ELL and SWD students performing one level higher as measured by the end of year summative assessment.

Achievable

Measurable

Relevant

- Update existing goals and/or strategically create five goals informed by the priority needs for each Framework element.
- All goals should be SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.
- Writing goals as SMART will help schools to frequently monitor progress against the qualitative or quantitative measures in the goal, and will help school communities know when the goal is reached.
- The goal may be based on content, process, product or progress. It should be responsive to the identified priority need(s) and be written as SMART. When identifying a SMART goal, consider the following:
 - What is the expected outcome?
 - Does the goal relate to improving achievement based on the SED School Report Card and School Quality Guide?
 - What evidence will be collected to assess the effectiveness of the goal in addressing the need?
- Schools awarded School Improvement Grants (SIG) should align their annual goals, when applicable, with the goals within their approved SIG grant.

Important: Once the annual goal is approved by the superintendent, the goal should not change.

Action Plan

Part 3a – Action Plan			
Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, SLH). 			
The data specialist will provide teachers with school wide as well as individual student data in the area of ELA. Professional development will be facilitated on interpreting data and utilizing the information to develop curriculum units which are aligned with the Common Core Learning Standards. Questioning and Discussion techniques will be embedded in all units.	Teachers	Sept. 2017- June 2018	Data Specialist, Administrators
Administrative, instructional staff and teacher teams will meet during common planning times to plan questioning and discussion techniques as well as multiple entry points for all learners.	Teachers	Sept. 2017- June 2018	Administrators, Teacher Teams, Specialist teachers
Targeted professional development opportunities will address the needs of all students, especially our ELL and special needs students who need additional support in making academic gains in literacy and mathematics.	Teachers	Sept. 2017- June 2018	Administrators, Coaches, ESL Teachers, Special Education Teachers

There is an action plan for each goal that describes the evidence-based activities, strategies and programs that will be used to reach the goal. The action plan tells:

- The group being targeted
- What the plan will accomplish, and a specific timeline for implementation
- Who will be involved in carrying out the plan

This roadmap provides the schools with clear next steps for implementing the plan and achieving the goal.

Important Note: For schools completing the RSCEP/SCEP:

- Align responses in the action plan with the goal and needs assessment.
- Address recommendations from the most recent city/state review through the implementation of best practices in the action plan that are aligned with the selected SOP and Framework element.
- The SOPs identified for each action plan should be selected in the Galaxy program dropdown menu to determine the associated cost factor to implement actions, strategies and activities outlined in the action plan.
- Align the selected SOP and P&F program dropdowns in Galaxy for the Priority and Focus allocation.
- Align activities to the annual goal; ensure that activities captured in the action plan **are aligned** to the program dropdowns identified in Galaxy.

Family Engagement

New this year For **Section 5A-5E**, schools will describe Family engagement or involvement activities, specific to each Framework element schools in **Part 3b – Family Engagement**.

The Family Engagement part of the action plan (Part 3b) has specific family involvement/engagement activities for each Framework element:

- **Rigorous Instruction:** Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.
- **Supportive Environment:** Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.
- **Collaborative Teachers:** Engaging families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home.
- **Effective School Leadership:** Engaging families and support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement in order to support their children at home.
- **Strong Family and Community Ties:** Community Based Organizations or other partnerships that support family and community engagement.

Sample Section 5A – Framework for Great Schools Element – Rigorous Instruction

3b – Family Engagement

How will your school engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent engagement workshops will be provided to parents on a monthly basis from Sept.2017-June 2018 around the demands of common core instructional tasks. The key personnel will be Administrators, Coaches, and Teacher Specialists.

Budget and Resource Alignment

Indicate the resources leveraged to implement this action plan.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Assistant Principal, Coaches,

Resources can include human resources, instructional resources, schedule adjustments, etc.

Clear Formatting

Review Changes

Click in the box and check off ☒ all boxes that indicate the funding sources that will be used to implement the action plan in support of the annual goal. Click on boxes if P/F Set-aside and SIG Grant are used.

Part 4b. Indicate by checking off the fund source(s) that will be utilized to support achievement of the specified goal.

☒ Tax Levy ☒ Title I SWP ☐ Title I TA ☐ Title II - Part A ☐ Title III - Part A ☐ Title III - Immigrant

☐ C4E ☐ 21st Century ☐ SIG/SIF ☒ PTA Funded ☐ In Kind ☒ Other

- The budget and resource alignment part of the action plan reflects broad categories of funding sources that schools will use to fund the activities identified within the action plan.
- To complete the response, fill in Part 4a and check-off the funding sources in Part 4b used to support the activities within the action plan.
- Each annual goal and action plan should help guide the allocation of these funds.
- Resources leveraged include funding sources and other resources such as staffing, training, instructional resources, social and emotional supports, educational consultants, etc.



