

Target District SCEP Support Visits of TSI Schools

During the 2022-23 school year, Districts will support TSI schools through four formal SCEP Support visits.

**VISIT 1:
October to
December**

Reflect on initial implementation of the school's SCEP.

**VISIT 2:
January/Feb**

Reflect on the implementation of the school's SCEP halfway through the school year and consider the school's progress toward the milestones and benchmarks identified under "Gauging Success" in its plan.

**VISIT 3:
March/April**

Reflect on mid-year adjustments and determine ways to support the development of the upcoming year's improvement plan.

**VISIT 4:
June/July**

Final analysis of the 2022-23 SCEP and a review of draft 2023-24 improvement plan.

The goal of these visits is for the District to provide ongoing support of the school's efforts toward the Commitments identified in its SCEP.

SCEP Support Visit #1

Purpose	Reflect on the initial implementation of the school’s SCEP.
Guiding Question	The school had a vision for how its improvement work would look during the start of the school year. How does the work that has occurred to date compare to what was envisioned? How do staff and students feel these specific activities and initiatives are going thus far?
Scheduling	This meeting should occur in October, November, or December.
Participants	<ol style="list-style-type: none"> 1. District staff to lead the discussion 2. Focus Group of 4-7 staff 3. Focus Group of 3-6 students 4. Principal
Events	<ol style="list-style-type: none"> 1. A discussion with the principal on the school’s initial implementation toward each SCEP Commitment in comparison to what was envisioned in the SCEP. <i>Approximately 30-45 minutes, or 10 to 15 minutes per commitment.</i> 2. Student Focus Group or Staff Focus Group (15 minutes) 3. Student Focus Group or Staff Focus Group (15 minutes) 4. A discussion with the principal following the two focus groups. The District lead will summarize findings from the focus group and strategize with the principal regarding next steps. (15-30 minutes) <p>Optional: Visits to classrooms with the principal. <i>Approximately 30 minutes with time for debriefing afterward.</i></p>
Post-Visit	The discussion for each Commitment is summarized on the SCEP Support Visit template. The principal may also decide to make adjustments to the SCEP based on the reflective conversation.

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SCEP Support Visit #2

Purpose	Reflect on the implementation of the school’s SCEP halfway through the school year and consider the school’s progress toward the milestones and benchmarks identified under “Gauging Success” in its plan.
Guiding Questions	The school year is now around halfway over – how has the school fared with its implementation to date, particularly in consideration of the milestones and benchmarks identified under “Gauging Success” in the plan? What are the implications for the school’s plan for the second half of the year?
Scheduling	This meeting should occur around the middle of the year. For instances in which certain key data is not yet available, Districts should wait until that data is available so that a more in-depth reflection can occur.
Participants	<ol style="list-style-type: none"> 1. District staff to lead the discussion 2. Principal
Events	<p>A discussion with the principal to review progress toward what has been identified under “Gauging Success,” and other relevant data and discuss implications for the second half of the school year. <i>Approximately 60 to 90 minutes, or 10 to 20 minutes per Commitment.</i></p> <p>Optional: Visits to classrooms with the principal (remote or in-person). <i>Approximately 30 minutes with time for debriefing afterward.</i></p>
Post-Visit	The discussion for each Commitment is summarized on the SCEP Support Visit template. The principal may also decide to make adjustments to the SCEP based on the reflective conversation and the school’s progress to date.

SCEP Support Visit #3

Purpose	Reflect on midyear adjustments and determine a plan for supporting the school with its 2023-24 improvement plan.
Guiding Questions	<p>Reflect on recent adjustments: What impact have the adjustments made since the previous meeting had on supporting continuous improvement? Are further adjustments necessary?</p> <p>Plan for improvement planning next year: What lessons were learned from this year about improvement planning? How can the district best support the school with developing its 2023-24 plan, including its plans for recruiting family members to the team, interviewing students, identifying commitments, and reflecting on lessons learned this year?</p>
Scheduling	<p>This meeting should occur in the spring.</p> <p>Districts may also find it useful to connect with the school beyond this meeting as the school develops its plan, including supporting the school team with a plan to complete specific steps involved in the improvement planning process (e.g., student interviews). Districts may also decide to conduct additional meetings after one of more of the events have occurred, which would allow the district to support with the findings that emerge from that event (i.e. supporting a school with what it learned from student interviews).</p>
Participants /Events	<p>This conversation can occur in one of two ways:</p> <p>Option 1: Conversation between the District staff and the Principal to discuss lessons learned and how the district can best support the school.</p>

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	Option 2: Discussion between the District staff and the SCEP Development Team to discuss how the District can best support the school and/or to assist the SCEP Development Team in reflecting on what it learned this year and navigating the activities the school completes in advance of developing its findings of the SCEP events that have occurred so far.
Post-Visit	There is no reporting requirement for this visit. Following the visit, the district should support the school team with developing its improvement plan for 2023-24.

SCEP Support Visit #4

Purpose	Final analysis of the 2022-23 SCEP and review of draft 2023-24 improvement plan.
Guiding Questions	Was the school successful in achieving its End-of-The-Year Desired Outcomes? What did the school learn through this experience of working toward its values and aspirations, and how might the school bring this understanding to its 2023-24 improvement plan?
Scheduling	This meeting should occur in June or July when both year-end data and a draft 2023-24 improvement plan are available.
Participants	<ol style="list-style-type: none"> 1. District staff to lead the discussion 2. Principal 3. Optional: Members of the SCEP Development Team
Events	<p>A discussion with the principal (or entire SCEP Development Team) that has two components:</p> <ol style="list-style-type: none"> 1. Reflection on the success of the past year’s plan, including an analysis of year-end data in comparison to End-of-the year Desired Outcomes. For data based on NYS assessments, the discussion should consider local assessment data instead (<i>15-30 minutes</i>). 2. Feedback on the draft 2023-24 improvement plan, with special attention toward whether the strategies identified reflect what the school has learned from this past year. (<i>30-60 minutes</i>).
Post-Visit	The discussion for each commitment is summarized on the SCEP Support Visit template. The final SCEP Support Visit Summary should be shared with the principal. The district should ensure that any improvement plan created in conjunction with the school’s identification status aligns to NYSED expectations.