Guide for Developing Your School/Comprehensive Educational Plan Using iPlan

Office of State/Federal Education Policy and School Improvement Programs (OSFEP)
Spring 2017
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This guide provides general information for all schools.
<table>
<thead>
<tr>
<th>Actions</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>The iPlan Portal closes for the rollover of 2016-17 information into the 2017-18 R/S/CEPs, English Language Learner (ELL) and Special Education documents and updates to the site</td>
<td>April 14 -27, 2017</td>
</tr>
<tr>
<td>Schools access their 2017-18 S/CEPs and other documents in the iPlan Portal</td>
<td>April 28, 2017</td>
</tr>
<tr>
<td>Schools develop their 2017-18 S/CEPs and other planning documents using iPlan and align with their proposed school-based budgets</td>
<td>April 28-June 30, 2017</td>
</tr>
<tr>
<td>Central releases preliminary school budgets</td>
<td>May 2017</td>
</tr>
<tr>
<td>Schools develop 2017-18 S/CEPs and other planning documents for review and feedback in iPlan</td>
<td>By June 30, 2017</td>
</tr>
<tr>
<td>Principals complete their online attestation in iPlan stating that their preliminary school-based budget aligns with their 2017-18 S/CEP annual goals</td>
<td>By June 30, 2017</td>
</tr>
<tr>
<td>Coordinated review of 2017-18 S/CEPs and other planning documents by central offices, superintendents, their teams, Field Support Centers and the New York State Education Department (Decision Point: Superintendents can request iPlan access be restricted for their schools during the review period)</td>
<td>July 5-31 R/SCEPs, July 5-Aug. 31 CEPs and other plans</td>
</tr>
<tr>
<td>Superintendents certify that the budget for each of their schools is sufficiently aligned to the 2017-18 S/CEP, or within 10 days of receiving School Leadership Team (SLT) response, provide their written response including the Superintendent's determination as to whether the school-based budget is aligned with the S/CEP</td>
<td>July 31, 2017</td>
</tr>
<tr>
<td>Schools review coordinated feedback on their S/CEPs in iPlan</td>
<td>September 1, 2017</td>
</tr>
<tr>
<td>2017 Comprehensive Educational Planning Conference (Focus: Best practices for updating, implementing and monitoring progress)</td>
<td>September 16, 2017</td>
</tr>
<tr>
<td>Schools revise and finalize S/CEPs and other planning documents based on current data and feedback</td>
<td>October 20, 2017 (extension)</td>
</tr>
<tr>
<td>Superintendents approve for each of their schools that the S/CEP is ready for posting to DOE school websites; DELLSS approves the Language Allocation Policy (LAP) and Title III plans for posting; Translation and Interpretation Unit approves the Language Translation and Interpretation Plan (LTI) for posting</td>
<td>November 3, 2017 (extension)</td>
</tr>
<tr>
<td>Principals upload a scanned copy of the original signed 2017-18 SLT Signature Page using the link in the iPlan Portal</td>
<td>November 3, 2017 (extension)</td>
</tr>
<tr>
<td>Approved 2017-18 S/CEPs are bundled with ELL documents; posted on school websites and public-facing page on iPlan</td>
<td>November 6, 2017 (extension)</td>
</tr>
<tr>
<td>Schools monitor progress towards meeting their annual goals and update plans and other documents on iPlan as needed</td>
<td>On going</td>
</tr>
</tbody>
</table>

* Documents include but are not limited to Language Allocation Policy (LAP); Title III Plan; Translation and Interpretation Plan (LTI) and School Implementation Team Action Plan (SITAP)
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.
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.
### Plans Reflect City/State Accountability Requirements

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

**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.
<table>
<thead>
<tr>
<th>Features</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Customized plans with only the items to be addressed** | • In the April 25 edition of *Principals’ Weekly*, principals were invited to review and update their draft 2017-18 S/CEPs via the [iPlan Portal](https://iplanportal.nyc.gov).  
• 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 *Framework for Great Schools*. Once approved by the superintendent, annual goals should not be changed without re-approval by the superintendent. |
| **Language Updates** | • 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** | • 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

Please click here to read important support updates.

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

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

Forgot password? Click here.

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

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

iPlan works best in Google Chrome.
School Home Page

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

This acronym represents the school’s customized plan.