Department of
Education

Carmen Fariña, Chancellor

Aligning the Budget with P & F School Improvement Activities

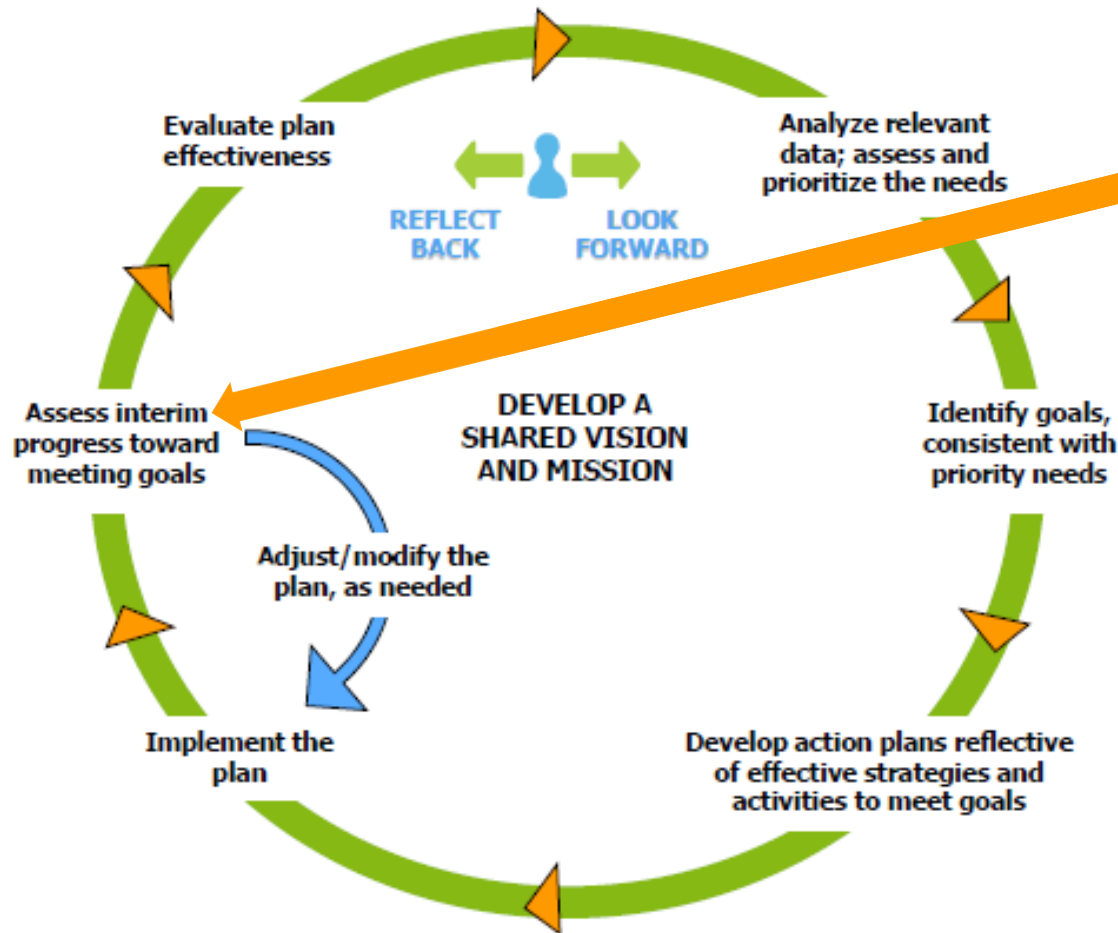
Priority and Focus (P&F) Schools must explicitly detail their plans for annually increasing student performance through comprehensive instructional programs and services as well as their plans for enhancement of teacher and leader effectiveness. As a result:

- Schools must ensure that there is an alignment between activities detailed in the SCEP/RSCEP and line item expenditures in Galaxy, using the P&F Galaxy program dropdown.
- Galaxy has updated program descriptions to help schools identify the activities that align with their program plans.
- Schools must:
 - Identify school improvement activities funded with other allocations using the Galaxy program descriptions.
 - Develop an SCEP that is strong, clear, coherent, concise, and of a sufficient quality to be submitted to NYSED.
 - Indicate the SOP that matches the line item expenditure and Galaxy program field for each activity in Part 3 of the Activities/Strategies section for every goal and action plan.

