



OFFICE OF THE FIRST DEPUTY CHANCELLOR

Champions for Children


Technical Guide for Completing the CEP in iPlan



**EQUITY &
EXCELLENCE
FOR ALL**

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 in iPlan	Quarterly

Features of the iPlan Portal as a Comprehensive Educational Planning Tool

- The iPlan portal was developed to strengthen parent and family voice, support school communities in continuous improvement and comprehensive educational planning, and increase opportunities for parent and family engagement, which is a major focus under ESSA.
- 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.
- Spell check and other MS WORD-like features make it easy to update the plan.
- The portal will continue to host the Language Allocation Policy (LAP), the Title III Plan, and the Language, Translation and Interpretation Plan (LTI)
- The Welcome Page can be translated into the nine major languages.



New Features in iPlan

The CEP this year has been re-designed in order to streamline and enhance the user experience, as well as to empower SLTs in the continuous improvement process:

- The redesigned CEP will require schools to enter all information, except for Section 1: School Information, which will be pre-populated.
- The School Implementation Team Action Plan (SITAP) has been integrated into the CEP, therefore all schools will complete a new section for developing & implementing quality IEPs, which will be completed in lieu of the SITAP.
- Areas of Concentration replace Framework Elements and serve as a lens for identifying goals and improvement strategies.
- Reformatted SMART goals have standardized prepopulated dropdowns with metrics and subgroups to ensure equity.
- Other streamlined dropdowns throughout the Action Plan facilitate plan completion.
- Customized CEPs ensure that schools will only see sections that are required to be completed (For example, Non-Title I schools will now no longer see the Title I section within their plan).

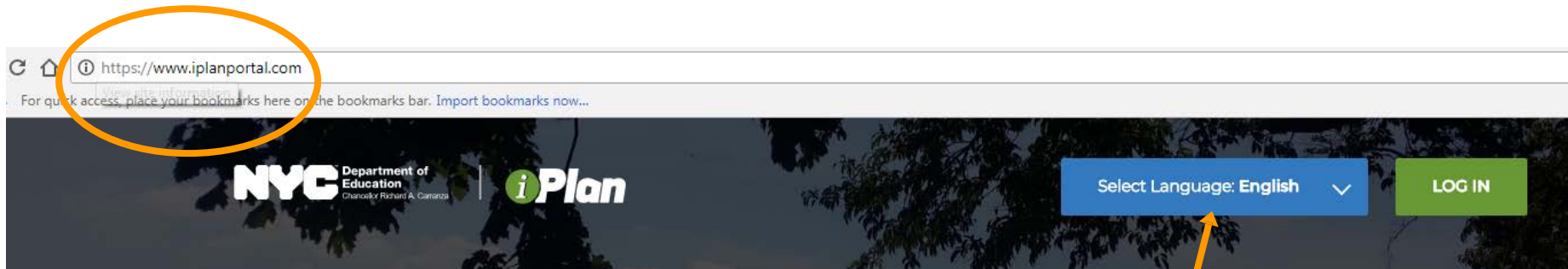


Accessing the iPlan Portal



Open the Google Chrome web browser and navigate to:

<https://iplanportal.com/>



Click here to
translate the
Welcome Page.

iPlan Portal Welcome Page



Click Log In, then enter your full email address and password (not DOE password).

Events and important dates are listed in the public calendar.

Public Events

[View full list of events](#)



High School: Evening Parent-Teacher Conferences



Elementary School: Evening Parent-Teacher Conferences

For support and guidance, contacts are listed here.

CONTACT

For iPlan technical support:
iplan@schools.nyc.gov

For comprehensive educational planning questions:
[Contact your School/District Improvement Liaison](#)

Scroll down to see the rest of the new Welcome Page.



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iPlan Portal Welcome Page (Continued)

Resources

INFORMATION FOR PARENTS & FAMILIES: GET INVOLVED

SCHOOL & DISTRICT INFORMATION

STATE & FEDERAL RESOURCES

Parent Leadership

From classroom parent to Citywide Education Council member, there are many ways to learn about and participate in school, district, or citywide [parent leadership](#).

School Leadership Team Resources

Learn about the School Leadership Team's (SLT) role in developing a school's Comprehensive Educational Plan (CEP), and the [resources](#) and [suggested activities](#) that can be used by the SLT to engage in educational planning.

