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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 . 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.

	The plan identifies 2 to 4 Commitments and at least one Commitment is connected to Teaching and Learning.	<input type="checkbox"/>	<input type="checkbox"/>
	The plan clearly communicates the rationale the team used when selecting each Commitment. The rationale includes information learned through the Needs Assessment.  This section includes an explanation of how the Commitment will address what was learned through the Needs Assessment to move the school forward.	<input type="checkbox"/>	<input type="checkbox"/>
	Each commitment identifies 1-4 Key Strategies that fit one of the following categories:  1. Something to the school; or  2. Something existing that is to reach a wider audience; or  3. Something existing that is in this upcoming year and will look different from the past.  The Key Strategies selected are aligned to the Commitment.	<input type="checkbox"/>	<input type="checkbox"/>
	For strategies that are new, information is provided that directly ties the strategy to identified needs of the school.  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.  For strategies that are being refined, information is provided to explain the current practice and how modifying implementation in the	<input type="checkbox"/>	<input type="checkbox"/>

	upcoming year will lead to improvement.		
	<p>For Key Strategies that are _____, the plan outlines how the strategy will be introduced and rolled out.</p> <p>For Key Strategies that are _____ to reach a wider audience, the plan outlines how this expansion will occur.</p> <p>For Key Strategies that are _____, 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"/>
	The plan identifies the resources that will be needed to implement each Key Strategy.	<input type="checkbox"/>	<input type="checkbox"/>
	<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"/>
	<p>There is clear alignment between the mid-year and end-of-year success criteria.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		

	<p>strategies in the plan.</p> <p>If previous data is available, the desired responses represent improvement over previous responses.</p>		
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