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

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

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

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

2. Help Feature (For provisioned users)

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**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**

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

Note: The acronym “SCEP” is used to refer to all types of customized comprehensive educational plans.

**Process for Principal’s Justification of School-Based Budget Alignment with the SCEP**

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 SCEP.

- View the Galaxy allocation
- View the School Statistic Page
- Attest and Upload SLT Signature Documents

---

**School Info**

- **School (change)**
- **P.S. Test - CEP**
- **123 Main St**
- **Manhattan, NY**

- **Main Phone**

- **Principal**
  - **Test Principal 01**

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**Help Feature (For provisioned users)**
Click Help for technical support, resources and links.

Click here to access the Resources and Guidance page.
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.

1. “Save”
2. “Create New Version”
3. “Share for Review” (Principals only)

Right click inside the field to insert a new row.

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

To access planning tips click here.

Move the cursor to the blue field you wish to update.

Search

Text Editing Features

Print/Download

1. “Save”
2. “Create New Version”
3. “Share for Review” (Principals only)

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

To access planning tips click here.

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Search

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Move the cursor to the blue field you wish to update.

Search

Text Editing Features

Print/Download

1. “Save”
2. “Create New Version”
3. “Share for Review” (Principals only)

Click on the comment bubble to write or view a comment.
The editor ensures that all required fields are completed. If you try to “SHARE FOR REVIEW” when required entries are missing, you will see the following message.

1. Click “View List of Blanks.”

2. A list of blanks will appear on the right side of the screen.

3. Click on the link to bring you to the section with the missing information.

Sections with blanks will be outlined in red.

All fields shaded in blue require an entry. Enter “N/A” if not applicable.
Clear Formatting and Review Changes

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.

Reminder: the “Revert Table” button will delete all information from the table and restore its original blank 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.

Use the “Review Changes” button to access the tool and compare an earlier version to the current version.
Summary of Editor Features

- The **Table of Contents** tab in the upper right corner of the page allows quick movement through the plan.

- A quick link to the **Table of Contents** is also located at the end of each section.

- Click **CREATE NEW VERSION** to create a new version before making updates so that you can always refer to a previous version of the plan.

- 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”.

- Click the printer icon to download the plan to a desktop or laptop in Microsoft Word. The plan cannot be downloaded to a tablet. Open the plan, click **FILE**, then click “**Print**”.

- Click **EXIT** to leave iPlan.
The School Leadership Team (SLT) Signature Page

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvey Correlli</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ivy Legares</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Frederick Ponn</td>
<td>*PAPA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Sunny Brooke</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Franklin Marshall</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Penny Hampton</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jose Santiago</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Marie Forchum</td>
<td>Member/ SLT Chairperson</td>
<td></td>
</tr>
<tr>
<td>Bea Smith</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Thomas George</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Jeff Washington</td>
<td>Member/ UFT</td>
<td></td>
</tr>
</tbody>
</table>

• 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.

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.
Attestation and Uploading SLT Signature Documents

Click Attest and Upload SLT Signature Documents to access this feature.
Select the School Year for the SLT Signature Page you wish to upload.
Before uploading any SLT Signature Page documents, the Principal attests that the SLT aligns with Chancellor’s Regulation A-655.

1. Enter your electronic signature attesting that the SLT aligns with Chancellor’s Regulation A-655.

2. Click the **Attest Online** button to complete the attestation and open the SLT Signature Page upload window.
This feature is a new tool that allows principals to upload a copy of the SLT signature page for secure storage. Files uploaded here are not viewable by the public. The original should still be kept on file at the school. SLT Signature Pages cannot be uploaded unless the Attestation has been completed.

**New Submission**

Upload your school’s scanned SLT Signature Page to the iPlan Portal along with any written communications related to this page, if applicable. You can submit up to 4 files, only in jpg, jpeg or pdf format. File size must be between 10KB and 3MB.

Please select a JPG Image or a PDF Document

[SUBMIT] [CANCEL]

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**All previous submissions**

<table>
<thead>
<tr>
<th>File Name</th>
<th>Date Submitted</th>
<th>Submitted By</th>
<th>Action</th>
</tr>
</thead>
</table>

**NYC Department of Education**

Chancellor Richard A. Carranza
Uploading an SLT Signature Page

New Submission

Upload your school’s scanned SLT Signature Page to the iPlan Portal along with any written communications related to this page, if applicable. You can submit up to 4 files, only in jpg, jpeg or pdf format. File size must be between 10KB and 3MB.

