Overview of the Comprehensive Educational Plan (CEP): The Educational Planning Process

PREVIEW 05/9/19

NYC Department of Education

EQUITY & EXCELLENCE FOR ALL

Chancellor's Priorities

Deepening and Expanding Our Shared Commitment to Equity and Excellence

EQUITY & EXCELLENCE FOR ALL

Accelerate Learning and Instruction

Partner With Communities

Develop People

Advance Equity Now

Learning Outcomes

- To understand how the Chancellor's Priorities are reflected in the Continuous Improvement Cycle
- To unpack updates to the reinvigorated 2019-20 CEP as a driver for school improvement
- To understand the role of families and communities within educational planning
- To use new features in the iPlan Portal to develop and locate resources for developing the CEP
- To use this guidance and turnkey CEP information to stakeholders

Supports Provided to Schools & Field

1. District SLT & DLT Trainings: **05/02 - 05/19**

2. On Demand CEP & Educational Planning Resources via iPlan, including:

    a) iPlan technical guide

    b) Educational Planning Modules

    c) Banks of Best Practices

3. District CEP SLT iPlan Clinics: **05/06 - 06/26**

4. Borough-based Root Cause Analysis & Action Planning Trainings for SLTs: **05/02 - 06/14**

5. In-depth Educational Planning Trainings for BO Staff supporting CSI & TSI: **04/30; 05/31; 06/17**

6. Onsite shoulder-to-shoulder support by SDILs

School/District Improvement Liaison (SDIL) Contacts by Community School Districts

Districts	SDIL	EMAIL
1, 2, 3, 75	Tami Sturm	TSturm2@schools.nyc.gov
8, 20	Henry Ramazzotti	HRamazz@schools.nyc.gov
7, 10, 11, 12	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov
4, 5, 6, 9	Crystal Lindsay	CLindsay@schools.nyc.gov
14, 15, 18, 32	Kathleen Mulligan	KMulligan@schools.nyc.gov
16, 23	William Manekas	WManekas@schools.nyc.gov
13, 17, 19, 22	Katrina Brave	KBrave@schools.nyc.gov
21, 31	Roseann Harris	RHarris7@schools.nyc.gov
24, 25, 26, 30	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
27, 28, 29	Matthew Zwillick	MZwillick@schools.nyc.gov

Resources in iPlan

iPlan Portal Resources and Guidance

Browse these resources to help you with your planning.

Training Documents ⌄		⊞ ☰

Certifying the DCEP for Public Posting
PUBLISHED 3/25/2019 2:41:05 PM

Completing the Online Attestation for the S/CEP
PUBLISHED 3/25/2019 2:41:05 PM

Completing the Quarterly Reporting Process in iPlan
PUBLISHED 3/25/2019 2:41:05 PM

How ESSA Informs Comprehensive Educational Planning
PUBLISHED 3/25/2019 2:41:05 PM

How ESSA Informs Comprehensive Educational Planning (Webinar)
PUBLISHED 3/25/2019 2:41:05 PM

iPlan Reviewer Guidance
PUBLISHED 3/25/2019 2:41:05 PM

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WHAT IS CONTINUOUS IMPROVEMENT?

"…a process or approach to problem solving that represents an ongoing effort to improve outcomes…"

(Best and Dunlap, 2014)

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To access hyperlinks in this presentation please use "slide show" view.

CONTINUOUS IMPROVEMENT

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 it's 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, adopt, or abandon the school's strategy.

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The Educational Planning Process is the

of the Continuous Improvement Cycle

| 2019-20 School Educational Planning Development Timeline	Timeframe
Schools engage in comprehensive needs assessment	March – May 2019
The iPlan Portal closes to create 2019-20 CEPs in the online document editor (with blank fields)	April 26-29, 2019
Schools access 2019-20 CEP and other documents in the iPlan Portal	April 30, 2019
District and School Leadership Team Trainings on the 2019-20 Comprehensive Educational Plan (CEP)	May 1- May 24, 2019
All Schools develop 2019-20 CEP and other plans and align with their proposed school-based budget	April 30 – June 28 2019
Central releases preliminary school budgets	May 2019
All Principals share for review and complete online attestation in iPlan stating that their preliminary school-based budget aligns with their 2019-20 CEP annual goals	June 28, 2019
Coordinated review of 2019-20 CEPs and other documents by central and field/citywide offices, superintendents and their teams	July 1 – August 30, 2019
Superintendents certify that the budget for each of their schools is sufficiently aligned to the 2019-20 CEP, or within 10 days of receiving an SLT response, provide written response including the Supt's determination as to whether the school-based budget is aligned with the CEP	By July 31, 2019
SLTs review coordinated feedback and make updates to their 2019-20 CEPs in iPlan	September 3 – October 18, 2019
Schools share revised and finalized CEPs and other documents based on current data and feedback	By October 18, 2019
Superintendents approve for each of their schools that the CEP is ready for posting to iPlan with approved Language Allocation Policy (LAP), Title III Plans and Language Translation and Interpretation Plan (LTI)	By November 1, 2019
Principal uploads a signed copy of the School Leadership Team Signature Page using the link in iPlan	By November 15, 2019
Approved 2019-20 CEPs are bundled with ELL documents and posted on school's DOE website and in iPlan	By November 18, 2019
Schools monitor progress towards meeting goals using the Quarterly Reporting Tool and update plans and in iPlan	Quarterly