PA/PTA Resources

Visit [PTAlink](#) for great ideas about fundraising, events, community building, incorporating your PA/PTA, and how to make your PA/PTA function at its best.

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

Click on the different tabs to access other resources and information.



Comprehensive Educational Plans

REPORTS

Download your school's 2018-19 CEP/SCEP/RSCEP.
To select a school, scroll down or type in the DBN/School name.

01M015 - P.S. 015 Roberto Clemente

DOWNLOAD PLAN

PLAN SNAPSHOT

Download your district's 2018-19 DCEP.
To select a district, scroll down or type in the District Number.

District 1

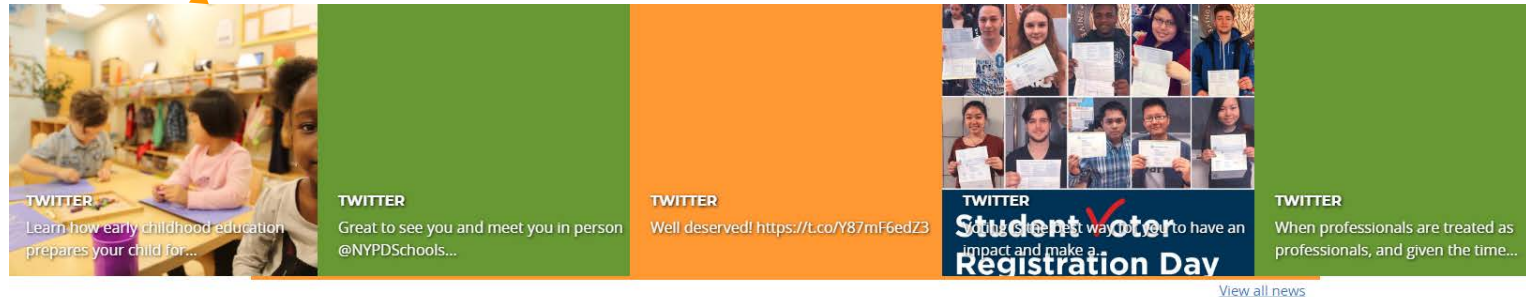
DOWNLOAD PLAN

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

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

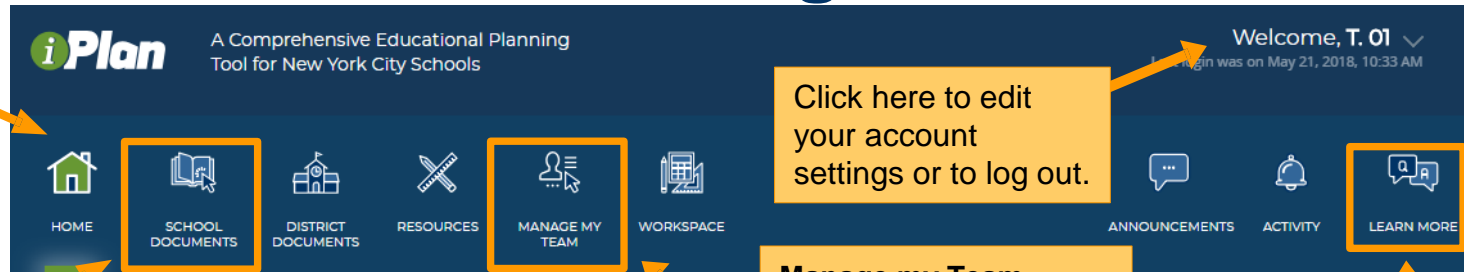
iPlan Portal Welcome Page (Continued)

This live feed contains news and updates from the DOE Twitter, click the boxes to access the original page.



Click here to view the Highlight Video from the 2017 CEP Conference.

Home Page

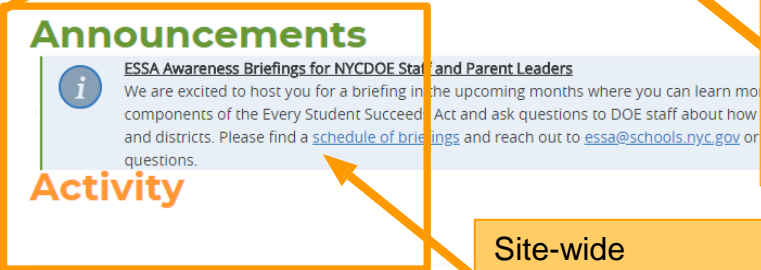


The header of the iPlan application. It features the iPlan logo on the left, followed by the text "A Comprehensive Educational Planning Tool for New York City Schools". On the right, it says "Welcome, T. 01" with a dropdown arrow and "Last login was on May 21, 2018, 10:33 AM". Below this is a navigation bar with icons and labels: HOME, SCHOOL DOCUMENTS, DISTRICT DOCUMENTS, RESOURCES, MANAGE MY TEAM, and WORKSPACE. To the right of these are icons for ANNOUNCEMENTS, ACTIVITY, and a "LEARN MORE" button.