Budget and Resource Alignment in the SCEP and Galaxy

- Schools must identify all Federal, State and Local funding sources that will be used for completion of each activity.
- Schools must identify at a minimum an amount equal to the P&F allocation for school improvement and parent engagement in the School Allocation Memorandum (SAM) and in Galaxy.

Suggested Process for Progress Monitoring



For each annual goal, SLTs are encouraged to engage in progress monitoring activities four times throughout the school year.

Progress Monitoring

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2018, 95% of observations conducted will demonstrate effective to highly effective ratings for component 1e of Designing Coherent Instruction.

Clear Formatting

Review Changes

Part 5b. Indicate the specific Instrument of measure that is used to assess progress.

Advance Rubric

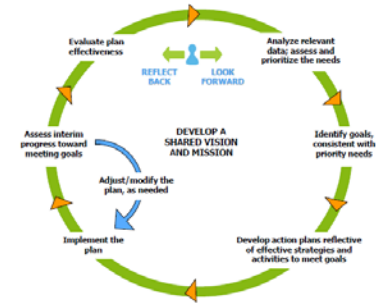
Clear Formatting

Review Changes

Record the instrument of measure

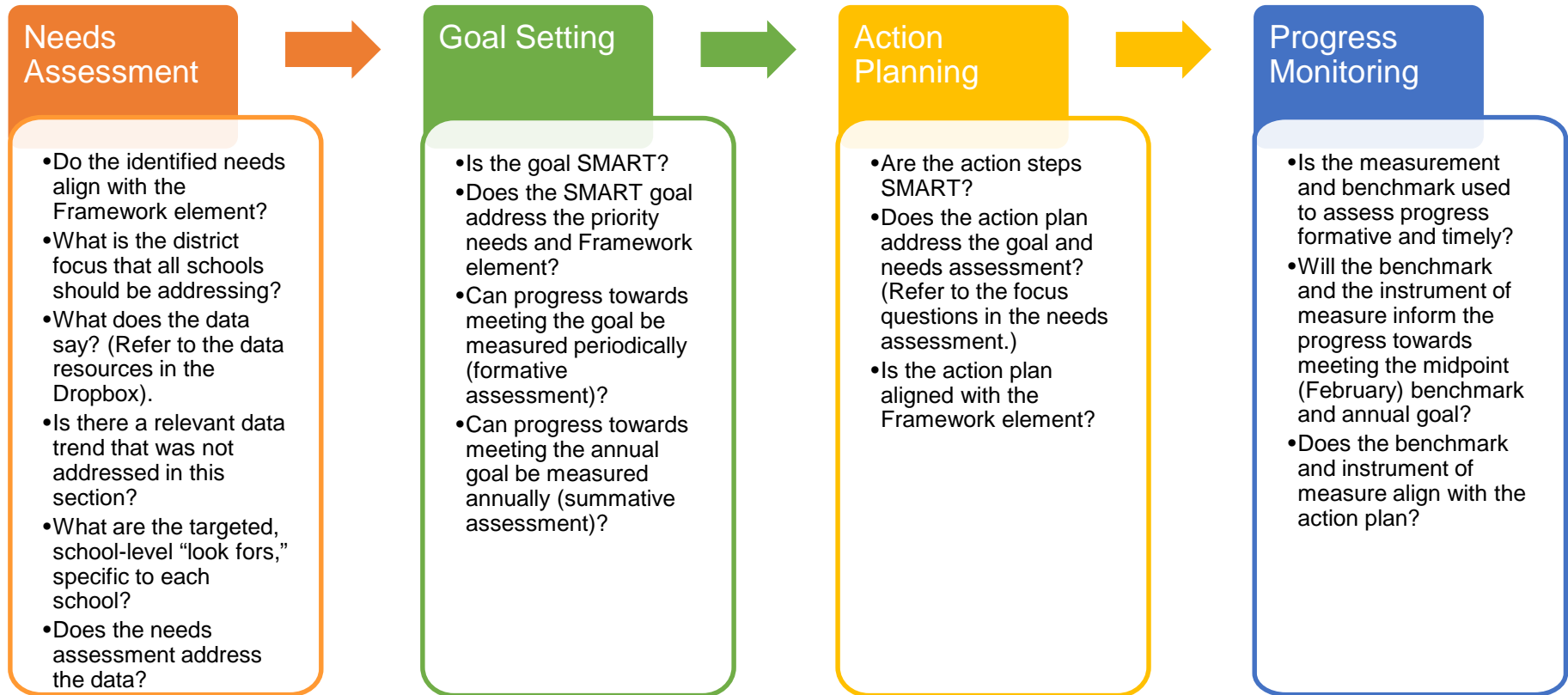
Part 5c. In February 2018, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

