

Pre-SCEP Team Meeting Planning Session 3

Overview

SCEP Teams met during the fall to review their Early Progress Milestones and during the winter to review their Mid-Year Benchmarks. Prior to these SCEP team meetings, principals have been meeting with a liaison from NYSED (or for schools in the ATSI or TSI model, the District and/or BOCES) to participate in a **Pre-SCEP Team Meeting Planning Session** to finalize the plan for each team meeting.

This conversation will continue with **Pre-SCEP Team Meeting Planning Session 3**, during which the liaison will meet with the principal to support the principal leading the SCEP team through the 2024-25 plan development process.

	Planning Session 1	Planning Session 2	Planning Session 3	Planning Session 4	Planning Session 5
Session Objective	Prepare for team's Early Progress Milestone Review	Prepare for team's Mid-Year Benchmark Review	Prepare for team's completion of re-identified school Needs Assessment	Propose Key Strategies; Prepare for team's writing of its Implementation Plan	Verify SCEP has met minimum expectations; Prepare for Roll-Out of Plan
Principal brings to the session	Early Progress Milestone data	Mid-year Benchmark data	Comes prepared by having reflected on 23-24 plan	Proposed Key Strategies	Proposed final plan (emailed as part of the Session 4 Follow-Up)

Pre-SCEP Team Meeting Planning Session 3

Scheduling

- Session 3 should occur after the SCEP Needs Assessment Materials are released in March and prior to the SCEP team's first meeting to conduct their re-identified Needs Assessment.
- The post-meeting follow-up sessions for schools that remain in the CSI support model should occur after the release of the SCEP template in April, since that template will be part of the follow-up discussion.

Outline

- There are three separate components of Planning Session 3 that should be discussed with the Principal:
 - 2023-24 Reflection
 - 2024-25 Participation
 - 2024-25 Preparation

End-of-Planning Session 3 Deliverables:

By the end of Session 3, the principal should have:

- Drafted a preliminary list of 2024-25 SCEP team members that will conduct the needs assessment this spring, write the plan, and monitor the plan during the 2024-25 school year.

- Identified a plan to conduct each of the re-identified needs assessment activities with the team members.
- Identified any lessons learned from this past year and identified ways to incorporate those lessons into the plan development process for 2024-25; AND
- Scheduled a Meeting “3B” to update the liaison on the team’s progress and review the SCEP Template and Rubric.

Tips

- **Reflection:** When reflecting on the 2023-24 plan, it may be useful to consider:
 - if the strengths and areas for improvement can be attributed to last year’s needs assessment process or to last year’s plan writing process, or a combination of both;
 - how to incorporate these lessons into this year’s needs assessment and plan writing processes; and
 - how to collect team member’s reflections on the 2023-24 plan and planning process.
- **Participation:** Keep in mind that the team should plan on meeting throughout the 2024-25 school year. When identifying who will be part of the 2024-25 team, prioritize parents and staff who will be at the school during 2024-25 school year.
- **Participation:** The principal will want to reflect on if there were any perspectives that were not included last year that in hindsight should be incorporated into the team. There are benefits to bringing in new voices, and there are also benefits to continuing with the same team as this past year. The principal will want to determine which makes the most sense for the school.
- **Preparation:** While NYSED will provide Facilitator Guides again to guide principals through the Needs Assessment process, principals will have choices to make about how the Five-Part Needs Assessment is approached. Planning Session 3 provides an opportunity to discuss these choices, including:
 - ***Envision: Exploring our Vision, Values, and Aspirations:*** This activity is not required for schools in Year 2 of identification, but it may be useful to revisit the activity or the results of the activity with the team, particularly if there are members of the team that did not participate in last year’s *Envision* activity.
 - ***Analyze: Internal and External Data:*** What data will the principal bring to the team? In addition to the data reviewed, how might the team be able to explore change over time? What process will the team use to analyze this data?
 - ***Analyze: Survey Data:*** What data will the principal bring to the team? In addition to the data reviewed, how might the team be able to explore change over time?
 - ***Listen: Student Interviews:*** Does it make sense to approach this similar to how the team conducted student interviews last year, or should they look different?
 - ***Envision: Reflect, Synthesize, and Plan:*** This is a new activity that incorporates the previous SCEP Planning Document. What will the principal need to prepare for this discussion?

Follow-Up with Support Liaison (NYSED, District, and/or BOCES)

Following the Pre-SCEP Team Meeting Planning Session 3, the principal should meet with the liaison supporting the school for a Planning Session “3B” to share how the process to date has transpired and to discuss any questions about the SCEP template and Rubric that will be released in April. This should occur after the SCEP template is released.

Considerations for Schools that Have Had Their Support Model Change Since Last Year

Schools that moved to LSI

- While schools that are now in the Local Support and Improvement (LSI) model are not required to write a 2024-25 SCEP, the Department strongly encourages all schools to have an established process to annually identify needs and then develop a plan to address those needs for the upcoming school year.
- Pre-Meeting Planning Session 3 in schools that have moved to LSI should focus on how the school will continue to build and strengthen its systems and structures for continuous improvement. The three components of the Pre-Meeting Planning Session 3 (2023-24 Reflection, 2024-25 Participation, and 2024-25 Preparation) remain relevant to any school moving to the LSI support model.
- Because these schools are not required to write a 2024-25 SCEP, this will serve as the last NYSED Pre-Meeting Planning Session for any school that was previously in the CSI support model that is now in LSI. Districts may want to continue a similar structure in their support of the school moving forward.

Schools that moved from CSI to ATSI or TSI

- Schools that have moved from the CSI support model to the ATSI and TSI models will continue to write an SCEP; however, the process will be overseen by the District. This will serve as the last meeting between NYSED and the principal.
- One important difference between the process for schools in CSI and those in ATSI/TSI is that schools in ATSI/TSI must have a means of incorporating the perspectives of parents of students from the identified subgroup and teachers who teach students from the identified subgroup. The principal will need to incorporate this into the process for developing the 2024-25 SCEP.
- Any school that moved out of the CSI support model this past year did so by not having a Level 1 for Core and Weighted Performance (and, for HS, Graduation Rate) for the All Students subgroup. If a school had its status change from CSI to ATSI or TSI, that means that there is likely still at least one subgroup in the school that had a Level 1 for both Core and Weighted Performance (and Graduation Rate). The principal will want to consider if there is anything different that should occur with how the school approaches its needs assessment and plan development knowing that last year's process focused on all students, and now the school only is identified for one or more subgroups of students.