

**New York State Education Department (NYSED)**  
**2024-25 School Comprehensive Education Plan (SCEP) Minimum Expectations Form**

District Name	School Name
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School Comprehensive Education Plans (SCEPs) will be reviewed by NYSED according to the criteria listed below to ensure that the plans meet the Department’s **minimum expectations**. For ideas on how to enhance a plan, school teams should refer to the [SCEP Rubric](#).

School teams in the CSI model will complete the form with their NYSED liaison during [Pre-SCEP Team Meeting Planning Session 5](#). NYSED will only verify that the plan has met minimum expectations if all of the indicators below have been met.

School teams in the ATSI and TSI models are encouraged to complete the form with the District.

	MINIMUM EXPECTATIONS	Revision Required to Meet Minimum Expectation	Minimum Expectation Met
<b>Commitments</b>	The plan identifies 2 to 4 Commitments and at least one Commitment is connected to Teaching and Learning.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Commitments: Why?</b>	<p>The plan clearly communicates the rationale the team used when selecting each Commitment. The rationale includes information learned through the Needs Assessment.</p> <p>This section includes an explanation of how the Commitment will address what was learned through the Needs Assessment to move the school forward.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Key Strategies</b>	<p>Each commitment identifies 1-4 Key Strategies that fit one of the following categories:</p> <ol style="list-style-type: none"> <li>1. Something <b>new</b> to the school; or</li> <li>2. Something existing that is <b>being expanded</b> to reach a wider audience; or</li> <li>3. Something existing that is <b>being refined</b> in this upcoming year and will look different from the past.</li> </ol> <p>The Key Strategies selected are aligned to the Commitment.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Key Strategies: Why?</b>	<p>For strategies that are new, information is provided that directly ties the strategy to identified needs of the school.</p> <p>For strategies that are being expanded, information is provided to explain how the school has been measuring the success(es) of the current practice and why the school has decided that expanding implementation in the upcoming year will lead to improvement.</p> <p>For strategies that are being refined, information is provided to explain the current practice and how modifying implementation in the</p>	<input type="checkbox"/>	<input type="checkbox"/>

	upcoming year will lead to improvement.		
<b>Implementation</b>	<p>For Key Strategies that are <b>new</b>, the plan outlines how the strategy will be introduced and rolled out.</p> <p>For Key Strategies that are <b>being expanded</b> to reach a wider audience, the plan outlines how this expansion will occur.</p> <p>For Key Strategies that are <b>being refined</b>, the plan outlines the new ways in which the strategy is being prioritized that differ from previous years.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resources</b>	The plan identifies the resources that will be needed to implement each Key Strategy.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Early Progress Milestones</b>	<p>Each Commitment has at least one Early Progress Milestone for each strategy that explains what implementation will look like six to ten weeks into the school year.</p> <p>If using the same measure as the Mid-Year Benchmark, the Early Progress Milestones will allow the school to determine whether they are on track to achieve the Mid-Year Benchmark.</p> <p>Early Progress Milestones are realistic in that they identify changes that are likely to be evident six to ten weeks into the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Mid-Year Benchmarks and End-of-Year Goals</b>	<p>There is clear alignment between the mid-year and end-of-year success criteria.</p> <ul style="list-style-type: none"> <li>• Targets identified for mid-year will allow the school to know whether they are on track to achieve their end-of-year goals.</li> </ul> <p>Targets are ambitious to move the school forward (if previous data exists, the goal represents improvement over the most recent data). Targets are also realistic based on historical trends.</p> <p>Targets are clearly defined so that the school will easily be able to determine whether they have been achieved.</p> <ul style="list-style-type: none"> <li>• For quantitative measures, the school has identified the measurement tool and the specific target they hope to achieve when reviewing their data.</li> <li>• For qualitative targets, the school has identified clearly observable improvements they will look for to determine their plan's success.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Spring Survey Targets</b>	<p>The plan includes at least one Spring Survey Target designed to indicate change in stakeholder perceptions.</p> <ul style="list-style-type: none"> <li>• Responses to the question(s) identified clearly connect to the</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>strategies in the plan.</p> <p>If previous data is available, the desired responses represent improvement over previous responses.</p>		
<b>Our Team's Process</b>	The SCEP team includes school leaders, teachers, and at least two parents/persons in parental relation who are not employees of the school.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning as a Team</b>	The plan describes when the school team completed the Envision-Analyze-Listen Needs Assessment and identifies how the Student Interviews informed the plan.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence-Based Intervention</b>	The plan identifies an Evidence-Based Intervention, indicates how the Evidence-Based Intervention will support the Commitment(s) identified, and describes how the Evidence-Based Intervention connects to what was learned in during the Envision-Analyze-Listen Needs Assessment.	<input type="checkbox"/>	<input type="checkbox"/>

### Schools in the CSI models

<b>Civic Empowerment Project (CSI)</b>	The plan identifies the Civic Empowerment Project the school has selected for the 2024-25 school year.	<input type="checkbox"/>	<input type="checkbox"/>
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### Schools in the ASTI and TSI models

<b>Subgroup Success (ASTI and TSI)</b>	The plan identifies strategies that will support success for the subgroup(s) identified for ASTI or TSI.	<input type="checkbox"/>	<input type="checkbox"/>
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### Verification Status (To be Completed by NYSED)

- NYSED verifies that the SCEP submitted meets the minimum expectations listed above.
- The SCEP submitted has been returned to be updated. Please provide the following evidence and resubmit by <Insert Date>

**EVIDENCE STILL NEEDED:**

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