Accessing the iPlan Portal

Open the Google Chrome web browser and navigate to iplanportal.com/
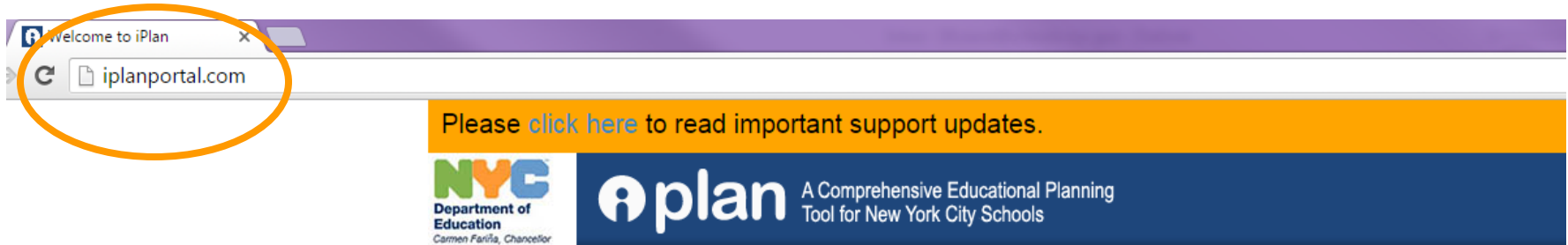
Highlights of the Revamped CEP

2019-2020
COMPREHENSIVE
EDUCATIONAL PLAN (CEP)

- Sets **clear expectations** while accounting for school differentiation.

- Confront issues of **disproportionality** to ensure equity.

- Promotes **authentic goals** connected to student performance.

- Promotes **aligned support** from Central DOE

- Streamlined **dropdowns** facilitate plan completion

- Reformatted SMART goals with **standardization dropdowns** with metrics and subgroups to ensure **equity**

Elements of the 2019-20 CEP

	2018-19 CEP	2019-20 CEP
Improvement Plan	Framework for Great Schools	Areas of Concentrations
Community School Plan (if applicable)	✔	✔
ELT Plan (if applicable)	✔	✔
SWD Plan	Separate SITAP	Incorporated Quality IEP Development Section
Title 1 (Conceptual Consolidation)	✔	✔

STEP 1: IDENTIFYING AREAS OF CONCENTRATION

Flow of the 2019-20 CEP Development

STEP 1: IDENTIFY AREAS OF CONCENTRATION

STEP 2: DEVELOP GOALS ALIGNED TO CONCENTRATION AREA

SYSTEM-LEVEL EXPECTATIONS

STEP 3: ENGAGE IN A GAP ANALYSIS TO IDENTIFY OBJECTIVES

STEP 4: DEVELOP A ROBUST ACTION PLAN

STEP 5: IDENTIFY PROGRESS MONITORING KEY PERFORMANCE INDICATORS

STEP 6: DEVELOP A BUDGET

SCHOOL SPECIFIC CONTEXT

Flow of the CEP

	Educational Planning
STEP 1: IDENTIFY AREAS OF CONCENTRATION	Sets the Purpose for the Plan
STEP 2: DEVELOP GOALS ALIGNED TO CONCENTRATION AREA	Identify the Goals of the Plan that the School will Enact
STEP 3: ENGAGE IN A GAP ANALYSIS TO IDENTIFY OBJECTIVES	Clarify the Specific Problem(s) the Plan is Expected to Resolve
STEP 4: DEVELOP A ROBUST ACTION PLAN	Identify the Strategies the School will Take to Resolve the Problem(s)
STEP 5: IDENTIFY PROGRESS MONITORING KEY PERFORMANCE INDICATORS	Define the Small Measures of Success to Indicate Degrees of Success
STEP 6: DEVELOP A BUDGET	Align the Resources the School will Utilize to Implement Plan

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Why Areas of Concentration in the CEP?

Provides Focus on the Key Improvement Areas

1. Clear & transparent communication to the school community.

2. Everyone in the community is rallied around and can collaborate toward the same aims.

3. Support can be targeted specifically towards these areas.
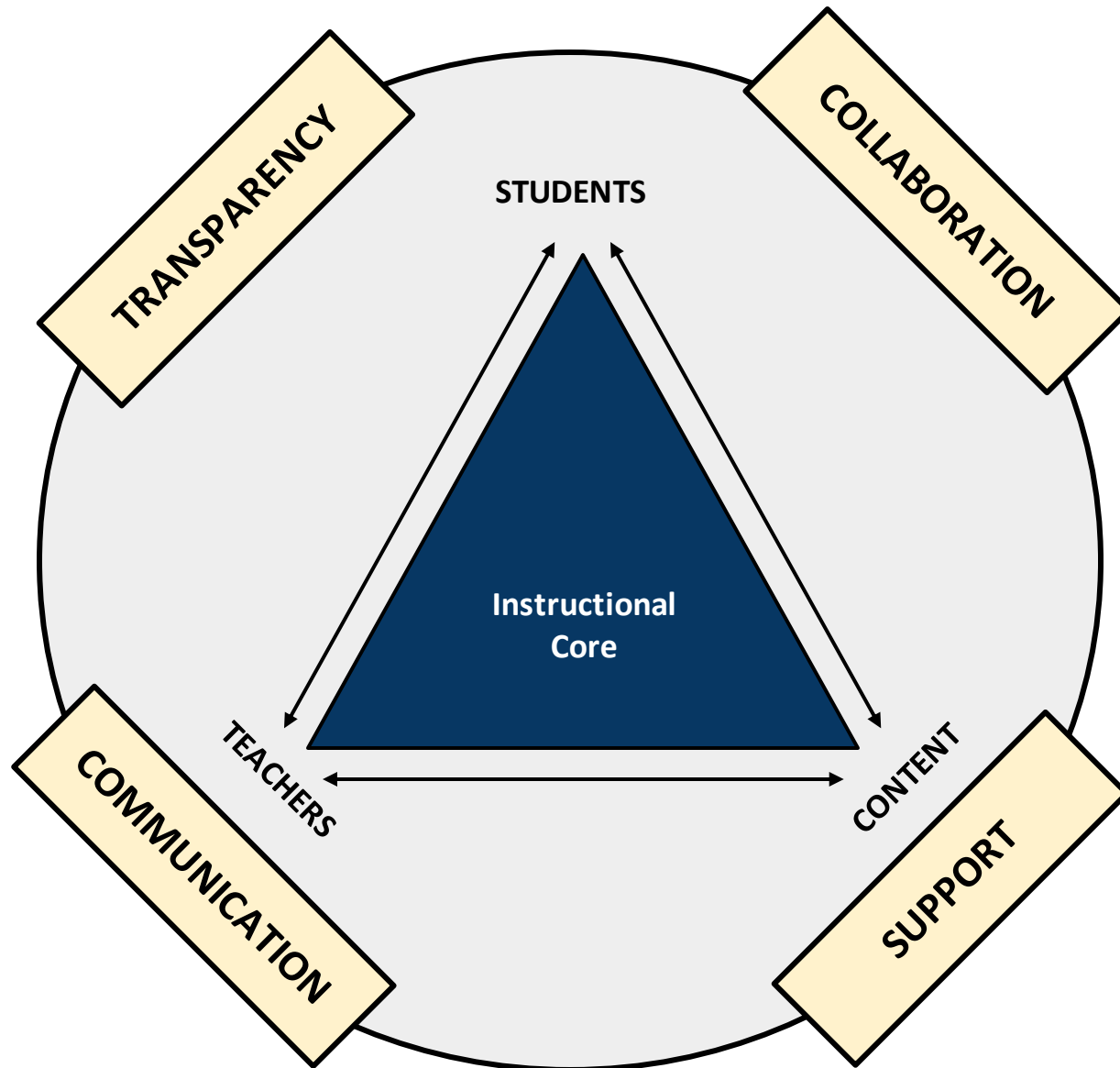
How to Determine Appropriate Areas of Concentration