Pages you have access to will be listed here.

Click here to edit your account settings or to log out.

Click here to access your school planning documents.



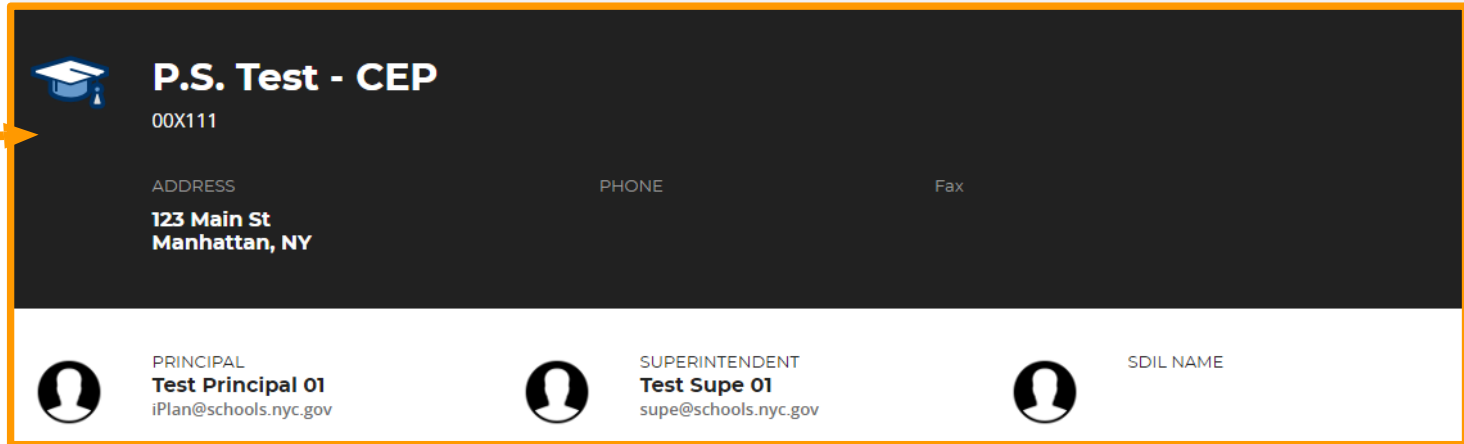
The "Announcements" section. It has a green title "Announcements" and an "Activity" label. The content includes a blue circular icon with an 'i' and a title "ESSA Awareness Briefings for NYCDOE Staff and Parent Leaders". The text below reads: "We are excited to host you for a briefing in the upcoming months where you can learn more components of the Every Student Succeeds Act and ask questions to DOE staff about how and districts. Please find a [schedule of briefings](#) and reach out to essa@schools.nyc.gov or questions."

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

[View all announcements](#)

Click here to access the iPlan Frequently Asked Questions.

My School



A card displaying school information. It features a graduation cap icon and the title "P.S. Test - CEP" with the ID "00X111". Below this are fields for ADDRESS, PHONE, and Fax. The address is "123 Main St, Manhattan, NY". At the bottom, there are three rows, each with a person icon, a name, and an email address: PRINCIPAL Test Principal 01 (iPlan@schools.nyc.gov), SUPERINTENDENT Test Supe 01 (supe@schools.nyc.gov), and SDIL NAME.

Your school's information is listed here.

Home Page Calendar

This is the current month layout.

The iPlan Calendar allows users to see key dates and upcoming events.

APRIL 2019



Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5		
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

Dates with events will be indicated with a dot for each event.

Upcoming events for the current month will be listed here.

APRIL
19 - 26

Spring Recess: Schools Closed

Start Time: April 19, 08:00 AM

End Time: April 26, 04:00 PM

ADD TO CALENDAR

Click **Add to Calendar** to add the event to your MS Outlook calendar.



