



engage^{ny}

Our Students. Their Moment.

School and District Needs Assessment and Plan Development Process

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Vision for School Improvement

School Improvement does not occur through one-size-fits-all mandates or solutions.

*“The State’s role in School Improvement must be rooted in helping schools identify, implement the **specific solutions** that schools need to address **their specific challenges**.”* NYSED ESSA PLAN, page 79



Understanding School Improvement Planning

All CSI and TSI schools must develop an annual School Comprehensive Education Plan (SCEP)

- TSI schools will submit their plans to the district for approval
- CSI schools will submit their plans to the district and then to NYSED for approval

Current recipients of a 1003(g) School Improvement Grant (SIG) or a School Innovation Fund (SIF) grant or schools in Receivership will have the specific action plan or continuation plan they have developed to serve as their SCEP

School Improvement Planning Process

The SCEP must:

- Be developed in collaboration with stakeholders
- Be based on data from the school, including the results of the comprehensive needs assessment
- Identify initiatives that will be implemented to positively affect student learning
- Include at least one evidence-based intervention

School Improvement Planning Process

The School Improvement Planning process involves multiple steps:

Step 1: Identifying the team and scheduling the process for developing the SCEP

Step 2: Reviewing multiple sources of feedback to identify needs and consider root causes

Step 3: Determining priorities and goals based on needs identified

School Improvement Planning Process

The School Improvement Planning process involves multiple steps:

Step 4: Identifying an evidence-based intervention

Step 5: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified

Step 6: Identifying a plan to communicate the priorities with different stakeholders

Stakeholder Engagement

Under the New York State ESSA plan, there will be some new requirements for SCEP stakeholder involvement.

- NYSED will return CSI plans that do not demonstrate that stakeholders have **meaningfully participated** in the development of the plan.
- Students will be involved in the Secondary School SCEPs

In addition, TSI SCEPs, which are approved by the district, will need to demonstrate that stakeholders connected to the identified subgroup(s) have been consulted.

Stakeholder Engagement

These requirements must be worked into existing District Part 100.11 plan for school-level shared decision making. The SCEP requirements are not meant to circumvent the District's Part 100.11 plan.

Stakeholder Engagement

NYSED's definition of **Meaningful Participation** involves three components:

1. Ensuring that the participating stakeholders are fully representative of the school
2. Ensuring the stakeholders are involved in meaningful and significant work related to improvement planning
3. Ensuring that the final plan accounts for the perspectives of the stakeholders involved in the process

Stakeholder Engagement

As part of the SCEP template, schools will include the following information:

- The names and titles/roles of the individuals serving as part of the SCEP Development Team
- The meeting dates when these individuals met to develop the SCEP
- The meeting dates when each of the following five processes were covered by the team developing the SCEP:
 1. Reviewing multiple sources of feedback to identify needs and consider root causes
 2. Determining priorities and goals based on needs identified
 3. Identifying an evidence-based intervention
 4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
 5. Identifying a plan to communicate the priorities with different stakeholders

Stakeholder Engagement

As part of the SCEP template, schools will also include the following information:

- The ideas that were discussed but not ultimately pursued for each of the five processes identified above.
- The signatures from SCEP Development Team members, including non-voting constituent representatives.
- Any objections or concerns from SCEP Development Team members.

Stakeholder Engagement

TSI-Specific Guidance

As part of the TSI SCEP plan template, TSI schools will be required to identify how they have included the following constituencies in the development of the TSI plan:

- Parents of students from each identified subgroup
- Teachers responsible for students from each identified subgroup
- In secondary schools, students from each identified subgroup.

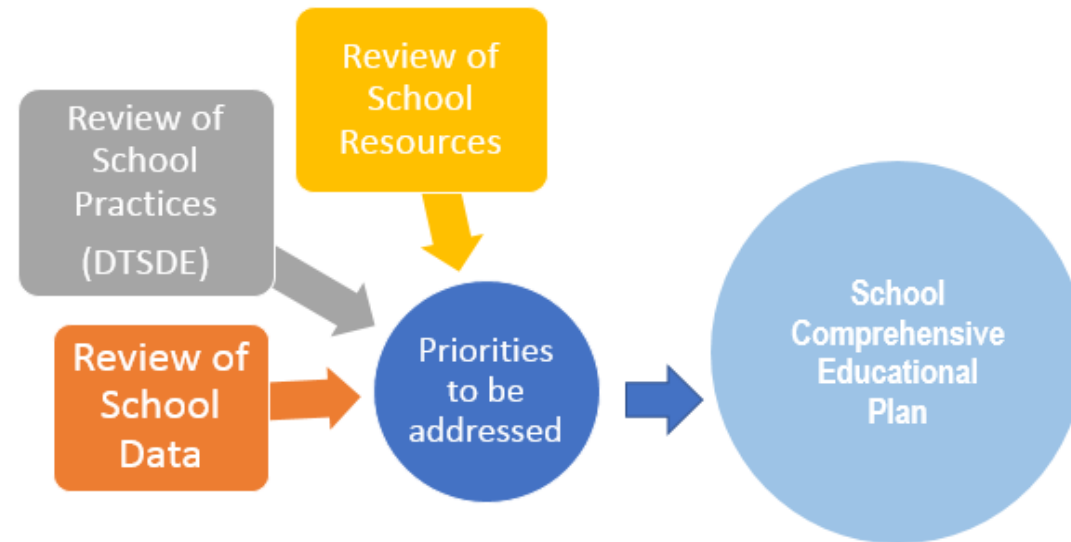
Each of these constituencies shall be consulted during the development and finalization of the SCEP.