1. Review NYCDOE & SED Expectations.

Elements & Expectations of CEP

2018-19 CEP	2019-20 CEP	
1. Rigorous Instruction 2. Supportive Environment 3. Collaborative Teachers 4. Effective School Leadership 5. Strong Family-Community Ties	**K-8 Schools** 1. ELA/Literacy 2. Mathematics 3. Supportive Environment	**High Schools** 1. Graduation 2. College & Career Readiness 3. Supportive Environment
	All schools with ESSA Level 1 metrics in Chronic Absenteeism or ELL Progress complete a goal.	

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Supportive Environment

ALL K-8 SCHOOLS ARE EXPECTED TO

- Address "ELA/Literacy" and "Mathematics" as Areas of Concentration.

- Select at least one Supportive Environment Area of Concentration from the following choices:
  - Attendance/Chronic Absenteeism
  - Safety & Restorative Approaches to Behavior
  - Collaborative & Trusting Relationship
  - Physical & Mental Wellness
  - Equity & Student Voice

ALL HIGH SCHOOLS ARE EXPECTED TO

- Address "Graduation" and "College and Career Readiness" as Areas of Concentration

- Address at least one core subject within the "Graduation" plan

- Select at least one Supportive Environment Area of Concentration from the following choices:
  - Attendance/Chronic Absenteeism
  - Safety & Restorative Approaches to Behavior
  - Collaborative & Trusting Relationship
  - Physical & Mental Wellness
  - Equity & Student Voice

TRANSFER SCHOOLS ARE EXPECTED TO

- Address expectations taken into account for their grade band.
- Within each Transfer School Pillar, select an aligned Area of Concentration

Expectations for CSI & TSI Schools

2019-20 CEP	
CSI Schools	**TSI Schools**
1. Strive to achieve SED Annual Achievement Targets 2. ESSA Level 1 metrics in Chronic Absenteeism or ELL Progress required to do an area of concentration. 3. Must complete an area of concentration regarding their school survey (Supportive Environment) 4. Recommendations from Integrated Intervention Team (IIT) reports should be included in action plans	1. Strive to achieve SED Annual Achievement Targets 2. ESSA Level 1 metrics in Chronic Absenteeism or ELL Progress required to do an area of concentration 3. Must complete an area of concentration regarding their school survey (Supportive Environment) 4. Recommendations from Central-led Needs Assessment (CNA) reports should be included in action plans

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How to Determine Appropriate Areas of Concentration

1. Review NYCDOE & SED Expectations.

2. Engage in a Data Overview of Areas.

3. Based on Data, Collaborate with All Stakeholder to Select High-Leverage Areas for Improvement.

Reflection Question

Beyond the expected three areas, where would you like to see your school improve in 2019-20? Why?

Areas of Concentration

Schools can select an Area of Concentration provided in the dropdown and required Areas will be indicated in the list.

SECTION 4: CONTINUOUS IMPROVEMENT PLANNING

Select an Area of Concentration

What are the high-leverage, high priority areas in which the school desires to create a plan to improve? Each selection of an area of concentration, will generate a unique Continuous Improvement Plan.

ELA/Literacy - required

College, Career, & Civic Readiness - required
Graduation - required
Mathematics - required
ELA/Literacy - required
HS ELA
HS Mathematics
Social Studies
Science
Literacy Across the Content Areas
On-track Graduation Progress
Next Level Readiness
STEM
Computer Science
Educational Technology
Language(s) other than English
Arts Education
ELL Progress
SWD Progress
Attendance/Chronic Absenteeism
Physical & Mental Wellness

... +

the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal sabilities, and English Language Learners. Additionally, indicate the rationale for why the target.

ET		TARGET SUBGROUP, GRADE, OR COHORT, IF APPLICABLE	PROVIDE THE RATIONALE FOR WHY THE SCHOOL DECIDED TO PLAN TOWARD THIS GOAL TARGET

... +

STEP 2: Developing Aligned Goals

Reflection Question

Why is goal setting vital to educational planning?

