

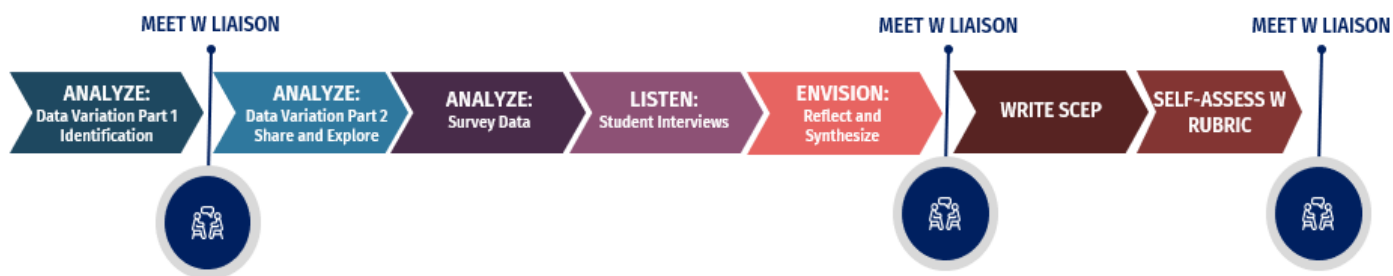
SCEP Development Liaison Check-In Guidance

Overview

School teams will convene in the spring to conduct a five-part Needs Assessment and draft the 2025-26 School Comprehensive Education Plan (SCEP).

As part of this process:

- A New York State Education Department (NYSED) liaison will meet with schools in the Comprehensive Support and Improvement (CSI) model.
- A District and/or BOCES liaison will meet with schools in the Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI) models.



The first two meetings occur during the needs assessment process, while the final meeting ensures the plan meets [NYSED's Minimum Expectations](#). Liaisons should **accommodate additional support requests** as schedules permit.

SCEP Development Liaison Check-In Meeting I

Scheduling

Occurs **after** the Principal completes [Activity 1: Analyze: Data Variation - Identification](#) and **before** the school team conducts [Activity 2: Analyze: Data Variation - Share and Explore](#).

Discussion Components

1. Analyze: Data Variation

- Unpack variations identified by the principal.
- Develop a plan for sharing findings in *Activity 2: Share and Explore*.
- Identify additional local data to review and share to deepen understanding of variations identified.
- Identify ways to deepen understanding about the variations through surveys and student interviews.

2. Reflection on Current Initiatives

- Assess the effectiveness of current initiatives and the school's capacity for change.

Potential Types of Questions:

- *What trends or patterns emerged in your data analysis?*
- *How do current initiatives align with these findings?*
- *What challenges might the school face in implementing new strategies?*

3. Team Participation & Scheduling

- Ensure key stakeholders are part of the planning team or have a means of contributing.

- Since the team will meet throughout the next year, ensure the team includes parents and staff who will be at the school in 2025-26.
- Develop a timeline to keep the team on track for submission by July 1 (or earlier if required by the district).
- For re-identified schools, review key changes to this year’s process, including:
 - Development of 2-5 key strategies.
 - Inclusion of a summer planning section.
 - Integration of the School Improvement Grant (SIG) Expenditure Plan.
- Discuss how the principal will welcome the team, and if there is an interest in completing the optional [Envision: Exploring our Vision, Values, and Aspirations](#) activity.

SCEP Development Liaison Check-In Meeting 2

Scheduling

Occurs **after** the SCEP team identifies Key Strategies but **before** writing their plan.

Discussion Components

There are two objectives for this meeting:

1. The principal will share the Key Strategies proposed by the SCEP team and explain why those were selected.
2. The liaison and principal will plan for writing the Implementation and Progress Targets sections of the SCEP.

The [SCEP Rubric](#) should be woven into both sections. See the “Tips” section below for potential ways to incorporate this tool.

Reviewing Key Strategies

- Discuss rationale for selected strategies, and how they connect to the data variations identified.
- Discuss whether the strategies are realistic and appropriate next steps for the school.

Potential Types of Questions:

- *How do these strategies address identified needs?*
- *What evidence supports their feasibility and impact?*
- *How do these strategies fit within the school's capacity?*

Identifying Next Steps to Support Implementation

- Inquire how any existing strategy is going to be modified or expanded to look different next year.
- Discuss how the principal is considering rolling out any new strategy, including leveraging the summer.
- Share what the team identified when they discussed the existing obligations and initiatives they would like to sunset in order to take on these key strategies.

The liaison should also go through the [SCEP rubric](#) and explain how a team may find it useful when developing their strategies.

In addition, representatives from the district should be prepared to identify if there are ways the district office may be able to assist in the pursuit of any of the key strategies, especially if the principal is unaware of these plans.

Tips

- Incorporate the concepts of the [Rubric](#) when reviewing the Key Strategies.
- Review together the Rubric indicators related to Implementation and Progress Targets.

- Discuss the concepts in the last section of the Rubric, “*The Plan as a Vehicle for Change*,” which can be helpful guidance as the team prepares to write its plan.

SCEP Development Liaison Check-In Meeting 3

Scheduling

Occurs after the principal submits the draft SCEP and the liaison has reviewed it.

Discussion Components

1. Confirming NYSED Minimum Expectations

- NYSED does not “approve” plans, but the Department has identified [Minimum Expectations](#) that all schools must adhere to. Ensure the plan meets NYSED’s minimum expectations. Districts may have additional minimum expectations beyond those set by NYSED.

2. Discussing Next Steps

- Discuss the plan for sharing Key Strategies with staff and stakeholders.
- Discuss what is necessary to implement the summer portion of the plan.
- Identify how the team will collaborate with the district on the SIG expenditure plan.
- (*CSI only*) Discuss the plan to implement the Civic Empowerment Project identified by the school; and
- (*CSI and ATSI*) Identify the school’s plan to participate in any NYSED Supplemental Support offerings.