Please select a JPG Image or a PDF Document

Press the “Browse” button

All previous submissions

<table>
<thead>
<tr>
<th>File Name</th>
<th>Date Submitted</th>
<th>Submitted By</th>
</tr>
</thead>
</table>

Submit  

Cancel
A window will pop up asking you to open your file. Select the place where your file is stored and double click on the file. Make sure to include your school's District Borough Number (DBN) in the file name. (e.g., 00X111 SLT Signature Page)
Uploading an SLT Signature Page (cont.)

Ensure that the file you want to upload is named in this field. Make sure to include the DBN in the file name. (e.g., 00X111 SLT Signature Page)

Once the file you want to upload is listed, press the “Submit” button.
Uploading an SLT Signature Page (cont.)

Once your upload is successful, you will see this notification.

To view your uploaded document, click the blue link.

To delete your uploaded document, click the red X.
The Overview Section

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.

Note: Student names may not be included in the plan as per Family Educational Rights and Privacy Act (FERPA), 1974.
CEP Needs Assessment, Annual Goals and Action Plans

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

Section 5A: Framework for Great Schools Element - Rigorous Instruction

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.

Engage in a needs assessment for each Framework 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.
RSCEP and SCEP Needs Assessment

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.
### 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).

<table>
<thead>
<tr>
<th>LAP, Focus, and Priority Schools</th>
<th>Framework Elements</th>
<th>DTSDE Tenets 2-6</th>
<th>Statements of Practice (SOP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Recruiting, hiring, and retaining human capital</strong></td>
<td><strong>1</strong>. District support of school leader</td>
<td><strong>2.1</strong> District support of school leader</td>
<td><strong>6.1</strong> District support of family and community engagement</td>
</tr>
<tr>
<td><strong>1.2 District theory of action about high expectations</strong></td>
<td><strong>1.2</strong> School leader’s SMART goals, mission, and long-term vision</td>
<td><strong>2.2</strong> School leader’s SMART goals, mission, and long-term vision</td>
<td><strong>6.2</strong> School leader’s regular communication with families</td>
</tr>
<tr>
<td><strong>1.3 Organization of fiscal, facility, and human resources</strong></td>
<td><strong>1.3</strong> School leader’s use of resources</td>
<td><strong>2.3</strong> School leader’s use of resources</td>
<td><strong>6.3</strong> School plan for reciprocal communication with families and communities</td>
</tr>
<tr>
<td><strong>1.4 Comprehensive plan towards professional development</strong></td>
<td><strong>2.4</strong> Annual Professional Performance Review and tracking teacher progress</td>
<td><strong>2.4</strong> Annual Professional Performance Review and tracking teacher progress</td>
<td><strong>6.4</strong> School partners with families and community agencies for professional development</td>
</tr>
<tr>
<td><strong>1.5 Promotion of a Data-Driven Culture</strong></td>
<td><strong>2.5</strong> Systems and structures for school improvement based on SCEP</td>
<td><strong>2.5</strong> Systems and structures for school improvement based on SCEP</td>
<td><strong>6.5</strong> Sharing data to empower and promote dialogue with families</td>
</tr>
</tbody>
</table>

#### 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

Update existing goals and/or strategically create five goals informed by the priority needs for each Framework element.

- All goals should be SMART—Specific, Measurable, Achievable, Relevant, and Time-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.
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.

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.
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

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.

Resources can include:
- 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

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

- 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.

- 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.
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.
## Totaling the Amount of the P&F Set-Aside

### Allocated amount in SAM/Galaxy

<table>
<thead>
<tr>
<th>Allocation Category</th>
<th>Allocated</th>
<th>Scheduled</th>
<th>In Process</th>
<th>Remaining</th>
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<tr>
<td>Title I Priority/Focus SWP</td>
<td>$91,171</td>
<td>$90,900</td>
<td>$0</td>
<td>$271</td>
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<tr>
<td>Priority/Focus Parent Engagement Schools</td>
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<td>$2,450</td>
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</table>

