

School Comprehensive Education Plan (SCEP) Requirements

Consistent with the USDE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). The SCEP will be submitted as part of the District Comprehensive Improvement Plan that addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness. 2012-13 will be a transitional year for the Consolidated Application, District Comprehensive Improvement Plan, and SCEP based on the following requirements.

For SY 2012-13 the SCEP must:

- be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the SCEP should incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.
- identify the programs and services that will be provided to schools from the list promulgated by the Commissioner. As a supplementary resource please refer to **The List of Allowable School Improvement Activities, found on pages 5-6**. The list aligns to the six tenets and the statements of practice that are embedded in the Diagnostic Tool for School and District Effectiveness.
- 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 schools have been identified.
- address the tenets applicable at the school level identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.
- be developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 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.

In lieu of a School Comprehensive Education Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The School Comprehensive Education Plan Template follows on pages 26 - 43.

SCHOOL COMPREHENSIVE EDUCATION PLAN DIRECTIONS:

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities.

Prior to completing the SCEP, the School should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets. The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- A. Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet, if applicable. For example, Tenet 3.2 should contain major findings that directly relate to the enacted curriculum. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8. Also, indicate the specific report and location (page # of the SQR, ESCA, JIT, QIP, or AOC) where the major finding related to the activity can be found.
- B. Provide a list of goals directly aligned to achievement of the major findings or tenet.
- C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- D. List specific activities that will be implemented to achieve each goal. Indicate how the activity is addressing the finding and/or goal. If more than one activity is listed please number the activities. If the activity is listed in the DCIP, only the DCIP activity number is needed to identify the activity.
- E. List the projected timeline for completion of each activity.
- F. Identify the key personnel responsible for completing each goal, activity, and assessment of targets.
- G. Identify all fund sources and corresponding amounts that will be used for completion of each activity.
- H. Indicate the total school costs associated with each activity. This amount includes the costs allocated to each school in the DCIP and shows the district support for each school.

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	World of Inquiry School 58	CONTACT NAME	Sheelarani Webster
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			___/___/___
PRESIDENT, B.O.E.			___/___/___

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.