

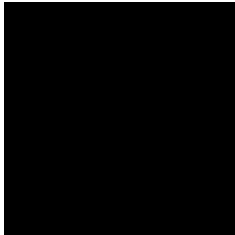
Pre-SCEP Team Meeting Planning Session 3

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 _____ to finalize the plan for each team meeting.

This conversation will continue with _____, during which the liaison will meet with the principal to support the principal leading the SCEP team through the 2024-25 plan development process.

	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
	Early Progress Milestone data	Mid-year Benchmark data	Cot A MCID 562 122.B.86 Td()T2.B.86 Td(0.506N 13.8 0.001 Tw 1		



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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.