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Help Feature



Phone support is now available for iPlan:
(929) 390-2255

Phone support is available:
Monday - Friday | 8 am - 4 pm EST

Individualized support for utilizing the iPlan online document editor is also available by emailing
iplan@schools.nyc.gov

website v 3.2.2.1

Scroll down to the bottom of any iPlan page and click **Help** for the guided tour and technical support from the iPlan Support Team.

Type in key words to search for them within resources and guidance documents on iPlan.

Policy

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HELP

What can we help you with? Search for a topic or question...

ADD TO CALENDAR

Q Type a Keyword...

Elementary School: Parent-Teacher Conferences

Please check with your school to confirm the time and date.

ADD TO CALENDAR

Send Us Your Feedback

Your feedback is valuable to us. If you want to request a feature, or report a bug, we're more than happy to help.

Start Guided Tour

Learn how to navigate and use the current screen.

Can't find your answer?

If you have any questions, just reach out to us and we'll respond as soon as we can.



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Resources Page

iPlan Portal Resources and Guidance

Browse these resources to help you with your planning.

Training Documents

Use the dropdown menu to access different categories of resources.

Click here to change the resources list to a grid format.



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



Click here to download the resource.



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School Documents Page

School Documents

Manage your documents from here

2019-2020



Important Message

As noted in the September 13 edition of *Principals' Weekly*, the New York State Education Department (NYSED) announced a new step process for identifying students in grades 3–8 to receive additional support services (AIS) for the 2016–17 school year. For more information, see NYSED's August 9 [memo](#) for guidance when completing the process.

The document's current status will be indicated here.

Click here to view a prior year's plan and feedback summary report.

2019-2020 DOCUMENTS

2019-2020 CEP

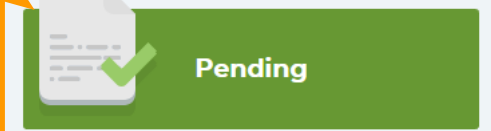
Last edited on Apr 25, 2019

All schools are required to submit a customized Comprehensive Educational Plan (CEP) for the 2019-20 school year. Your 2019-20 CEP template is aligned with your school's New York State Accountability status.

Process for Principal's Justification of School-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 CEP.

View SLT Signature Documents Galaxy allocation School Statistics Download Copy



Submitted on:

Click here to view a summary list of comments left on the plan.

[VIEW COMMENTS](#)

[Edit your plan](#)

Click the Share For Review button before attesting to your budget-plan alignment.

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

Included on the School Documents page are links to the following school documents:

- 2019-20 CEP
- Title III Plan
- Language Allocation Policy
- Language Translation & Interpretation Plan



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Using the Online Document Editor

The **Online Document Editor** is used to update your plan, read and write feedback and comments. Schools will be able to view and incorporate feedback provided by reviewers over the summer.



Text Editing Features

Search for key words in the plan.

Click "... " to open the tool menu.

Right click inside the table to insert a new row.

Click on the comment bubble to write or view a comment.

1. "Save"
2. "Share for Review" (Principals only)

To access the table of contents, click here.

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

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, GRADE, OR COHORT, IF APPLICABLE WRITE IN THE APPROPRIATE INFORMATION
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)			ALL Students	
NYSED ELA Exam Average Proficiency Rating			Students with Disabilities	
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)			English Language Learners	
Attendance Rate			Other (write in next col.)	

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



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TABLE OF CONTENTS

SHARE FOR REVIEW

SAVE

Standardized Dropdowns

Standardized dropdowns are provided throughout the CEP with prepopulated items for metrics, measurement tools, subgroups, etc...

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									

1. Click on a dropdown to access the list of items for that cell in the table. **There can be multiple dropdowns in different columns for the same row in a table.**

2. Click on an item within the dropdown to select it for that cell in the table.

If the contents of a table widen the cells too much, a scroll bar will appear to allow for navigating across the table.



Quick Navigation Buttons

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	
		Tax Levy	
		Tax Levy	
		Tax Levy	

At the end of the Budget and Resource Alignment, you will find the NEW “Click Here to Fill Out Additional Areas of Concentration” button. This will bring you back to the beginning of Section 4 to quickly select another Area of Concentration.

This button is found throughout the online editor. It is another way to open the Table of Contents to navigate through the online editor.

