

Pre-SCEP Team Meeting Planning Sessions 1 and 2

Background

Each school's SCEP team, including parent representatives, will meet in fall 2025 to review progress toward its Early Progress Milestones and in winter 2026 to review progress toward its Mid-Year Benchmarks.

The purpose of these team meetings is to foster thoughtful discussion of multiple measures of evidence to assess whether SCEP Key Strategies are producing the intended impact on both teacher practice and students, and to determine next steps for implementation.

Before each team meeting, the principal will participate in a **Pre-SCEP Team Meeting Planning Session** with their SCEP liaison:

- **NYSED liaison** for schools in the CSI Support Model
- **District or BOCES liaison** for schools in the ATSI and TSI Support Models

Objective

To support principals in preparing for SCEP team meetings by:

- Reviewing evidence of change in both teacher practice and student practice
- Identifying key questions and next steps for discussion
- Developing a clear plan for how the subsequent 60-to-120-minute team meeting will be structured

Scheduling

- **Fall Session:** After Early Progress Milestone data is available and before the fall SCEP team meeting
- **Winter Session:** After Mid-Year Benchmark data is available and before the winter SCEP team meeting

Deliverables

By the end of each Pre-SCEP Planning Session, the principal should have:

1. A clear set of evidence sources that might indicate whether the Key Strategies are working. This includes:
 - Evidence of change in teacher practice. Direct measures of how teachers are implementing new strategies, such as understanding after professional development, classroom observations, or use of instructional routines.
 - Evidence of change in students. Measures that show whether student learning or behavior is responding to the changes in practice, such as student work samples, formative assessments, or demonstrations of skills in classrooms.

The more directly related the evidence sources are to the key strategy, the more confident the team would be able to be in determining if incremental progress is occurring.

2. A plan for facilitating the upcoming SCEP team meeting.
3. A plan for how the team will engage with evidence.
4. For the fall session only, an opportunity to connect recently released state assessment data to the key strategies identified.

Guidance for Facilitators

- **Use multiple measures:** Help the principal select evidence that shows change to teacher understanding, teacher practice and student impact. Consider other data sources beyond traditional screeners and pre-made assessments (such as iReady, etc.) that demonstrate with specificity the intended impact. Consider this question ***“How might you be able to identify if, when, and how change is happening? What data tells you this?”***
- **Recognize that additional data may need to be collected:** Ensure the principal can bring to the team the right data to determine if change is taking hold. Discussions may surface new evidence needs for either teacher practice or student learning.
- **Examine systems and structures:** In addition to reflecting back on evidence that change is taking hold, consider what the school has in place, or still needs to establish, to track changes to teacher practice and the impact on students over the upcoming months.
- **Prioritize strategically:** Support the principal in deciding which teacher and student evidence should receive the most attention when the team meets. Not all key strategies need to be discussed equally. Some data may warrant more discussion by the team than other data.
- **Plan for meaningful team engagement:** When planning for the team meeting, principals should include sufficient time to unpack and discuss the data with their teams including what they found to be **surprising, unexpected, and/or lower** than had been hoped. Provide space to get team members' thoughts on the conditions that yielded these results.
- **Interpret missed benchmarks carefully:** If a milestone is not met, explore whether the measure accurately captured changes in teacher practice and student learning. A missed benchmark does not automatically indicate ineffective strategies; it may signal the need for better interim measures.
- **Plan for actionable next steps:** Support the principal in preparing to guide the team toward clear next steps. Consider what the district has in place to support the plan's implementation.
- **Address state assessment data (fall session only):** For the first meeting, dedicate time to discuss how the principal has understood the state-level assessment data released earlier with questions such as:
 - *“What is your school’s process for looking at state assessment data when it is released?”*
 - *“How do you involve grade-level teams so they understand which standards students struggled with and which standards students showed strengths?”*
 - *“When you did the data variation activity last year you noticed _____, did you see any change with the most recent data?”*

Principal Expectations

Principals must arrive at both planning sessions with the evidence their team will use to determine whether the implementation of Key Strategies is having the intended impact. Sessions where the principal does not have this information prepared in advance will be rescheduled.