

New York State Education Department

School Comprehensive Education Plan (SCEP) Completion Guide

2017-18

Completion Guide for Schools

This guide was developed as a companion to the School Comprehensive Education Plan (SCEP). The Diagnostic Tool for School and District Effectiveness (DTSDE) review process for identified schools and districts yields a final report that identifies and describes strengths, progress markers and identified needs for improvement. District and school leaders should use a holistic approach to develop the next versions of their respective district and school improvement plans. Districts and schools should take into account the district/school report's findings, recent data that has been collected, and any additional insight when developing the next versions of their respective district and school improvement plans.

General information

Consistent with New York State's United States Department of Education (USDE) approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver and Every Student Succeeds Act (ESSA) transition guidance issued by the USDE, all Focus and Priority Schools that are not current recipients of a 1003(g) School Improvement Grant (SIG) or School Innovation Fund (SIF) grant are required to develop a School Comprehensive Education Plan (SCEP) that details the way in which identified schools are focused on increasing the quality of instruction, improving the effectiveness of the leadership and teaching; and improving student achievement and graduation rates for all students with emphasis on identified subgroups.

For School Year (SY) 2017-18, the SCEP must:

- include an analysis of the achievement of the goals contained in the 2016-17 school year SCEP.
- be based on the findings and recommendations contained in the Integrated Intervention Team Reviews, District led Diagnostic Reviews, School Reviews with District Oversight, DCIP/SCEP feedback letter, recent data that has been collected, and any additional insight school leaders may have.
- identify the measures for which the school has been identified.
- identify the initiatives that will be implemented within each of the six tenets to positively impact student learning within each accountability subgroup(s).
- explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The SCEP must focus on the accountability subgroup(s) and measures for which the school has been identified.

- be developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (Commissioner’s Regulations §100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved. The plan must be formally approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- be implemented no later than the beginning of the first day of regular student attendance.

Re-identified Focus Schools

- The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle. More information about the Turnaround Principles can be found at:
<https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

For schools that were identified as a Priority School in the 2012-2015 schools years, the SCEP must also:

- describe the school’s continuation plan for implementation of the whole school reform model (even if the school is no longer identified as a Priority School).

For schools newly identified as a Priority School in the 2016-17 school year, the SCEP must also:

- describe the schedule of events that will result in a fully developed plan for implementation of the whole school reform model in 2018-19.

For all schools identified as Priority Schools, the SCEP must also:

- describe the Priority School’s Expanded Learning Time (ELT) Plan.

Workbook Completion Details

SCEP Cover Page

As per New York's ESEA Flexibility Waiver and Commissioner's Regulation §100.18, the SCEP must be formally approved by the superintendent and board of education (in New York City, the Chancellor or the Chancellor's designee).

Signatures confirm the respective parties certify that the SCEP addresses all the required components of the ESEA Flexibility Waiver and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

In anticipation of any monitoring that may occur, the school must maintain evidence of formal approval of the SCEP on file for the length of time the school is identified as a Focus or Priority School. Evidence includes the formal board resolution and any respective meeting minutes.

Implementation of the SCEP is required no later than the first day of regular school attendance.

Assurances

The superintendent must certify that the identified activities will take place by entering an "X" into each of the designated yellow cells in Column B. The school must maintain documentation that the required activities occurred. Documentation should be kept on file for the length of time the school is identified as a Focus or Priority School. Evidence includes but is not limited to:

- meeting minutes, agendas, and attendance rosters for planning team meetings.
- formal board resolution and any respective meeting minutes.

- evidence of implementation, including data analysis, purchase orders, invoices, survey results, etc.
- teacher distribution lists and equitable distribution data results.
- professional development plan.
- meeting minutes, collaboration schedules, attendance rosters, etc.

School Leadership Team

The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in the school improvement initiatives, such as community organizations or institutes of higher education, must be included in the planning process. By signing the form, stakeholders acknowledge that although they may not agree with all components of the plan they have actively participated in the development and revision of the SCEP.

Evidence of consultation must be maintained on file for monitoring purposes. Evidence of consultation includes meeting minutes, agendas, sign-in sheets, and evidence of stakeholder feedback.

School Information Sheet

All plans must have a completed School Information Sheet. Include the most recent information in the spaces provided. For the section marked Accountability Status, insert an “X” next to each subgroup that did not make Adequate Yearly Progress (AYP).

Information can be found in a variety of places including but not limited to:

- most recent DTSDE report;
- most recent New York State report card;

- NYSED business portal; and
- Title I Supplement form.

