

School Comprehensive Education Plan (SCEP) Rubric

How to Use This Tool

This rubric is designed to provide a framework for school teams/districts to use when reviewing School Comprehensive Education Plans (SCEP).

- The left side of the table contains indicators for each section of the plan that specify the minimum expectations that have been established by NYSED.
- On the right side, there are indicators that typically characterize a more nuanced and thoroughly elaborated plan.

Teams/districts should:

- begin by ensuring their SCEP meets all of the minimum expectations on the left;
- continue by considering the indicators on the right;

Our Commitment

What will the plan need to be considered ?

What would a plan reflect at an Stage?

Meets Minimum Expectations

Opportunities for Growth

Meets Expectations at a High Level

<p>Commitments</p>	<ul style="list-style-type: none"> The plan identifies 2 to 4 Commitments and at least one Commitment is connected to Teaching and Learning. 	<ul style="list-style-type: none"> The Commitments connect to the team's long-range vision for the school. The Commitments allow readers to easily identify what the school is prioritizing to move the school forward. Most, if not all stakeholders can see how the Commitment relates to them.
<p>Why are we making this Commitment?</p>	<ul style="list-style-type: none"> The plan clearly communicates the rationale the team used when selecting each Commitment. The rationale includes information learned through the Needs Assessment. This section includes an explanation of how the Commitment will address what was learned through the Needs Assessment to move the school forward. 	<ul style="list-style-type: none"> This section includes multiple pieces of qualitative and/or quantitative data from the Needs Assessment. The section explains the connections that were made between the different data sources. It is clear how the team used all the information to inform their selection of each Commitment. For Commitments continued from the previous SCEP, this section includes information about the current conditions in the school that led the team to believe this area continues to need attention.

Key Strategies

What will the plan need to be considered ?

What would a plan reflect at an Stage?

Key Strategies

- Each commitment identifies 1-4 Key Strategies that fit one of the following categories:
- Something new to the school; or
- Something existing that is being expanded to reach a wider audience; or
- Something existing that is being refined in this upcoming year and will look different from the past.
- The Key Strategies selected are aligned to the Commitment.

- The Key Strategies are appropriate next steps for the school.
- The Key Strategies indicate that the team has a clear understanding of its needs and its next steps.
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Implementation

What will the plan need to be considered ?

What would a plan reflect at an Stage?

Implementation

- For Key Strategies that are new,
the plan must reflect the nature of the strategy. For

Progress Targets

What will the plan need to be considered ?

What would a plan reflect at an Stage?

Early Progress Milestones

- Each Commitment has at least one Early Progress Milestone for each Key Strategy that explains what implementation will look like six months in advance.