CLICK HERE TO FILL OUT ADDITIONAL AREAS OF CONCENTRATION

CLICK HERE TO VIEW ADDITIONAL SECTIONS TO JUMP TO



Tool Menu

Clear Formatting, Revert Table, and Review Changes

? SECTION 1: SCHOOL INFORMATION PAGE

Click on the “...” button to open the tool menu. This button can be found next to each section in the Online Document Editor.

SCHOOL INFORMATION

SCHOOL NAME:	Dartmouth School
BEDS CODE:	360100010111
GRADES SERVED:	Pre K-5 2
SCHOOL ADDRESS:	224 Gun Hill Road Bronx, N
PHONE NUMBER:	718 935-5100
SCHOOL CONTACT PERSON:	Harvey <u>Cornelli</u>

The “**Revert Table**” button will **delete all information** from the table and restore its original dropdowns, rows and columns.

The “**Clear Formatting**” button will remove **bold**, *italicized*, or underlined formatting from the text, as well as extra spaces. Bullet points will not be removed.

The “**Review Changes**” feature is a tool in the online editor that allows users to go through the plan, section by section and compare two different versions.



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Helpful Tips Feature



Question marks like this are located throughout the online editor. Clicking on these question marks to uncover tips and links to resources that can further expand the knowledgebase of users.

Summary of Editor Features

- The **Table of Contents** button  at the bottom of the page allows for quick movement through the plan.
- A quick link to the **Table of Contents** is also located at the end of each section.
[CLICK HERE TO VIEW ADDITIONAL SECTIONS TO JUMP TO](#)
- Click **SAVE** to save updates so that only school users can see.
- Click **SHARE FOR REVIEW** so that the superintendent and other reviewers outside of the school can see updates to the plan. Note: Only Principals can click “Share for Review”.
- **All updates to the plan must be made in the Online Document Editor.**

Required Fields

The editor ensures that all required fields are completed. If you click “SHARE FOR REVIEW” when a required entry is left blank or missing, you will not be able to share your plan for review.

[illegible]

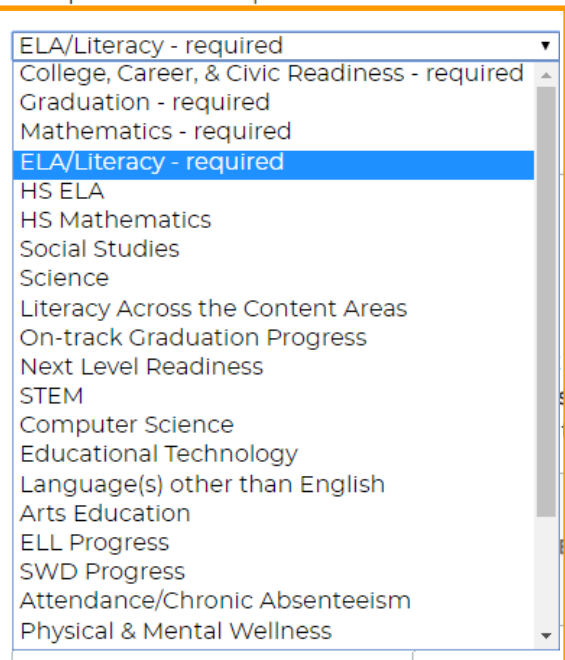
Areas of Concentration

SECTION 4: CONTINUOUS IMPROVEMENT PLANNING

There is one Action Plan per Area of Concentration.

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

Schools can select an Area of Concentration from the dropdown. Required Areas of Concentration are labeled as “required”.

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

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



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Annual Goals and Metrics

Part 1 – Goals:

There is always one Action Plan per Area of Concentration, regardless of the number of goals.

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

1. CEPs have annual goals prepopulated in the CEP for All Students, SWDs, and ELLs.

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	-		Students with Disabilities	
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)	-		English Language Learners	

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)

2. Additional metrics can be selected from the dropdown as measurement for annual goal(s).

3. In the case of selecting "Other (Write in)", indicate what it is in the column to the right of the dropdown.



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Gap Analyses & Key Objectives

The student needs section is for internal use only and will only appear in the online editor. This section will not be available for public view.

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

Citing textual evidence to support a claim in extended responses.

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
Teachers will receive professional development to develop strategies that improve textual citation.	Item skills analysis, periodic assessments

A gap analysis and student needs assessment inform what needs to be accomplished to meet the annual goal(s). Additional rows can be added to the objective table as needed.



