

# 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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# 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.