Ensuring S.M.A.R.T. GOALS

GOAL METRIC	IF PROMPTED FOR THE "GOAL METRIC", PLEASE WRITE IN THE APPROPRIATE INFORMATION	GOAL TARGET	TARGET SUBGROUP, GRADE, OR COHORT, IF APPLICABLE	IF PROMPTED FOR SUBGROUP, PLEASE WRITE IN THE APPROPRIATE INFORMATION
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)	-		ALL Students	
NYSED ELA Exam Average Proficiency Rating	-	2.15	Students with Disabilities	
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)	-		English Language Learners	
Attendance Rate ▾			Other {write in next colu ▾	

Attendance Rate
Chronic Absenteeism Rate
Suspension Rate
Incident Rate
Relative Risk Ratio for Suspension
ELL Progress
Percentage of Students Reading at or Above Grade Level as measured by {write in next column}
Movement of SWD to Less Restrictive Environments Score
Framework Score: Rigorous Instruction
Framework Score: Collaborative Teachers
Framework Score: Effective School Leadership
Framework Score: Strong Family-Community Ties
Framework Score: Trust
NYC School Survey: Specific Area {write in next column}
Rubric Score (i.e. Danielson
Other {write in next column}
Percent of software application adoption rate
Percent of Project-based task that include supportive technology
Rubric Score (Danielson-Component 3c: Engaging Students in Learning Component 3d: Using Assessment in Instruction)
Rubric Score(Danielson-Component 4e: Growing and Developing Professionally)

NEW Format

- New Table Format
- Dropdowns for "Goal Metric" and "Target Subgroup"
- "Other {write in}" option included in **EVERY** Dropdown.

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How to Read the Goal Table

Goal Metric	Goal Target	Subgroup
Average ELA Proficiency Rating	2.15	All Students

By the end of SY 2019-20, our goal is to achieve a {Goal Target} in {Goal Metric} for {Subgroup}.

By the end of SY 2019-20, our goal is to achieve a 2.15 in Average ELA Proficiency Rating for All students.

Addressing Equity Head On
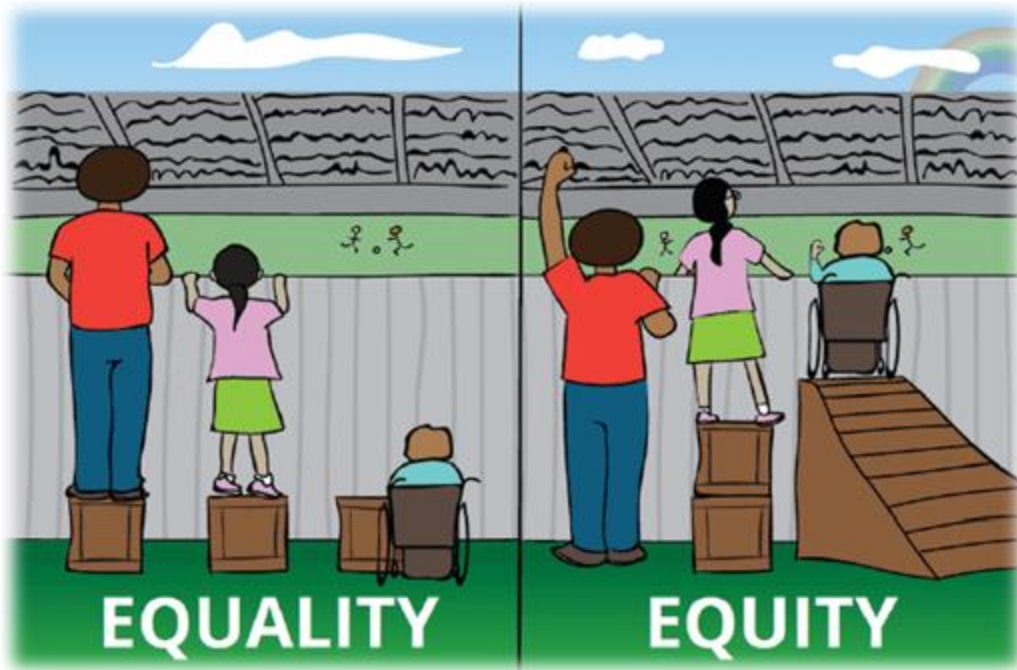
All **Schools** are expected to develop goals for English Language Learners, Students with Disabilities, and any Level 1 ESSA Subgroup.

Reflection Question

A school knows that it wants to improve the percent of students scoring proficient in ELA/Literacy by 10%.

What should it do next in order to meet this goal?

STEP 3: Engaging in a Gap Analysis to Identify Objectives

Engaging in a Gap Analysis

A **gap analysis** can be defined as the determination of the difference between current knowledge/practices (what we are doing) and desired practices (what we should be doing). **Gaps** can occur in knowledge, skills or practice.

Why Engage in a Gap Analysis?

A gap analysis identifies what the specific "things" that need to be improved in order to meet goals.

Approach Toward Impacting Student Needs

1. Unpack Student Work To Identify Needed Skills

Student Needs
Build student skills to decode non-fiction text and develop interpretations of author's point of view.
Build student skills to write long-form persuasive essays
Develop persistence within students in reading dense text materials.
Develop student passion for reading many varieties of text.

2. Identify Root Causes Hindering Student Skills

Performance Challenges → Root Cause Analysis → Action Plan

Identifying gaps in students' skills

Identifying gaps in school practice

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Our Approach Toward a Gap Analysis

3. Create Objectives from Root Causes

Sample Root Causes	Sample Objectives
Teachers do not provide enough tasks that focus on interpreting the perspective of the author and providing arguments for or against this perspective in the students' own words.	Ensure that all teachers are developing rigorous writing tasks that emphasize interpretation and persuasive argument.
The school has not developed an atmosphere that encourages and incentivizes challenging independent reading.	Establish an environment that students are encouraged to read and be constantly challenged through more rigorous, yet individually targeted text.