### Use FY 18 P & F Galaxy Program Dropdown

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<thead>
<tr>
<th>Organization Category</th>
<th>Program</th>
<th>QuickCode</th>
<th>Commit.</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Staff Development</td>
<td>Administrative Support</td>
<td>2.3 - Systems and structure 051665</td>
<td>$0</td>
<td>$10,200</td>
</tr>
<tr>
<td>Supplies - General</td>
<td>PHK9</td>
<td>Classroom/Cluster</td>
<td>AIS - Academic Intervention 051665</td>
<td>$0</td>
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<tr>
<td>Textbooks</td>
<td>PHKA</td>
<td>Classroom/Cluster</td>
<td>AIS - Academic Intervention 051665</td>
<td>$0</td>
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<td></td>
<td>Professional Development</td>
<td>3.5 - Use of data: Curriculum 051665</td>
<td>$0</td>
<td>$20,000</td>
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<td></td>
<td>Professional Development</td>
<td>3.3 - Units &amp; lesson plans 051665</td>
<td>$0</td>
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<td></td>
<td>Professional Development</td>
<td>4.3 - Comprehensive plans 051665</td>
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<td></td>
<td>Administrative Support</td>
<td>2.5 - Use of data: Teacher 051665</td>
<td>$0</td>
<td>$5,100</td>
</tr>
</tbody>
</table>

**NYC**

Department of Education
Chancellor Richard A. Carranza

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Schools should ensure that the P&F program fields total to the amount of the set-aside.
Suggested Process for Progress Monitoring

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

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

Advance Rubric

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

Needs Assessment
- Do the identified needs align with the Framework element?
- What is the district focus that all schools should be addressing?
- What does the data say?
- Is there a relevant data trend that was not addressed in this section?
- What are the targeted, school-level “look fors,” specific to each school?
- Does the needs assessment address the data?

Goal Setting
- Is the goal SMART?
- Does the SMART goal address the priority needs and Framework element?
- Can progress towards meeting the goal be measured periodically (formative assessment)?
- Can progress towards meeting the annual goal be measured annually (summative assessment)?

Action Planning
- Are the action steps SMART?
- Does the action plan address the goal and needs assessment? (Refer to the focus questions in the needs assessment.)
- Can progress towards meeting the annual goal be measured annually (summative assessment)?

Progress Monitoring
- Is the measurement and benchmark used to assess progress formative and timely?
- Will the benchmark and the instrument of measure inform the progress towards meeting the midpoint (February) benchmark and annual goal?
- Does the benchmark and instrument of measure align with the action 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.

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 (RtI) 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.

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.
**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 Sect, 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 funds to support your STH population, please refer to the Frequently Asked Questions document on [http://www.schoolexamples.com](http://www.schoolexamples.com).

**Part A: FOR TITLE I SCHOOLS**

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

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. (Note: the current STH population may change over the course of the year.)

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

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.

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**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.**
Schools receiving Title I funding complete Part 2

All schools must indicate their Title I status

If your school does not receive Title I funding, click on “Non Title I”. Do not complete the rest of this section.

Describe the recruitment, retention, assignment, and support of HQT.

All Targeted Assistance schools complete Part 3

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.
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.
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 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>790,642</td>
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<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>25,324</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>48,529</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSE)</td>
<td>Local</td>
<td>4,234,032</td>
<td></td>
</tr>
</tbody>
</table>

- 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**

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 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 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

- Providing materials and training to help parents work with their children to improve their achievement, 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.
- Proactively 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.
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.
Exit the Document Editor

When you are ready to leave the Online Document Editor:

- Click **SAVE** then **EXIT**.
- Confirm that you wish to exit by clicking on **YES**, or return to the editor by clicking **NO**.
- If you click **YES**, you will return to the School Home Page in the iPlan Portal.
- Click **EDIT YOUR PLAN** to re-enter the online document editor.
- Click **LOG OUT** to leave the iPlan portal.
Principal’s Online Attestation Process

Process for Justifying Alignment of the School-Based Budget with the S/CEP.

After the “Share for Review” button has been pressed in the online editor, principals will be able to comply with Chancellor’s Regulation A-655 through a simplified online process.

1. Click “Attest Online” to go to the Online Attestation window.

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
2. Read an editable statement in the box, attesting that your school-based budget is aligned with the S/CEP or revise the statement to customize your justification (as appropriate).