Action Plans

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"	The Action Plan table has been expanded with additional columns along with standardized dropdowns where applicable.				PERSONNEL / TITLE RESPONSIBLE	PARTNERS / CBO'S LEVERAGED
			ACTIVITY TYPE(S)	ACTIVITY TYPE(S)	TIMEFRAME	FREQUENCY		
	Other {write ▾		Unpack S ▾	Unpack S ▾	Annual ▾	Weekly ▾		

If Other or Write-in is selected in previous column, indicate what it is in this cell. Other wise put N/A



Response To Intervention (RTI)

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 To ▾			<div>MARK SELECTION WITH AN "X"</div> <div>PRIOR TO THE SCHOOL DAY</div> <div>DURING THE SCHOOL DAY</div> <div>AFTER THE SCHOOL DAY</div>

The Academic Intervention Services (AIS) section is now incorporated into each Action Plan and focused on Tier 2 and Tier 3 interventions in table form with dropdowns and checkbox fields with prepopulated content.



Family & Community Empowerment

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 ▼	The Family and Community Empowerment section is now in table form and includes standardized dropdowns.
	Annual ▼	Weekly ▼	
	Annual ▼	Weekly ▼	
	Annual ▼	Weekly ▼	



Progress Monitoring

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 FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	KEY PERFORMANCE INDICATOR	IF PROMPTED FOR THE "KEY PERFORMANCE INDICATOR", PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	QUARTERLY PROGRESS MONITORING TARGETS				TARGET SUBGROUP / GRADE OR COHORT	IF PROMPTED FOR SUBGROUP, PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rat ▼		Percent of Stud ▼						Other {write ▼	

1. Choose a measurement tool.

2. If Other or Write-in is selected in previous column, indicate what it is in this cell. Other wise put N/A.

3. Choose a KPI.

4. If Other or Write-in is selected in previous column, indicate what it is in this cell. Other wise put N/A.

5. Indicate quarterly progress targets.

6. Choose a target subgroup.

7. If Other or Write-in is selected in previous column, indicate what it is in this cell. Other wise put N/A.



Developing & Implementing Quality IEPs: Goals

SECTION 5: DEVELOPING & IMPLEMENTING QUALITY IEPs

Part 1 – Goals:

The School Implementation Team Action Plan (SITAP) has been integrated into the CEP, there are two goal tables to be completed.

What are your school's goal(s) related to improving the quality and implementation of IEPs?

GOAL METRIC	IF PROMPTED FOR THE "GOAL METRIC", PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	GOAL TARGET	TARGET SUBGROUP, GRADE, OR COHORT, IF APPLICABLE	IF PROMPTED FOR SUBGROUP, PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"
Attendance Rate ▼			Other {write in next col. ▼	
Attendance Rate ▼			Other {write in next col. ▼	
Attendance Rate ▼			Other {write in next col. ▼	
Attendance Rate ▼			Other {write in next col. ▼	

...

What are your school's goal(s) related to the timely completion of IEPs developed by the school, including teacher and psychologists?

GOAL METRIC	IF PROMPTED FOR THE "GOAL METRIC", PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	GOAL TARGET	TARGET SUBGROUP, GRADE, OR COHORT, IF APPLICABLE	IF PROMPTED FOR SUBGROUP, PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"
Attendance Rate ▼			Other {write in next col. ▼	



Department of
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Developing & Implementing Quality IEPs: School Needs & Key Objectives

Part 2 – School Needs & Key Objectives:

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



Developing & Implementing Quality IEPs: 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)?

ACTIVITIES / STRATEGIES – QUALITY OF IEPs	ACTIVITY TYPE	ACTIVITY TYPE	TIMEFRAME	PERSONNEL RESPONSIBLE	PARTNERS / CBOS LEVERAGED	MEASUREMENT TOOL FOR MONITORING IMPACT
Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Unpack S ▼	Unpack S ▼	Ongoing			IEP Review
Develop appropriately rigorous standards-aligned annual goals			Ongoing			IEP Review
Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum			Ongoing			IEP Review
Ensure that services recommended on each student's IEP are delivered			Ongoing			number and percentage of mandates fully linked for which students are programmed



Developing & Implementing Quality IEPs: Family & Community Empowerment

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 ▼	



Expanded Learning Time Program Goals (if required)