Reflection Question

How might your team go about identifying the objectives your school needs to accomplish to meet its goals?

Gap Analysis & Key Objectives

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
Build student skills to decode non-fiction text and develop interpretations of author's point of view.
Develop student passion for reading many varieties of text. .

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
Ensure that all teachers are developing rigorous writing tasks that emphasize interpretation and persuasive argument.	Task Analysis of writing prompts and results from the Quality Review
Establish an environment that students are encouraged to read and constantly challenged through more difficult, yet individually targeted text. . .	Student interviews and classroom observations .

STEP 4: High Quality Action Plan Development

Develop and Implement Action Plans to Meet Annual Goals

The action plan serves as the school's roadmap, outlining the steps for achieving annual goals and making them transparent to the school community. The action plan is:

- Represented by the best collective thinking from the school community and grounded in evidence and research.

- A list of activities/strategies and PD opportunities that the school will implement to accomplish the key objectives and annual goal(s).

- Designed to have a positive impact on the performance of the target population(s).

- Regularly monitored for implementation and impact towards meeting annual goals.

- Regularly adjusted during the year when changes are needed.

The Development of a Robust Action Plan

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students**, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.

ACTIVITIES / STRATEGIES	TARGET SUBGROUP (INCL. ALL STUDENTS)	IF PROMPTED FOR SUBGROUP, PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	ACTIVITY TYPE(S)	ACTIVITY TYPE(S)	TIMEFRAME	FREQUENCY	PERSONNEL/ TITLE RESPONSIBLE	PARTNERS / CBO'S LEVERAGED
	Other {write ▾		Unpack S ▾	Unpack S ▾	Annual ▾	Weekly ▾		

1. A written set of activities and/or strategies that the school will implement to accomplish objectives and achieve annual goal(s) within the area of concentration.
2. For each activity/strategy, a set of dropdowns identifying …
   1. Target Subgroup
   2. Activity Type(s)
   3. Timeframe
   4. Frequency
3. Identifying Personnel/Title Responsible & Partners/CBO's Leveraged

Include your Tier 1 Supports in this Section

Reflection Question

- What are some successful instructional strategies from existing initiatives in your school?

- Is there something that you have tried to implement that addresses a key area of concentration that have not been successful but might deserve a new look?

- Do you need to go outside of your current initiatives to find a new strategy?

Multi-Tiered Systems of Support (MTSS) Is a Vital Part of A School's Action Plan

Having robust Multi-Tiered Systems of Support (MTSS) is necessary for ensuring that student needs are met, including students who are advanced and students who are at risk of not achieving proficiency.

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

TIER	TYPE OF PROGRAM OR STRATEGY	MTSS - DELIVERY OF SERVICE	IF PROMPTED FOR THE "MTSS-DELIVERY OF SERVICE", PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	MTSS "TOOL" CATEGORY (IF APPLICABLE)	NAME OF TOOLS (IF APPLICABLE)	CRITERIA FOR DETERMINING SERVICES (FOR ADDITIONAL GUIDANCE, REFER TO NYSED'S MEMO.)	WHEN IS THE SERVICE PROVIDED
Tier 2 In ▾		Other {write ▾		External Digital T ▾			MARK SELECTION WITH AN "X" PRIOR TO THE SCHOOL DAY

To view a list of Response to Intervention (RtI) and Behavioral Interventions and Supports (PBIS) strategies developed by NYCDOE and that schools might consider implementing within the school's area of concentration, please click here.

Family and Community Empowerment

Bridging the School Plan and Parent and Family Engagement

1. Strategies to support families and communities around understanding of the annual goals and action plans.
2. Strategies to support students outside of school.
3. Identifying timeframe, frequency, and partners/CBOs leveraged.

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

STRATEGIES FOR FAMILY & COMMUNITY EMPOWERMENT	TIMEFRAME	FREQUENCY	PARTNERS/CBOS LEVERAGED
	Annual	Weekly	
	Annual	Weekly	
	Annual	Weekly	
	Annual	Weekly	

- ✓ In Title I schools, Family and Community Empowerment strategies/activities written in the CEP should also be reflected in the <u>Parent and Family Engagement Policy</u>
- ✓ The Title I Chairperson acts as the liaison between the SLT and the Title I parents
- ✓ Consider structures that truly empower parents
- ✓ This section increases parent voice (ESSA)

Path to Success

STEP 5: Monitoring Progress

Reflection Question

Why is Planning to Monitor Progress the most important step in the Educational Planning Process?

Plan to Monitor Progress

Progress monitoring is a key practice for understanding whether the school is on-track toward meeting its goals throughout the year, and adjusting the action plan based on this information.

Planning to progress monitor sets up the school to collect the necessary information to make **informed decisions**.

All NYC schools are expected to monitor and report on progress toward goals on a quarterly basis during the 2019-2020 school year.

Quarterly Progress Monitoring <u>Tentative</u> Timeline

	<u>PM Window</u>	<u>Reporting Date</u>
1	Sept 5 – Nov 27	Dec 13
2	Dec 2 – Jan 31	Feb 14
3	Feb 3 – April 9	May 1
4	Apr 20 – June 19	June 30

Planning to Monitor Progress

Plan

Identify data sources to assess regularly

Determine indicators & targets for each subgroup

Identify data collection & analysis windows
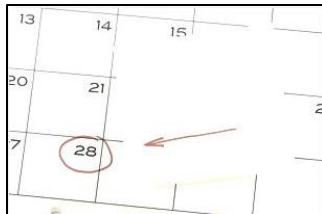
Collect Data

Analyze Data

Update CEP

UPDATE

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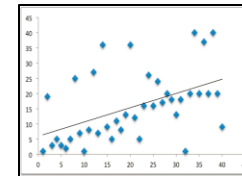
Reflection Question

How does your school currently determine if its on-track toward its goals throughout the year?