Overview

In this section, the school must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles and the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the school's capacity to effectively oversee and manage the improvement plan. To respond to the first six questions, the school should enter an "X" into the most appropriate yellow cell in Column B. All narrative responses should fully respond to each component of the prompt.

Re-Identified Focus Schools:

The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle. More information about the Turnaround Principles can be found at:

<https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

Re-Identified Priority Schools: Whole School Reform Model

Pursuant to Commissioner's Regulation §100.18, Priority Schools that were identified in 2012-13, with the support of the larger district and school community, must continue implementing the whole-school reform model as detailed in their 2016-17 SCEP. Narrative responses should fully articulate any adjustments made to the 16-17 plan based on analysis of implementation. All narrative responses should fully respond to each component of the prompt.

Newly Identified Priority Schools: Whole School Reform Model

Pursuant to Commissioner’s Regulation §100.18, Priority Schools that were newly identified in 2016 must describe the schedule of events that will result in a fully developed plan for implementation of the whole school reform model in the 2018-19 school year. This description should be captured on the Newly Identified Priority Schools tab. All narrative responses should fully respond to each component of the prompt.

Priority Schools: Expanded Learning Time Plan

Priority schools implementing a whole school reform model must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school. All narrative responses should fully respond to each component of the prompt.

Leading Indicators

Leading indicators are the benchmark monitoring tools that districts should use to determine if the district is on track for meeting its goals. Leading indicators must be identified and used to monitor the school’s progress towards goal completion. Leading indicators that apply to several Tenets may be indicated, as appropriate. If the school plans to use leading indicators other than those pre-populated on the worksheet, additional indicators may be added by typing into the yellow cells B20-B35. For each leading indicator, the school must enter a “Y” into the yellow cells below each appropriate Tenet. Once a “Y” has been entered, the leading indicator will pre-populate to those Tenets.

Tenet Table Completion

The school must address all Tenets regardless of whether the school received a formal review. The level of depth of the response to each Tenet should take into consideration the DTSDE review findings and evidence, along with any other applicable data that demonstrates a need or lack thereof. In completing the Tenet tables, the school must provide the following information:

- Most Recent DTSDE Review Date – This should reflect the date of the most recent report that resulted from an Integrated Intervention Team Review (IIT), District-Led Review, or a District-Supervised DTSDE School Self-Reflection.
- DTSDE Review Type – This should reflect the type of review that generated the most recent DTSDE Report: NYSED-led IIT, District-Led DTSDE Review, District-Supervised School Review with District Oversight, or a District-Supervised Completed DTSDE School Self-Reflection.
- Needs Statement – the school must create a clear and concise statement that identifies the primary gap(s) to be addressed. An identified need is one that is more targeted on existing gaps and is informed by DTSDE-aligned reviews and recommendations along with other applicable data. Other applicable data includes, but is not limited to: formative/summative assessment data, survey results, attendance rates, suspension rates, student growth scores, etc.
- SMART Goal – The school must create ***one goal*** that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART). A strong SMART goal is typically a reversal of the needs statement. Information about crafting SMART goals can be found in the resources section of the [Focus District Improvement Plans](#) webpage.

- Leading Indicators – The school must identify the specific indicators that will be used to monitor progress toward the goal. These can be prepopulated from the leading indicators tab by following the directions listed above. The school should ensure that the leading indicator selected is appropriate in evaluating the indicated goal. Leading indicators are not the same measure that was identified in the SMART goal. Leading indicators are the progress monitoring mechanisms for periodic evaluation to help determine if the district is on track for achieving the identified SMART goal.
- Start Date and End Dates- Must indicate the date when each activity is projected to begin and end. If a long-range date is provided, the activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.
- Action Plan – The school must detail each action that will take place in order to achieve the identified SMART Goal. The school must specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. **Do not combine multiple activities into a single cell; each activity should be written in its own cell and provide a step-by-step guide to the actions that will take place in order for the goal to be accomplished. The action plan should paint a picture explaining how the district will work to accomplish the goal. All steps should be included in the descriptions.**

Technical Assistance

Any questions related to the SCEP can be sent via email to fdip@nysed.gov. Questions will receive an individualized response and will also be included in a questions and answers document that will be posted at:

<http://www.p12.nysed.gov/accountability/fdip/home.html>

If a school would like to schedule an office hours appointment for individualized support, please send the request either via email to fdip@nysed.gov or contact Erica Meaker via phone at 518-473-0295.

Submission Instructions

The 2017-18 SCEP must be emailed with the DCIP to fdip@nysed.gov between June 1, 2017 and July 31, 2017 but no later than close of business July 31, 2017. The file should be named:

DISTRICT NAME – SCHOOL NAME - 2017-18SCEP