Part 1 – ELT Program Goal(s)

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

GOAL METRIC	IF PROMPTED FOR THE "GOAL METRIC", PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	GOAL TARGET	TARGET SUBGROUP, GRADE, OR COHORT, IF APPLICABLE	IF PROMPTED FOR SUBGROUP, PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"
Attendance Rate ▼			Other {write in next col ▼	
Attendance Rate ▼			Other {write in next col ▼	
Attendance Rate ▼			Other {write in next col ▼	
Attendance Rate ▼			Other {write in next col ▼	

1. Choose a goal metric.

2. If Other or Write-in is selected in previous column, indicate what it is in this cell. Otherwise put N/A.

3. Enter the goal target.

4. Choose a target subgroup.

5. If Other or Write-in is selected in the previous column, indicate what it is in this cell. Otherwise put N/A.

Expanded Learning Time: Program Type & Description (if required)

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?

☐ Voluntary ☐ Compulsory

1. Choose
Voluntary or
Compulsory.

If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, including outreach activities to the families, with the goal of serving at least 50% of students.

2. Complete if
Voluntary. Other
wise put N/A

Part 3 – ELT Program Description: The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

Describe how the school will utilize ELT to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

3. Complete
this field.

Describe how the school will meet the requirement of ensuring instruction in any core academic subject offered in the program be delivered under the supervision of a teacher who is NYS certified in that particular content area.

4. Complete
this field.



Expanded Learning Time: Program Implementation and Oversight (if required)

Part 4 – ELT Program Implementation and Oversight

ELT ACTIVITIES	ACTIVITY TYPE	TIMEFRAME	PERSONNEL / TITLE RESPONSIBLE	PARTNERS / CBOS LEVERAGED	STRUCTURE OF JOINT ELT PROGRAM W/ COMMUNITY PARTNERS IN SCHOOL OR AFTERSCHOOL
	Other ▼	Annual ▼			
1. Enter activities.	2. Choose Activity Type	3. Choose Timeframe.		4. Complete these fields.	



Expanded Learning Time: Progress Monitoring (if required)

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 FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	KEY PERFORMANCE INDICATOR	IF PROMPTED FOR THE "KEY PERFORMANCE INDICATOR", PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	QUARTERLY PROGRESS MONITORING TARGETS				TARGET SUBGROUP / GRADE OR COHORT	IF PROMPTED FOR SUBGROUP, PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rat ▼		Percent of Stud ▼						Other {write ▼	

1. Choose a measurement tool.

2. If Other or Write-in is selected in previous column, indicate what it is in this cell. Other wise put N/A.

3. Choose a KPI.

4. If Other or Write-in is selected in previous column, indicate what it is in this cell. Other wise put N/A.

5. Indicate quarterly progress targets.

6. Choose a target subgroup.

7. If Other or Write-in is selected in previous column, indicate what it is in this cell. Other wise put N/A.



Expanded Learning Time Resource Alignment (if required)

Part 6 – Resource Alignment: Strategic management of all available resources, will be necessary for effective implementation of your action plan; please consider how you will leverage these resources to meet your annual goals.

Please list the resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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 ▼	

1. Fill in with
appropriate
data.

2. Choose
a funding
source.

3. If Other or
Write-in is
selected in
previous column,
indicate what it is
in this cell. Other
wise put N/A.



Community School: Annual Goals (if required)

GOAL METRIC	IF PROMPTED FOR THE "GOAL METRIC", PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"	GOAL TARGET	TARGET SUBGROUP, GRADE, OR COHORT, IF APPLICABLE	IF PROMPTED FOR SUBGROUP, PLEASE FILL IN THIS COLUMN FOR THAT ROW, OTHERWISE PUT "N/A"
Attendance Rate ▼			ALL Students	
Attendance Rate ▼			Students with Disabilities	
Attendance Rate ▼			English Language Learners	
Attendance Rate ▼			Other {write in next colu ▼	



Community School: Core Features & Components (if required)

Part 2a. Collaborative Leadership: Describe how your Community School will bring community based organizations and other partners together to collaboratively plan and continuously improve to achieve a common set of results that support the whole child. Describe how school leadership will work with the Community School Director to analyze trends in data, case manage students, use the New Visions Data tools, develop budgets, and coordinate services. Include a proposed meeting schedule for Principal and Community School Director communication and collaboration

Part 2b. Family Empowerment: Describe how your Community School will welcome and empower families to participate, collaborate and take a leadership role in the school community. Describe the members of your Community School Team and how meetings are scheduled and organized to focus on a core set of results.