Are there any changes you would want to make to that process?

Who are the stakeholders you would involve in the discussion?

Planning to Monitor Progress in iPlan

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

MEASUREMENT TOOL	IF PROMPTED FOR THE "MEASUREMENT TOOL", PLEASE WRITE IN THE APPROPRIATE INFORMATION	KEY PERFORMANCE INDICATOR	IF PROMPTED FOR THE "KEY PERFORMANCE INDICATOR", PLEASE WRITE IN THE APPROPRIATE INFORMATION	QUARTERLY PROGRESS MONITORING TARGETS				TARGET SUBGROUP / GRADE OR COHORT	IF PROMPTED FOR SUBGROUP, PLEASE WRITE IN THE APPROPRIATE INFORMATION
				Q1	Q2	Q3	Q4		
Attendance Rat ▾		Percent of Stud ▾						Other {write ▾	

Attendance Rate
Chronic Absenteeism Rate
Custom ELA Assessment: Schoolnet Item Bank
Custom Math Assessment: Schoolnet Item Bank
Digital Other {write in next column}
English language Learner (ELL) Baseline Assessment
Fountas & Pinnell (F&P) Benchmark Assessment System
iReady Computer Adaptive Assessment
iReady Standards Mastery Assessment
Non-Digital Other {write in next column}
NYCDOE ELA Fall and Spring Benchmark Assessments
NYCDOE Math Fall and Spring Benchmark Assessments
Performance Series: ELA
Performance Series: Math
SANDI/FAST for Alternat Assessment
Suspensions
Teachers College reading and Writing Project (TCRWP) Assessments
Universal English Language Development Rubrics
WebABLLS for Alternate Assessment
Credit Accumulation after each Term

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STEP 6: Aligning Resources

Reviewing and Aligning Your Fiscal Resource

- Review your fiscal resources in GALAXY -- be sure to include any anticipated and unanticipated changes from last year and any new expected funding sources such as grants.

- To confirm if there are any restrictions on spending categories, review that allocation description in the School Allocation Memorandum, if applicable. - SAM

- Research any anticipated identified improvement programs and resources to determine if these are appropriate and proven to be effective to meet your school improvement needs.   Have a rationale for why the program(s) and or resource were chosen.

Different Types of Funding Sources

Tax Levy

CSI/TSI Set-aside

Title I, II, III, IV
Title I STH
Title I 1003a

Title I
Targeted Assistance (TA) & Schoolwide Program (SWP)

C4E
Contracts for Excellence

21st Century Schools
****
PTA Funded

School Improvement Grant (SIG)
Title I STH
Non Title I STH
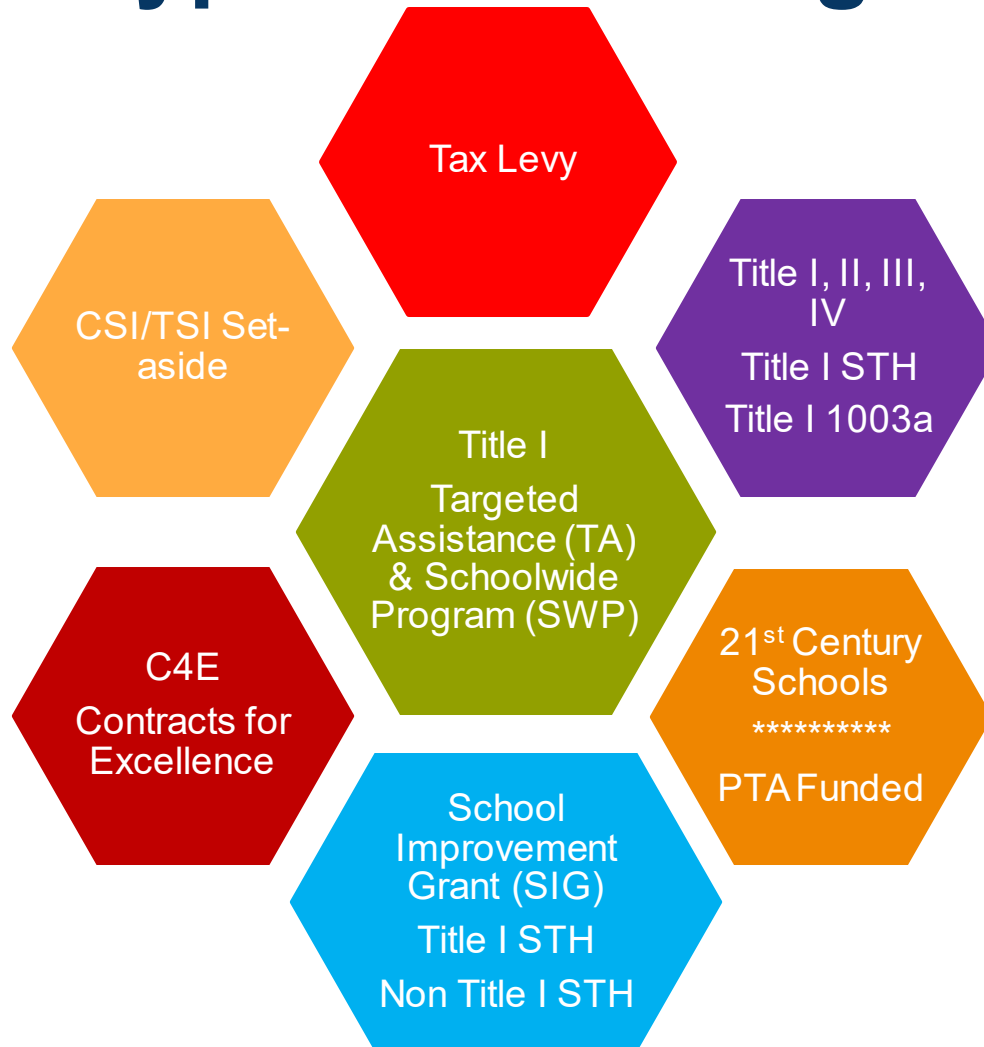
Title I are supplemental funds and can be conceptually consolidated in the CEP

Conceptual Consolidation in Title I SWP

All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds.

