

Introduction to the Comprehensive Education Plan

Continuous improvement is an important factor that distinguishes high performing schools and school districts. These educational institutions adopt a data-driven problem-solving approach that improves student outcomes. The key to continuous improvement is the educational planning process. The goal of this process is to develop a high-quality strategic plan that will drive the school's improvement efforts.

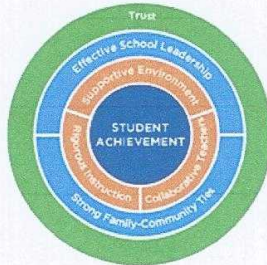
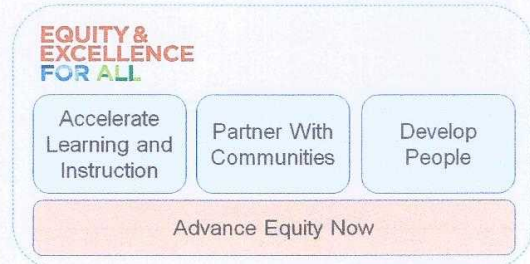
Rooted in the school's mission and vision, school leaders, their leadership team, and their stakeholders develop rigorous and attainable goals that exemplify the vision, identify the specific data-driven needs of the school in order to attain these goals, leverage research-based strategies to meet these needs, monitor and adjust these strategies as needed to ensure progress, and communicate these efforts to the broader school community. The Comprehensive Educational Plan (CEP) is the annual strategic plan utilized by schools across New York City that houses each school's improvement efforts.

The Comprehensive Educational Plan (CEP) is the annual strategic plan utilized by schools across New York City that houses each school's improvement efforts. The theory of action embedded within each CEP is:

If the school implements, monitors, and engages in cycles of improvement concerning the actions embedded within the CEP, then it will provide higher quality educational opportunities to its students, which will effectuate improvement to the school and the meeting of the school's goals.

Core Values of the CEP The CEP is fundamentally rooted in the values and priorities outlined by Chancellor Richard Carranza. The CEP template is conducive to these four priorities, and as schools develop the CEP they should keep these priorities as the core of their strategic planning. These priorities are:

- Accelerate Learning and Instruction:** Provide inclusive, rigorous instruction to every child, in a safe, welcoming, and affirming environment. All aspects of a student's identity—including their race, ethnicity, language, and gender—are assets in the learning process.
- Partner with Communities:** Improve every community's experiences with the DOE. Empower families with a shared mission for student success and equitable outcomes. "Partner" means we are equals with parents, families, and communities. The work goes in both directions: we all must make important contributions to ensure student success.
- Develop People:** Cultivate a learning culture by valuing and developing individuals and teams. We are a system of people. People are our most important asset. Advance Equity Now: Transform outcomes by tackling inequities in all forms throughout the system. This means investing in historically underserved communities (with resources, time, attention, and direction). This also means thinking through investments we have historically made.
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Rooted in these priorities, the CEP leverages the **Framework for Great Schools**

<<http://schools.nyc.gov/AboutUs/schools/capacityframework/default.htm>> to encourage parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By utilizing the Framework for Great Schools as the lens by which schools will develop their action plans, we are able to ensure a comprehensive and holistic perspective on school improvement and the opportunities provided to students and the at-large school community.

Making the CEP a "Living" Document The CEP is meant to be a "living" document in that it is the primary planning tool that schools utilize to engage in continuous improvement practices. These practices undergird a perpetual cycle of data-drive reflection, where the school assesses the implementation and impact of the CEP action plans on targeted goals and returns to the CEP to make adjustments to those plans. It is the Department of Education's expectation that:

- Schools, districts, and borough offices continuously refer to and monitor the implementation and impact of the CEP toward achieving annual goals.
- Based on regular progress monitoring, schools will adjust practices embedded in the action plans in the Online Document Editor via the iPlan Portal, when necessary.

How is the 2019-20 CEP Developed The 2019-20 CEP follows an educational planning logic flow that begins with the high-level decision to identify **broad areas of concentration based on a thorough and comprehensive analysis of the school's data**. Based on this data analysis, the school will set **rigorous, yet attainable, annual goal(s)** within each concentration area. It then prompts the school to engage in gap analyses and utilize information from granular needs assessments to **determine the objectives** that are necessary to accomplish in order to meet the annual goals within each area of concentration. Once the school has a shared understanding of these objectives, they can **develop a robust action plan** that aims to accomplish them. In step 5, the school identifies how it will **monitor progress** toward those goals. Finally, the school identifies the **resources and budget** that will support their action plan. The CEP memorializes specific outcomes of the educational planning process. To deliver these, the school community must take specific and deliberate actions to respond to specific