Part 2c. Expanded Learning Time: Describe how your Community School will offer opportunities for enrichment and additional learning before, during and after school and on weekends.

Fill in with
appropriate data

Part 2d. Health & Wellness (Integrated Student Supports): Describe how your Community School offers integrated health and wellness programs that help to build healthy habits and support social emotional and academic learning. Attach the mental health work plan to this CEP, if applicable.

Part 2e. Every Student, Every Day: Describe how your Community School will work with CBO partners to actively focus on reducing chronic absenteeism (i.e. missing 18+ days of school during school year). Describe how your school will implement the Success Mentor Program and the weekly attendance meeting to advance supports for chronically absent youth. For support, use strategies from the OSYD Consolidated Plan and the OCS Attendance Page, which can be accessed here: <https://goo.gl/VoZMpm>.

Part 2f. Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for all students, including students in temporary housing, English Language Learners, and Students with Disabilities.

Fill in with
appropriate data



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Community School: Action Plan & Resource Alignment (if required)

Part 3 – Community School Action Plan

Identify the partnerships with Community-Based Organizations (CBO) that will support you in achieving your annual goal(s) through implementation of the Community School Core Features & Components: Collaborative Leadership, Family Empower, Expanded Learning Time, Health & Wellness, Every Student, Every Day, and Special Populations. Also, identify the target student population(s), provide a summary of the scope of the services

CBO PARTNERS LEVERAGED	TARGET POPULATION	SCOPE OF SERVICE	ANNUAL GOAL

Fill in with
appropriate data

Part 4– Resource Alignment: Strategic management of all available resources will be necessary for effective implementation of your Community School action plan; please consider how you will leverage these resources to meet your annual goals.

Please list the resources you will leverage to achieve your annual goal(s) and implement the Community School action plan, including human resources, instructional resources, schedule adjustments, etc.

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 ▼	



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Community School: Title I

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 CODES. 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. 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			Be sure to provide section references that describe where the program activities are found.
TITLE III, PART A	FEDERAL			
TITLE III, IMMIGRANT	FEDERAL			
TITLE IV, PART A	FEDERAL			
TAX LEVY (ESE)	LOCAL			



Community School: Title I

Choose Title I status

Fill in with appropriate data

Part 1: Title I Status

☐ Schoolwide Program (SWP) ☐ Targeted Assistance (TA) Schools

Part 2: All Title I Schools

Part 2a. Highly Qualified Teachers (HQT): Please identify where the CEP provides the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

CONTINUOUS IMPROVEMENT PLAN CONCENTRATION AREA	SECTION WITHIN CEP
	Required for all Title I Schools

Part 2b. High Quality and Ongoing Professional Development: Please identify where the CEP provides strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

CONTINUOUS IMPROVEMENT PLAN CONCENTRATION AREA	SECTION WITHIN CEP
	Required for all Title I Schools

Part 3: TA Schools Only

Part 3a. Use of Program Resources: Please identify where the CEP shows how TA program resources will assist participating children to meet proficiency.

CONTINUOUS IMPROVEMENT PLAN CONCENTRATION AREA	SECTION WITHIN CEP
	Required for TA Schools only

Part 3b. TA Coordination with the Regular Program: Please describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Required for Targeted Assistance (TA) Schools only

Part 4: SWP Schools Only

Part 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/information, early intervention services, etc.).

Required for Schoolwide Programs (SWP) Schools only

Part 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.

Required for Schoolwide Programs (SWP) Schools only



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Parent And Family Engagement Policy & School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All NYCDOE Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body to involve and engage all Title I parents of participating students in the Title I program. The size of the Title I PAC is a school-based decision and should include parents of students in various grades, as well as parents of English language learners and students with IEPs. The Title I PAC will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program, and the development, revision and review of the parent and family engagement policy.

The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. **The School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Educational Plan (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 in central parent engagement 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. The Title I PAC represents the Title I parent community. To meet its responsibilities the Title I PAC Chairperson will work in a consultative role with the SLT and communicate with the school's Title I parents. Your school's Title I PAC Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

- Required for all Title I schools
- Best practice for all schools
- Will be prepopulated with updated ESSA language, schools should adapt for their use



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.