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 consolidated.

CONCEPTUAL" CONSOLIDATION OF FUNDS IN TITLE I SCHOOLWIDE PROGRAM 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 SCHOOLWIDE POOL. (REFER TO GALAXY FOR SCHOOL ALLOCATION AMOUNTS) | PLACE AN (X) IN COLUMN A BELOW TO VERIFY THAT THE SCHOOL HAS MET THE INTENT AND PURPOSES OF EACH PROGRAM WHOSE FUNDS ARE CONSOLIDATED. INDICATE IN COLUMN B, 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			
TITLE II, PART A	FEDERAL			
TITLE III, PART A	FEDERAL			
TITLE III, IMMIGRANT	FEDERAL			
TITLE IV, PART A	FEDERAL			
TAX LEVY (FSF)	LOCAL			

Aligning Instructional Goals with Fiscal Resources

After developing the CEP needs assessment, objectives, goals and action plans, the next step is to align instructional goals with human and fiscal resources.

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

TIME AND SCHEDULE (HOW WILL YOU ALIGN TIME/SCHEDULE WITHIN THE SCHOOL DAY TO SUPPORT THE SUCCESSFUL IMPLEMENTATION OF ABOVE ACTION PLAN)	HUMAN CAPITAL (HOW WILL YOU ALIGN HUMAN CAPITAL TO SUPPORT SUCCESSFUL IMPLEMENTATION OF THE ABOVE ACTION PLAN)	FUNDING SOURCES (FUNDING SOURCES YOU WILL USE TO SUPPORT SUCCESSFUL IMPLEMENTATION OF THE ABOVE ACTION PLAN)	OTHER
		Tax Levy	
		Title 1 SWP	
		Title IV	
		Title 1 STH Funds	

1 **2** **3**

Leveraging Resources to Achieve Goals

Department of Education

Family and Community Empowerment

Family and Community Empowerment is vital for the implementation of your CEP. The school community, inclusive of students' families and their outside community, are assets to be leveraged in ensuring positive outcomes.

The SLT has the responsibility to turnkey the revision information on the revamped CEP to their PA/PTA and other stakeholders.

"You are partners in this important work, and together we will continue to make sure that your children are in school and committed to learning.

I also believe that schools are more than places where children go to learn. They are the heart of our communities—and a bridge to opportunity, support, and wellness for students and their families…"

Chancellor Richard A. Carranza

Empowering Parents and Families

The CEP and Parent and Family Engagement Policy describe the ways the school plans to provide support. The SLT implements the plan to empower parents and families to positively impact their children at school and at home.

Examples of parent engagement and parent education activities:

Parent Engagement	Parent Education
▪ Parent committee meetings for shared-decision making. ▪ Student and family science day at a local science museum. ▪ Saturday Academy for parents and students ▪ Homework and mentoring sessions for families to interact with students. ▪ Family literacy and math night – family reading of big books for PreK and family math games. ▪ Homework help activities for parents and their children learning English as a new language.	▪ Parent and family trainings/workshops to assist them in helping their child succeed academically. ▪ Professional Development for school leaders and teachers related to working with and building effective parent/family partnerships. ▪ Training for parents/families on working effectively with teachers to enhance student performance. ▪ Training for parents/families on building supports for their children, including health and nutrition services.

Developing Quality IEPs

Quality and Implementation of IEPs

- This section of the CEP asks the school to develop goals that address:
  - the quality of IEPs
  - the implementation of IEPs

- The School Implementation Team (SIT) will be helpful in developing these goals and objectives, in particular, given their work with IEPs and the IEP Review.

- Program Services reports and the provision of recommended programs and services will inform the goals and objectives around the implementation of IEPs.

- The activities and strategies in which the school will engage in order to improve the quality and implementation of IEPs have been provided.
  - The school will determine how each of these activities and strategies will be accomplished (e.g. activity type).

Activities/Strategies for Improvement in the Quality and Implementation of IEPs

- Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment
- Develop appropriately rigorous standards-aligned annual goals
- Ensure impact of disability statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum
- Ensure that services recommended on each student's IEP are delivered – the measurement tool for this is the number and percentage of mandates fully linked for which students are programmed
- Develop a plan for each student with an unserved or partially served IEP mandate – the measurement tool for this is the number and percentage of students with mandates partially served or reflected as unserved
- Required for all schools with students in grade 8-12: ensure that transition planning is reflective of student needs for all students age 12 and older

Timely Completion of IEPs

- This section of the CEP asks the school to develop goal(s) that address:
  - The timely completion of IEPs completed by the school
  - This includes IEPs completed by teachers (Annual Reviews), and IEPs completed by the IEP team, including the psychologist (e.g. Initial Reviews, Mandated Three Year Evaluations, Reevaluations)

- The School Implementation Team (SIT) will be helpful in developing these goals and objectives, given their work with IEPs and the IEP Review. However, it will be important to include members of your IEP team in order to address the timely completion of all IEPs for which a school is responsible.

- The activities and strategies in which the school will engage in order to improve the timely completion of IEPs have been provided.
  - The school will determine how each of these activities and strategies will be accomplished (e.g. activity type).

