

New York State Education Department

# School Comprehensive Education Plan (SCEP) Completion Guide

2015

## **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 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 final 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, 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) 2015-16, the SCEP must:**

- include an analysis of the achievement of the goals contained in the 2014-15 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 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.

**For schools identified as a Priority School in the 2015-16 school year, the SCEP must also:**

- describe the Priority School's whole school reform model.
- 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 of 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.

- meeting minutes, agendas, and attendance rosters for Community Engagement 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.
- for schools that have been identified as Persistently Failing or Failing, as per Education Law 211-f, supplemental School Comprehensive Education Plan addendum.

### **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, should 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.

### **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).

## **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.

## **Priority Schools: Whole School Reform Model**

Pursuant to Commissioner's Regulation §100.18, Priority Schools, with the support of the larger district and school community, must develop and implement a whole-school reform model with the goal of achieving dramatic school-level achievement gains such that the school is in good academic standing within three years. The school should demonstrate through its narrative responses a strong plan for implementation of a whole school reform model that articulates its strong commitment in moving toward excellence for all. This tab is only required for those schools identified as a Priority School.

## **Priority Schools: Expanded Learning Time Plan**

Priority schools implementing a whole school reform model in 2015-2016 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.

## **Leading Indicators**

Leading indicators must be identified and used to monitor the school's progress towards goal completion. Leading indicators that apply to a number of 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 rating of Highly Effective, Effective, Developing or Ineffective ("HEDI rating"). The level of depth provided to each Tenet should take into consideration the HEDI rating, 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:

- HEDI Rating – This should contain the most recent rating received from a DTSDE review.
- HEDI Rating Source – There are 3 options for this row: 1) IIT Review, 2) District Led Review, or 3) School Review with District Oversight.
- HEDI Rating Date – This should be the date of the most recent rating received.
- Needs Statement – the school must create a clear and concise statement that addresses the primary need(s) to be addressed. Feedback from the most recent DTSDE review must be incorporated 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).
- 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.
- Start Date- Must indicate the date when each activity is projected to begin.
- End Date – Must indicate the date when each projected activity will end or be complete.

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.**

### **Priority Schools Subject to a Receivership**

An addendum that indicates requirements related to the receivership will be forthcoming. Please see item number 8 located on the assurance tab.

## **Technical Assistance**

Any questions related to the SCEP can be sent via email to [fdip@nysed.gov](mailto: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](mailto:fdip@nysed.gov) or contact Erica Meaker via phone at 518-473-0295.

## **Submission Instructions**

The 2015-16 SCEP must be emailed with the DCIP to [fdip@nysed.gov](mailto:fdip@nysed.gov) no later than COB July 31, 2015. The file should be named:

DISTRICT NAME – SCHOOL NAME - 2015-16SCEP