

# 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;
- consider where their plan may need to be revised to move it from one that meets minimum expectations to one that reflects a deeper level of planning; and
- record ideas for strengthening their plan in the space in the middle.

**Meets Minimum Expectations**

**Opportunities for Growth**

**Meets Expectations at a High Level**

This rubric is organized into five sections:

1. Our Commitment
2. Key Strategies
3. Implementation
4. Progress Targets
5. Plan as a Vehicle for Change

The first four sections of the rubric reference SCEP components repeated in multiple commitments. Please review the corresponding component in all commitments when assessing opportunities for growth in these sections.

# Our Commitment

What will the plan need to be considered *adequate*?

What would a plan reflect at an *Advanced Stage*?

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<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

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<p><b>Key Strategies</b></p>	<ul style="list-style-type: none"> <li>• Each commitment identifies 1-4 Key Strategies that fit one of the following categories:</li> <li>• Something new to the school; or</li> <li>• Something existing that is being expanded to reach a wider audience; or</li> <li>• Something existing that is being refined in this upcoming year and will look different from the past.</li> <li>• The Key Strategies selected are aligned to the Commitment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Key Strategies are appropriate next steps for the school.</li> <li>• The Key Strategies indicate that the team has a clear understanding of its needs and its next steps.</li> <li>• There is a research base to support the Key Strategy as an effective practice to address any gaps identified in the “why” section.</li> </ul>
<p><b>Why</b></p>	<ul style="list-style-type: none"> <li>• For strategies that are <b>new</b>, information is provided that directly ties the strategy to identified needs of the school.</li> <li>• For strategies that are <b>being expanded</b>, 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.</li> <li>• For strategies that are <b>being refined</b>, information is provided to explain the current practice and how modifying implementation in the upcoming year will lead to improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation articulates the team’s understanding of specific data that has pointed the team to the each of the identified Key Strategies:</li> <li>• When the Key Strategy is intended to address findings of a root cause analysis; those root causes are clearly identified;</li> <li>• When the Key Strategy is intended to promote the school’s vision, values, and aspirations, the link between the existing conditions and the Key Strategy is clear.</li> <li>• When data has been used to identify skill gaps, the skill gaps are clearly identified in the “why” section.</li> </ul>

# Implementation

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<p><b>Implementation</b></p>	<ul style="list-style-type: none"> <li>For Key Strategies that are new, the plan outlines how the strategy will be introduced and rolled out.</li> <li>For Key Strategies that are being expanded to reach a wider audience, the plan outlines how this expansion will occur.</li> <li>For Key Strategies that are being refined, the plan outlines the new ways in which the strategy is being prioritized that differ from previous years.</li> </ul>	<ul style="list-style-type: none"> <li>A sequence of steps to implement each strategy has been clearly outlined. It is clear how each step builds from those that will occur prior to that step.</li> <li>The implementation plan contains sufficient detail to ensure the plan is transferrable to successive school leaders and other key personnel, if necessary.</li> <li>The strategies listed contain few, if any, activities that will not directly move the school toward the identified Commitment.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>The plan identifies the resources that will be needed to implement each Key Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>It is readily apparent how the resources identified will be utilized to support implementation of the strategies.</li> <li>The district and school have collaborated closely when determining and allocating resources.</li> <li>Responsibility for implementing the plan is distributed across multiple staff members rather than concentrated among a few individuals.</li> <li>The use of outside consultants is strategic and intended to build the capacity of the school staff.</li> </ul>

# Progress Targets

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<p><b>Early Progress Milestones</b></p>	<ul style="list-style-type: none"> <li>• Each Commitment has at least one Early Progress Milestone for each Key Strategy that explains what implementation will look like six to ten weeks into the school year.</li> <li>• 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.</li> <li>• Early Progress Milestones are realistic in that they identify changes that are likely to be evident six to ten weeks into the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Progress Milestones include measures for which the school could collect baseline data and then subsequent data within the first two months of school to understand change over time so that progress can be gauged.</li> </ul>
<p><b>Mid-Year Benchmarks and End-of-Year Goals</b></p>	<ul style="list-style-type: none"> <li>• There is clear alignment between the mid-year and end-of-year success criteria.</li> <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> <li>• Targets are ambitious to move the school forward (if previous data</li> </ul>	<ul style="list-style-type: none"> <li>• There is a clear connection between the strategies and the identified outcomes.</li> <li>• The plan contains few, if any, data points that are not directly impacted by the strategies of each Commitment.</li> <li>• The data used to monitor progress provides a clear picture of progress while ensuring it will be feasible for the school to collect and analyze all the specified data.</li> </ul>

	<p>exists, the goal represents improvement over the most recent data). Targets are also realistic based on historical trends.</p> <ul style="list-style-type: none"> <li>• Targets are clearly defined so that the school will easily be able to determine whether they have been achieved.</li> <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>
<p><b>Spring Survey Targets</b></p>	<ul style="list-style-type: none"> <li>• The plan includes at least one Spring Survey Target designed to indicate change in stakeholder perceptions.</li> <li>• Responses to the question(s) identified clearly connect to the strategies in the plan.</li> <li>• If previous data is available, the desired responses represent improvement over previous responses.</li> </ul> <ul style="list-style-type: none"> <li>• The survey questions identified align closely with the key strategies selected.</li> <li>• The survey questions identified capture areas where there is a room for improvement.</li> <li>• The Spring Survey Target represents a change beyond a typical margin of error that can occur with surveys (i.e., the target is a not a negligible improvement).</li> </ul>

# Plan as a Vehicle for Change

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<p><b>Inclusivity</b></p>	<ul style="list-style-type: none"> <li>School leaders, teachers, and at least two parents/persons in parental relation who are not employees of the school have directly contributed to the plan and are listed within it.</li> <li>The plan provides information to explain how student perspectives informed the development of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>The SCEP team has updated staff and families throughout the Needs Assessment and Plan Development process and elicited feedback from the school community.</li> <li>The SCEP team has brought the ideas the team has generated to others outside of the team for their feedback.</li> <li>The students interviewed have had the opportunity to give feedback on the ideas the team generated based on the student interviews.</li> <li>The stakeholders involved in the development of the plan reflect the academic, social, and cultural diversity of the student population.</li> </ul>
<p><b>Clarity</b></p>	<ul style="list-style-type: none"> <li>The team has completed all components of the plan but has not prioritized conciseness and readability.</li> </ul>	<ul style="list-style-type: none"> <li>The SCEP team has recognized that not everything the school will do will be captured in the plan and has made intentional efforts to be concise and avoid extraneous information.</li> <li>The plan:               <ul style="list-style-type: none"> <li>contains few, if any, instances of educational jargon.</li> <li>includes enough information to allow those not involved in the development of the plan to clearly understand the school's improvement efforts.</li> </ul> </li> </ul>

<p><b>Appropriateness</b></p>	<ul style="list-style-type: none"> <li>• The Commitments and Key Strategies were selected based on the current conditions in the school.</li> <li>• The Key Strategies represent appropriate next steps that represent incremental improvements that can be achieved in one year.</li> <li>• The SCEP team has been thoughtful about what it is preparing to do next year and has tried to avoid to more than it can reasonably do.</li> <li>• The SCEP team has considered how anything that is new, being expanded, or being refined may result in less attention toward existing initiatives, and there is a consensus about what the school will sunset to account for this.</li> <li>• The plan considers the school’s climate and capacity for change, as it proposes realistic yet achievable goals, utilizes resources effectively, and ensures that staff possess the necessary time, tools, and support. for successful implementation.</li> </ul>
<p><b>Cohesion</b></p>	<ul style="list-style-type: none"> <li>• There is a clear connection throughout the plan between what was learned through the analysis and student interview processes, the Commitments identified, and the strategies included in the plan.</li> <li>• The plan: <ul style="list-style-type: none"> <li>○ identifies an Evidence-Based Intervention</li> <li>○ indicates how the EBI will support the Commitment(s)</li> <li>○ describes how the EBI connects to what was learned during the Envision-Analyze-Listen Needs Assessment.</li> </ul> </li> <li>• The Key Strategies take into consideration other Key Strategies within the plan and complement the work of the school.</li> <li>• Taken as a whole, the plan describes a clear pathway to improvement that: <ul style="list-style-type: none"> <li>○ instills confidence that implementation will lead to tangible and positive changes for the school;</li> <li>○ inspires the reader to believe that positive change and improvement are not only necessary but also achievable; and</li> <li>○ communicates a commitment to continuous improvement, acknowledging that adjustments may be needed based on ongoing reflection and changing circumstances.</li> </ul> </li> </ul>