

# 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><b>Commitments</b></p>	<ul style="list-style-type: none"> <li>The plan identifies 2 to 4 Commitments and at least one Commitment is connected to Teaching and Learning.</li> </ul>	<ul style="list-style-type: none"> <li>The Commitments connect to the team's long-range vision for the school.</li> <li>The Commitments allow readers to easily identify what the school is prioritizing to move the school forward.</li> <li>Most, if not all stakeholders can see how the Commitment relates to them.</li> </ul>
<p><b>Why are we making this Commitment?</b></p>	<ul style="list-style-type: none"> <li>The plan clearly communicates the rationale the team used when selecting each Commitment. The rationale includes information learned through the Needs Assessment.</li> <li>This section includes an explanation of how the Commitment will address what was learned through the Needs Assessment to move the school forward.</li> </ul>	<ul style="list-style-type: none"> <li>This section includes multiple pieces of qualitative and/or quantitative data from the Needs Assessment.</li> <li>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.</li> <li>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.</li> </ul>

# 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 should reflect the following: (a) The plan should reflect the following: (i) The plan should reflect the following: (ii) The plan should reflect the following: (iii) The plan should reflect the following: (iv) The plan should reflect the following: (v) The plan should reflect the following: (vi) The plan should reflect the following: (vii) The plan should reflect the following: (viii) The plan should reflect the following: (ix) The plan should reflect the following: (x) The plan should reflect the following: (xi) The plan should reflect the following: (xii) The plan should reflect the following: (xiii) The plan should reflect the following: (xiv) The plan should reflect the following: (xv) The plan should reflect the following: (xvi) The plan should reflect the following: (xvii) The plan should reflect the following: (xviii) The plan should reflect the following: (xix) The plan should reflect the following: (xx) The plan should reflect the following: (xxi) The plan should reflect the following: (xxii) The plan should reflect the following: (xxiii) The plan should reflect the following: (xxiv) The plan should reflect the following: (xxv) The plan should reflect the following: (xxvi) The plan should reflect the following: (xxvii) The plan should reflect the following: (xxviii) The plan should reflect the following: (xxix) The plan should reflect the following: (xxx) The plan should reflect the following: (xxxi) The plan should reflect the following: (xxxii) The plan should reflect the following: (xxxiii) The plan should reflect the following: (xxxiv) The plan should reflect the following: (xxxv) The plan should reflect the following: (xxxvi) The plan should reflect the following: (xxxvii) The plan should reflect the following: (xxxviii) The plan should reflect the following: (xxxix) The plan should reflect the following: (xl) The plan should reflect the following: (xli) The plan should reflect the following: (xlii) The plan should reflect the following: (xliiii) The plan should reflect the following: (xliv) The plan should reflect the following: (xlv) The plan should reflect the following: (xlvi) The plan should reflect the following: (xlvii) The plan should reflect the following: (xlviii) The plan should reflect the following: (xlvix) The plan should reflect the following: (xli) 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.