3. Enter your electronic signature attesting your justification for your school-based budget.

4. Click “Attest” and your superintendent will receive an email indicating that you have attested that your budget is aligned with your S/CEP.
Contact Information

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

If you have other questions about comprehensive educational planning, contact the School/District Improvement Liaison associated with your district or borough.
# Community School District Contacts for S/CEP Development

<table>
<thead>
<tr>
<th>Community School District</th>
<th>SDIL</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 75</td>
<td>Tami Sturm</td>
<td><a href="mailto:TSturm2@schools.nyc.gov">TSturm2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>10, 11, 12</td>
<td>Louise Adelokiki-Dente</td>
<td><a href="mailto:LAdelok@schools.nyc.gov">LAdelok@schools.nyc.gov</a></td>
</tr>
<tr>
<td>4, 5, 6, 9</td>
<td>Crystal Lindsay (Director)</td>
<td><a href="mailto:CLindsay@schools.nyc.gov">CLindsay@schools.nyc.gov</a></td>
</tr>
<tr>
<td>14, 15, 18, 32</td>
<td>Kathleen Mulligan</td>
<td><a href="mailto:KMulligan@schools.nyc.gov">KMulligan@schools.nyc.gov</a></td>
</tr>
<tr>
<td>16, 19, 23</td>
<td>William Manekas</td>
<td><a href="mailto:WManekas@schools.nyc.gov">WManekas@schools.nyc.gov</a></td>
</tr>
<tr>
<td>7, 13, 17, 22</td>
<td>Katrina Brave</td>
<td><a href="mailto:KBrave@schools.nyc.gov">KBrave@schools.nyc.gov</a></td>
</tr>
<tr>
<td>20, 21, 31</td>
<td>Roseann Harris</td>
<td><a href="mailto:RHarris7@schools.nyc.gov">RHarris7@schools.nyc.gov</a></td>
</tr>
<tr>
<td>24, 25, 26, 30</td>
<td>Gus Hatzidimitriou</td>
<td><a href="mailto:GHatzid@schools.nyc.gov">GHatzid@schools.nyc.gov</a></td>
</tr>
<tr>
<td>8, 27, 28, 29</td>
<td>Matthew Zwillick</td>
<td><a href="mailto:MZwillick@schools.nyc.gov">MZwillick@schools.nyc.gov</a></td>
</tr>
</tbody>
</table>
# High School Contacts for S/CEP Development

<table>
<thead>
<tr>
<th>HS Superintendent</th>
<th>SDIL</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marisol Rosales</td>
<td>Tami Sturm</td>
<td><a href="mailto:TSturm2@schools.nyc.gov">TSturm2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Donald Conyers</td>
<td>Roseann Harris</td>
<td><a href="mailto:RHarris7@schools.nyc.gov">RHarris7@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Ketler Louissant</td>
<td>Tami Sturm</td>
<td><a href="mailto:TSturm2@schools.nyc.gov">TSturm2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Michael Alcoff</td>
<td>William Manekas</td>
<td><a href="mailto:WManekas@schools.nyc.gov">WManekas@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Anthony Lodico</td>
<td>Roseann Harris</td>
<td><a href="mailto:RHarris7@schools.nyc.gov">RHarris7@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Elaine Lindsey</td>
<td>Matthew Zwillick</td>
<td><a href="mailto:MZwillick@schools.nyc.gov">MZwillick@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Juan Mendez</td>
<td>Gus Hatzidimitriou</td>
<td><a href="mailto:GHatzid@schools.nyc.gov">GHatzid@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Kathy Pelles (Rehfield)</td>
<td>Tami Sturm</td>
<td><a href="mailto:TSturm2@schools.nyc.gov">TSturm2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Michael Prayor</td>
<td>Katrina Brave</td>
<td><a href="mailto:KBrave@schools.nyc.gov">KBrave@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Paul Rotondo</td>
<td>Louise Adelokiki-Dente</td>
<td><a href="mailto:LAdelok@schools.nyc.gov">LAdelok@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Carron Staple</td>
<td>Louise Adelokiki-Dente</td>
<td><a href="mailto:LAdelok@schools.nyc.gov">LAdelok@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Fred Walsh</td>
<td>Roseann Harris</td>
<td><a href="mailto:RHarris7@schools.nyc.gov">RHarris7@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Karen Watts</td>
<td>Kathleen Mulligan</td>
<td><a href="mailto:KMulligan@schools.nyc.gov">KMulligan@schools.nyc.gov</a></td>
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