- SLTs should frequently review school progress towards meeting annual goals and adjust/revise action plans as appropriate in response to current data, recommendations from the most recent city/state review and/or feedback from the superintendent.
- If a mid-point benchmark was not met by February 2018, what revisions should be made to the action plan to achieve the desired outcome?
- Revisions to any action plan should be shared with all stakeholders.



This is a formative assessment process with leading indicators that are used to show how close the school is to reaching the annual goal.

Checking for Coherence in the Plan



Academic Intervention Services (AIS)

New York State mandates that all schools are required to provide AIS to:

- Students who are considered at-risk of not meeting state standards in ELA, math, science, and/or social studies.
- At-risk students in related services who need social/emotional supports.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

What criteria is used to determine who will receive services?

Direct (AIS) to need t listed

o are receiving Academic Intervention Services effective and timely assistance. These records of students receiving AIS in each subject area

Add Comment

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services (For additional guidance, refer to NYSED's memo)	Type of program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Review Changes

As outlined in the School Allocation Memorandum (SAM), schools receiving an AIS allocation must complete this AIS chart describing the supplemental services provided to students in grades 3-8. For more information, contact your Senior Grants Officer.

- Academic Intervention Services include:
 - Additional instruction to supplement the general curriculum (regular classroom instruction)
 - Related services are those student support services that address barriers to improved academic performance (e.g. guidance counseling, school psychologist or social support, and/or any health-related services).
- Schools are required to maintain accurate AIS records:
 - Criteria for selecting students for each type of AIS service in the chart (refer to the school's Response to Intervention (Rtl) plan, if applicable).
 - Type of program or strategy.
 - Method of delivery (e.g. small group, one-to-one, tutoring).
 - When services are to take place.
- AIS records for each grade need to be made available upon request. Records should include number of students being served, a roster of student names, attendance, type of service (academic and non-academic area) and content area.



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Students in Temporary Housing (STH)

Section 7: Support for Students in Temporary Housing (STH)

Directions:

- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section, the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, and report on students living in temporary housing (STH). For more information on using Title I support your STH population, please refer to the Frequently Asked Questions document on <http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISet-asideFunds.pdf>.

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (your current STH population may not be the same as officially reported in DOE systems course of the year).

Clear Formatting

Review Changes

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (your STH population may change over the course of the year).

Clear Formatting

Review Changes

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Clear Formatting

Review Changes

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

The **McKinney-Vento Act, 1987** defines homeless children as those who lack a fixed, regular, and adequate nighttime residence. This includes not only those who live in shelters, abandoned buildings, cars, and public spaces, but also children who share housing with other families because of economic hardship or live in motels, hotels, trailer parks, campgrounds, or are awaiting foster care placement.

Schools provide support to students living in temporary housing by using Title I set-aside funds to provide educational services so that STH students progress academically.

Title I funds may be used for basic emergency supplies such as uniforms, school supplies, books, counseling services, intervention programs, glasses, etc.

Title I schools complete Part A by indicating the number of current STH students and how the school will provide services

Non-Title I schools complete Part B and include the specific allocation based on the current number of STH students.

Title I Program Information

Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

All schools must indicate their Title I status

Click the appropriate choice:

☐ Schoolwide Program (SWP) ☐ Targeted Assistance (TA) Schools ☒ Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

to attend job fairs and get lists of licensed individual teaching candidates. Strategies and activities at the school include recruiting and interviewing highly qualified teachers (HQT) when there are vacancies.

To retain HQT, the school will develop grade leaders and lab sites where teachers can go for support and inter-visitation.

Part 3: TA Schools Only

All Targeted Assistance schools complete Part 3

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

a

SLTs may reference the page(s) from the Action Plan(s) to complete this part or describe the high quality and ongoing professional development for all staff.



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Schoolwide Program (SWP) Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our Pre-K Social Worker and staff from Partnership with Children will meet with prospective families to review the application and registration process for the following school year. We also attend the yearly district wide Pre-K fair to inform families and the community of our early childhood programs. The school will invite local day care providers to the school and invite families to a day of learning with Kindergarten Teachers so that they can get acquainted with the school.

