

**New York State Education Department (NYSED)
School Comprehensive Education Plan (SCEP) Review Form**

District Name	School Name
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School Comprehensive Education Plans (SCEPs) will be reviewed according to the criteria listed below. NYSED will only approve plans that meet all of the expectations identified. Schools that do not meet the identified expectations shall revise the SCEP following the guidance provided under “Approval Status,” and resubmit the SCEP for approval.

In order to facilitate the quick approval of plans, districts should review all school SCEPs prior to submission to confirm that the plans meet NYSED expectations.

EXPECTATIONS		YES	NO	Notes
SCEP Cover Page	A scanned copy of signatures is submitted with the SCEP.	<input type="checkbox"/>	<input type="checkbox"/>	
	Signatures are provided for all those who participated in the development of the SCEP. If a signature is missing, the school has included a separate document explaining why they were unable to obtain the signature along with that person’s recent contact information.	<input type="checkbox"/>	<input type="checkbox"/>	
	The signatures match the names of the individuals identified on the Stakeholder Engagement tab.	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence-Based Intervention	The school has identified an evidence-based intervention (EBI). Schools selecting a Clearinghouse Intervention have provided the rating from the clearinghouse. Schools selecting a school-identified intervention have submitted research that supports the interventions as a Tier 1, Tier 2, or Tier 3 EBI.	<input type="checkbox"/>	<input type="checkbox"/>	
Stakeholder Engagement	The school has provided evidence that the SCEP was developed in consultation with parents, school staff, and students (in secondary schools).	<input type="checkbox"/>	<input type="checkbox"/>	
	The SCEP Development process allowed for diverse viewpoints to be heard, with no constituency group representing the vast majority of those involved in completing the SCEP.	<input type="checkbox"/>	<input type="checkbox"/>	
	Stakeholders were involved in meaningful work during all of the SCEP development steps.	<input type="checkbox"/>	<input type="checkbox"/>	
	In TSI schools, the school has provided evidence that the perspectives of teachers, parents, and students (in secondary schools) associated with the identified subgroup(s) have been incorporated into the SCEP.	<input type="checkbox"/>	<input type="checkbox"/>	

EXPECTATIONS		YES	Partially	NO	Notes
Goals and Baseline Data	The goals presented are measurable, attainable, and represent the improvement necessary for the school moving forward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The goals address an area in need of improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The goals identified are the appropriate levers for change at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The baseline data identified represents the same measure as the goal. If baseline data is not available, an estimate is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Actions	The actions identify new activities or adjustments to current practices that are likely to modify practices and behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The actions include a progression of activities that build upon one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The actions described become more advanced or sophisticated as the year progresses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The dates identified indicate a well-thought-out plan toward increasing school capacity in stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The actions connect clearly to the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mid-Year Benchmarks	The school has identified a mid-year benchmark for each goal that will clearly indicate whether the school is on track to meet its goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	The mid-year benchmark makes sense given the actions identified for the first half of the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Approval Status

- The SCEP submitted has been approved by SED.
- The SCEP submitted has been returned for revision. Please make the following revisions and resubmit: