

# 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 three sections:

1. Key Strategies
2. Performance Targets
3. Plan as a Vehicle for Change

# Key Strategies

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

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

Meets Minimum Expectations

Opportunities for Growth

Meets Expectations at a High Level

	Meets Minimum Expectations	Opportunities for Growth	Meets Expectations at a High Level
<b>Key Strategies</b>	<ul style="list-style-type: none"> <li>The SCEP includes 2-5 Key Strategies:               <ul style="list-style-type: none"> <li>At least one must be Instructional; and</li> <li>Non-Instructional Key Strategies cannot outnumber Instructional Key Strategies.</li> </ul> </li> <li>Each Key Strategy falls into one of the three categories:               <ul style="list-style-type: none"> <li>Something new to the school; or</li> <li>An expansion of an existing practice to a wider audience; or</li> <li>A refinement of an existing practice that will differ from previous years.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>The Key Strategies are appropriate next steps for the school.</li> <li>The Key Strategies reflect a root causes analysis of data variations and a clear understanding of school needs.</li> <li>Each strategy is supported by research as an effective practice to address gaps identified in the “why” section.</li> </ul>
<b>Why</b>	<ul style="list-style-type: none"> <li>The plan outlines the root cause analysis and specific data that informed the selection of the identified Key Strategies.</li> <li>For strategies that are being expanded, the plan explains where the practice has been successful and how expanding implementation in the upcoming year will lead to improvement.</li> <li>For strategies that are being refined, the plan explains 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 connects multiple data sources and details how they informed strategy selection.</li> <li>When the Key Strategy addresses root cause findings, those causes are clearly identified.</li> <li>When data identified skill gaps, the skill gaps are clearly identified in the “Why” section.</li> </ul>

<p><b>Implementation</b></p>	<ul style="list-style-type: none"> <li>• For each Key Strategy, the plan outlines a sequence of progressive steps detailing how activities will unfold throughout the year, including the progression of training and support.</li> </ul>		<ul style="list-style-type: none"> <li>• The plan has an emphasis on building staff’s skills through job-embedded professional learning.</li> <li>• The implementation plan contains sufficient detail for future school leaders and key personnel to follow.</li> <li>• The plan contains few, if any, activities that do not contribute to the identified progress targets</li> </ul>
<p><b>Progress Monitoring</b></p>	<ul style="list-style-type: none"> <li>• Each Key Strategy includes at least one Early Progress Milestone directly aligned with it.</li> <li>• Early Progress Milestones reflect changes that could reasonably occur as a result of the Key Strategy within 6-10 weeks.</li> <li>• Each Key Strategy has at least one Mid-Year Benchmark and one End-of-the-Year Target that will allow the school to determine the direct impact of that strategy.</li> <li>• There is clear alignment between the mid-year and end-of-year targets. The Mid-Year Benchmark(s) will allow the school to know whether they are on track to achieve their End-of-the Year target(s).</li> <li>• If previous data exists, the targets represent improvement over the most recent data.</li> <li>• For quantitative measures, the school has identified the measurement tool and the specific target they hope to achieve. For qualitative targets, the school has identified clearly observable improvements they will look for to determine success.</li> </ul>		<ul style="list-style-type: none"> <li>• Progress targets identified will allow the school to easily determine whether each strategy is having the desired impact on the factors identified in the “Why” section.</li> <li>• The data identifies data that can be collected and analyzed frequently enough for midcourse adjustments if targets are not met.</li> </ul>

# Performance Targets

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

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

Meets Minimum Expectations

Opportunities for Growth

Meets Expectations at a High Level

	Meets Minimum Expectations	Opportunities for Growth	Meets Expectations at a High Level
<b>Performance Targets</b>	<ul style="list-style-type: none"> <li>The plan includes Mid-Year Benchmark and End-of-Year <b>Performance Targets</b> that identify the overall improvements in <b>student outcomes</b> from the combined impact of the Instructional/ Non-Instructional Key Strategies.</li> <li>There is clear alignment between the mid-year and end-of-year targets. The Mid-Year Benchmark(s) will allow the school to know whether they are on track to achieve their End-of-the Year target(s).</li> <li>Targets are ambitious to move the school forward (if previous data exists, the targets represent improvement over the most recent data). Targets are also realistic based on historical trends.</li> <li>The school has identified the measurement tool and the specific target they hope to achieve when reviewing their data. For qualitative targets, the school has identified clearly observable improvements they will look for to determine their plan's success.</li> </ul>		<ul style="list-style-type: none"> <li>There is a clear connection between the Key Strategies and the identified outcomes.</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 of the specified data and make adjustments as needed.</li> </ul>
<b>Spring Survey Targets</b>	<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

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

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	Meets Minimum Expectations	Opportunities for Growth	Meets Expectations at a High Level
<b>Inclusivity</b>	<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>At least one parent and two teachers participated in the Needs Assessment activities and attended at least one of the plan writing meetings.</li> <li>The plan explains 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>
<b>Clarity</b>	<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>• Key Strategies were selected based on the current school conditions.</li> <li>• The Key Strategies represent appropriate next steps that represent incremental improvements that can be achieved in one year.</li> </ul>		<ul style="list-style-type: none"> <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 and the strategies included in the plan.</li> <li>• The plan identifies at least one Evidence-Based Intervention that meets the definition under ESSA.</li> </ul>		<ul style="list-style-type: none"> <li>• The Key Strategies take into consideration other Key Strategies within the plan and complement the work of the school.</li> <li>• There is alignment between the district’s vision for improvement and the school’s key strategies and the district has identified ways it will support the key strategies within 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>