Pre-K teachers are integral members of our vertical teacher teams. Teachers plan units that build upon and spiral from one grade to the other. This allows for the seamless transition for students moving from one grade to the other. All school wide professional developments offerings include our Pre-K teachers.

Clear Formatting

Review Changes

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All assessments are designed and aligned to achieve the goal of increasing student achievement. Assessment is central to our daily practice. Data is triangulated to drive instructional decisions and student groupings. We will continue to utilize assessment tools to help us track our data such as:

- School Net, Assessment Pro, Performance Series, Orton Gillingham Reading Assessment
- STARS - Stars Classroom is a Web-based system that automates the collection of course marks from teachers. Teachers can view class rosters, access student data, and enter course marks which will appear automatically on student report cards.
- Special Education Student Information System (SESIS).

The Principal's cabinet will work with the school's Measures of Student Learning Committee to select school wide periodic assessments to track and monitor student progress. Teachers meet during weekly grade level meetings to look at student work sheets to monitor student progress.

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only):

- Indicate how students will begin their academic career with a strong start emphasizing the importance of early childhood education.
- Create a coherent and seamless educational program for at-risk students by ensuring the successful transition from early childhood programs to elementary schoolwide programs.

4b. Measures to Include Teachers in Decisions Regarding Assessments:

Describe how the school will provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.



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SWP and Conceptual Consolidation

4c. "Conceptual" Consolidation of Funds In SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to <u>Schoolwide</u> pool. (Refer to Galaxy for school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	790,642	X	
Title II, Part A	Federal	25,324	X	
Title III, Part A	Federal	48,529	X	
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (ESF)	Local	4,234,032		

- Identify which programs are included in its consolidation.
- Document that the intent and purposes are met for each program whose funds are consolidated.
- The required Title I set-asides must be used for the specific intended purposes and cannot be included in the consolidations: These set-asides are as follows:
 - Title I, Part A: 1% for parent involvement
 - Title I, Part A: An additional 1% for parent education for Priority and Focus Schools
 - Schools in need of additional guidance should reach out to their budget field support.

Galaxy TOTAL Allocated Title I SWP amount less Title I Parent Involvement

Galaxy Total Allocated Amount

Anticipated allocation for FY' 18



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Funds should align with action plans and be reflected in Galaxy.

The Parent Involvement Policy (PIP)

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent Involvement Policy (PIP) in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement 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.

Your school's Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. School Name, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education (ESEA) Act, is responsible for creating and implementing a parent involvement 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, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

Support for Parents and Families of Title I Students

XXXX: will support parents and families 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 development 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;

- All Title I schools are required to develop a Parent Involvement Policy (PIP), which includes a School-Parent Compact (SPC) as a component.
- The Title I PIP describes how schools will involve parents as partners in their children's education.
- Any updates to the policy and compact must be jointly developed and agreed upon by Title I parents and the school (through the School Leadership Team process).
- The parent involvement activities included in the policy focus on improving student achievement and include parent activities described in the action plans, in addition to other activities.
- The PIP is funded using the Title I parent involvement set-aside and must be evaluated annually by the school in consultation with Title I parent representatives.
- The PIP should be translated in the dominant languages spoken by parents in the school and distributed to all Title I parents.
- To locate a blank PIP Template, go to the "Help" feature and click on "**iPlan Portal Resources and Guidance Resources**". The model PIP and SPC templates are aligned with Federal and State requirements as outlined in Title I, Part A, Section 1118 ESEA.

The model PIP/SPC template is available in the nine major languages and serves as a framework for the information to be included in the compact.

The School-Parent Compact (SPC)

- Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs.
- The SPC outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high standards.
- The School-Parent Compact must be provided to all parents and translated in the major languages spoken by the majority of parents in the school.
- **New for 2017-18:** Both the PIP & SPC responses have been separated into distinct fields

School-Parent Compact (SPC)

School-Parent Compact (SPC)

In compliance with the Section 1118 of Title I, Part A of the ESEA Act, 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.

Clear Formatting

Review Changes

I. 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 Common Core 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 ESEA Act;

Clear Formatting

Review Changes

I. 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 prior to December 1st of each school year for parents 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;



Department of
Education

Carmen Fariña, Chancellor

Contact Information



For technical assistance with iPlan, contact cep-iplansupport@infusion.com.

If you have other questions about comprehensive educational planning, contact the [School/District Improvement Liaison](#) associated with your district or borough.



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Community School District Contacts for S/CEP Development

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