Activities/Strategies for Improvement in the Timely Completion of IEPs

- Develop a shared calendar for all IEP meetings
- Increase collaboration between the psychologist and teachers
- Monitor the referral rate -- the measurement tool for this is the number and percentage of referrals
- Monitor compliance dates – the measurement tool for this is the number and percentage of IEP meetings held by their compliance dates

Contact Information

For technical assistance with iPlan, contact iplan@schools.nyc.gov.

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

School/District Improvement Liaison (SDIL) Contacts by Community School Districts

Districts	SDIL	EMAIL
1, 2, 3, 75	Tami Sturm	TSturm2@schools.nyc.gov
8, 20	Henry Ramazzotti	HRamazz@schools.nyc.gov
7, 10, 11, 12	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov
4, 5, 6, 9	Crystal Lindsay	CLindsay@schools.nyc.gov
14, 15, 18, 32	Kathleen Mulligan	KMulligan@schools.nyc.gov
16, 23	William Manekas	WManekas@schools.nyc.gov
13, 17, 19, 22	Katrina Brave	KBrave@schools.nyc.gov
21, 31	Roseann Harris	RHarris7@schools.nyc.gov
24, 25, 26, 30	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
27, 28, 29	Matthew Zwillick	MZwillick@schools.nyc.gov

High School Superintendents and SDIL Contacts

HS District/Group	HS Superintendent	Primary SDIL Contact	Email Address	Additional SDIL Contact	Email Address
District 79 (Adult)	Mills, Rose Marie	William Manekas	WManekas@schools.nyc.gov	Roseann Harris	RHarris7@schools.nyc.gov
District 79 (Alternative)	Zweig, Robert	Henry Ramazzotti	HRamazz@schools.nyc.gov	Roseann Harris	Rharris7@schools.nyc.gov
Brooklyn North HS Districts	Ross, Janice	Kathleen Mulligan	KMulligan@schools.nyc.gov	Katrina Brave	KBrave@schools.nyc.gov
Brooklyn South HS Districts	Prayor, Michael	Katrina Brave	KBrave@schools.nyc.gov	Kathleen Mulligan	KMulligan@schools.nyc.gov
Queens North HS Districts	Lindsey, Elaine	Matthew Zwillick	MZwillick@schools.nyc.gov	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
Bronx HS Districts (8, 10, 11)	Staple, Carron	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov	Matthew Zwillick	MZwillick@schools.nyc.gov
Consortium, International, Outward Bound	Pelles, Kathy	Crystal Lindsay	Clindsay@schools.nyc.gov	Tami Sturm	TSturm2@schools.nyc.gov
CUNY & Urban Assembly	Walsh, Fred	Katrina Brave	KBrave@schools.nyc.gov	Kathleen Mulligan	KMulligan@schools.nyc.gov
Bronx HS Districts (7, 9, 12)	Alcoff, Michael	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov	William Manekas	WManekas@schools.nyc.gov
Manhattan HS Districts	Orlen, Vivian	Tami Sturm	TSturm2@schools.nyc.gov	Crystal Lindsay	Clindsay@schools.nyc.gov
Queens South HS Districts	Mendez, Juan	Gus Hatzidimitriou	GHatzid@schools.nyc.gov	Matthew Zwillick	MZwillick@schools.nyc.gov
New Visions	Cintron, Richard	Roseann Harris	RHarris7@schools.nyc.gov	William Manekas	WManekas@schools.nyc.gov
Transfer Schools	Rotondo, Paul	Crystal Lindsay	Clindsay@schools.nyc.gov	Tami Sturm	TSturm2@schools.nyc.gov

Executive Superintendent and SDIL Contacts

Borough	Executive Superintendent	SDIL Contact	Email Address
Manhattan	Marisol Rosales	Tami Sturm	TSturm2@schools.nyc.gov
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Brooklyn North	Karen Watts	Kathleen Mulligan	KMulligan@schools.nyc.gov
Brooklyn South	Barbara Freeman	Katrina Brave	KBrave@schools.nyc.gov
Queens North	Lawrence Pendergast	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
Queens South	Andre Spencer	Matthew Zwillick	MZwillick@schools.nyc.gov
Staten Island	Anthony Lodico	Roseann Harris	RHarris7@schools.nyc.gov
Transfer, D79, (Adult)	Tim Lisante	Crystal Lindsay	Clindsay@schools.nyc.gov
Affinity	Recy Benjamin Dunn	William Manekas	WManekas@schools.nyc.gov

SCHOOL IMPLEMENTATION MANAGER (SIM) CONTACTS AND SUPPORT

Districts	SIM	EMAIL
7, 8, 11, 12, 14, 16, 19, 23	Michael Adin	MAdin@schools.nyc.gov
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7, 8, 9, 10	Gary Eisinger	GEising@schools.nyc.gov
1, 2, 8, 9, 13, 27	Andrew Kenney	AKenney@schools.nyc.gov
8, 19, 23, 32	Tanicia Rivera	TRivera22@schools.nyc.gov

Senior Grants Officer (SGO) Contacts

Borough/Citywide Offices	Districts	SGOs	Email
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Manhattan	1,2,3,4,5,6	Tiffany Wallace	TWallace@schools.nyc.gov
Bronx	7,8,9,10,11,12	Maite Villanueva	Mvillanueva11@schools.nyc.gov
Brooklyn North	13,14,15,16,19,23,32	Carol Slocombe	CSlocom@schools.nyc.gov
Brooklyn South	17,18,20,21,22	Patricia Payne	PPayne@schools.nyc.gov
Staten Island	31	Patricia Payne	PPayne@schools.nyc.gov
Queens North	24,25,26,30	Dragomira Koleva	DKoleva@schools.nyc.gov
Queens South	27,28,29	Dragomira Koleva	DKoleva@schools.nyc.gov

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