

Pre-SCEP Team Meeting Planning Session 4

Overview

- There are two objectives for this meeting:
 - The principal will share the Key Strategies proposed by the SCEP team and explain why those were selected.
 - The liaison and principal will plan for writing the Implementation and Progress Targets sections of the SCEP.
- The Pre-SCEP Team Meeting Planning Session 4 is intentionally scheduled **AFTER** the team has completed the re-identified school needs assessment, identified its Commitments AND identified its Key Strategies to advance those Commitments **AND BEFORE** the team begins writing the implementation plan for each Key Strategy.

	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 24-25 plan	Proposed Key Strategies	Proposed final plan (emailed as part of the Session 4 Follow-Up)

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Scheduling

- Once the SCEP team has identified its Key Strategies to advance its Commitments, the team should pause their work on their plan and have the principal arrange a meeting with the school's NYSED/District/BOCES liaison.
- The team should refrain from writing any plan for implementation until after Session 4 occurs.

Outline

- Planning Session 4 can be split into two sections:
 - Reviewing the proposed Key Strategies to understand the data that has pointed to them as being the appropriate next step for the school; AND
 - Supporting the principal to lead subsequent SCEP team discussions on how the team will implement the Key Strategies and how the team will measure their success throughout the year.
- The SCEP Rubric should be woven into both sections. See the "Tips" section below for potential ways to incorporate this tool.

End-of-Planning Session 4 Deliverables:

By the end of Session 4, the principal should have:

- Confirmed the Key Strategies the school will include in its plan;
- Identified a plan to discuss with the team the sequence of steps that will be needed to implement the Key Strategies;
- Identified a plan to discuss with the team how the school will measure the success of each Key Strategy 6-10 weeks into the school year;
- Identified a plan to discuss with the team how the school will measure the success of each Commitment halfway through the school year and at the end of the school year;
- Identified a plan to discuss questions that will be included in the 2025-26 spring surveys to provide the team with feedback about the success of each Commitment;
- Become familiar with the SCEP Rubric that teams can use to determine potential areas for improvement with their SCEP; AND
- Identified a plan to provide the liaison with a draft SCEP after the team has reviewed the SCEP rubric and made any necessary adjustments.

Tips

- The SCEP Rubric provides descriptions of what the Commitment and Key Strategies sections might look like in the Advanced Stages. The meeting allows an opportunity to incorporate the concepts of the rubric when reviewing the Commitments and Key Strategies.
- The SCEP Rubric also provides descriptions of what the Implementation and Progress Target sections might look like in the Advanced Stages. Though the team has yet to develop these two sections, it may be helpful to discuss with the principal how these ideas could be brought to the team when they are considering how to implement each Key Strategy and measure success.
- The first four sections of the SCEP Rubric align with the four sections of a Commitment. The last section of the SCEP Rubric covers four themes that require a more holistic analysis across the plan. It may be useful to incorporate the ideas in this last section, “*The Plan as a Vehicle for Change*” in the discussions during Planning Session 4.

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

Rather than having a follow-up session to share what happened in your SCEP Team Meeting as has been done following previous planning sessions, the principal should plan on submitting to the liaison a draft of the school’s plan AFTER the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions.

When sharing your draft plan, in the body of the email, the principal should:

- a) Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met minimum expectations, and made any necessary changes;
- b) Identify the areas of the plan about which the team is most confident;
- c) If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to Pre-SCEP Team Meeting Planning Session 5.