Reviewing Feedback to Understand the Needs Facing the School

To develop an improvement plan that addresses school-specific challenges, schools must first consider the needs facing the school.

Schools shall review multiple sources of information that fall into three categories:

1. Data
2. Practices
3. Resources



Broader Needs Assessment

Identify Priorities for SCEP

Review of Data

1. Interim Assessment Data
2. Survey Data
3. Achievement Data
4. Attendance/Behavior Data

Review of Practices

1. DTSDE Report
2. Social-Emotional Inventory
3. Family Engagement Inventory
4. PD Inventory

Review of Resources

1. PD Inventory
2. Feedback on Impact of PD
3. DTSDE Self-Reflection

Determining Priorities and Goals

Once the school has identified its areas of need and considered the potential root causes(s) that may be responsible, the school should determine what it would like to prioritize in the upcoming year.

All SCEPs will have goals that schools organize their work toward for the upcoming school year.

For all schools, at least one of the goals must be related to the results from the most recent school survey.

For the remaining goals, schools can decide to pursue one of two options:

- **ESSA Indicator Option**
- **Effective Practices Option**

Determining Priorities and Goals

ESSA Indicator Option

The school will work toward quantifiable goals connected to the ESSA indicators that the school received a score of “Level 1” for the identified subgroup.

Effective Practices Option

The school will work toward school-identified pillars or sub-pillars in the DTSDE Framework.

ESSA Indicator Option

ESSA Indicator Option

Schools selecting this option will have goals as follows:

Grades 3-8

1. ELA goal
2. Math goal
3. Survey goal
4. English Language Proficiency (ELP) goal or school-selected quantifiable goal*
5. Chronic Absenteeism Goal or school-selected quantifiable goal*

Grades 9-12

1. Graduation Rate goals with 4-,5-, and 6-year targets
2. ELA and Math goal
3. Survey goal
4. College and Career Readiness or school-selected quantifiable goal*
5. ELP or school-selected quantifiable goal*
6. Chronic Absenteeism or school-selected quantifiable goal*

**The school-selected goals are only an option for schools that did not receive level 1 for the indicator identified.*

ESSA Indicator Option

ESSA Indicator Option

- NYSED will provide to schools pursuing this option quantitative goals for the performance indicators for which the school received a level 1.
- The schools will write a plan designed achieving each of these goals.
- The schools have the ability to identify actions best suited for their school to reach these goals.

ESSA Indicator Option

School-Identified Goals

- Schools pursuing the ESSA Indicator Option can substitute school-identified goals for College and Career Readiness, ELP, and/or Chronic Absenteeism if the school received a Level 2 or higher for that indicator.

ESSA Indicator Option

School-Identified Goals

School-Identified Goals must be quantitative goals for which the school has existing baseline data. Some examples are:

- Survey-related goal(s)
- Student attendance
- Out-of-School student suspension rate
- Teacher attendance
- Science Performance Goal
- Social Studies Performance Goal
- Additional quantifiable goal approved by NYSED

Schools will identify the baseline data and identify the specific target for where the school would like to be at the end of next year.

Effective Practices Option

Effective Practices Option

Schools selecting this option will have five goals as follows:

1. Tenet 1 or Tenet 2 DTSDE Pillar or Sub-Pillar
2. Tenet 3 or Tenet 4 DTSDE Pillar or Sub-Pillar
3. DTSDE Pillar or sub-pillar from any DTSDE Tenet
4. DTSDE Pillar or sub-pillar from any DTSDE Tenet
5. Survey-related goal

Effective Practices Option

Effective Practices Option

Schools can select a Pillar or a Sub-Pillar.

For example, a school could develop a goal around 4E – Instructional Techniques that Deepen Engagement and develop a set of actions to reach that goal

Or the school could develop a goal around one component of 4E – the sub-pillar -- such as “Student Discussion” and develop a plan to achieve that goal.

	and contribute to the class' understanding of the content.
4E Instructional Techniques that Deepen Engagement	Questioning <ul style="list-style-type: none">Teachers use open-ended questions that invite students to considerStudent responses are highly valued. Teachers build on student responses toTeachers use sufficient wait time for students to process questionsTeachers approach incorrect answers as learning opportunities. Higher-Level Thinking <ul style="list-style-type: none">Teachers provide opportunities for students to formulate hypothesesStudents are asked to justify their reasoning. Students provide specificTeacher conversations allow the students to have opportunities toStudents analyzing problems from multiple perspectives and viewpointsTeachers provide opportunities through the questions and prompts to Student Discussion <ul style="list-style-type: none">Teachers call on all of their students, including those who do not volunteerDiscussion is not dominated by a limited number of students. StudentsTeachers use prompts and questions that result in students having

Survey Goal

All schools will have at least one of their five goals devoted toward improving the result of question asked on its most recent parent, staff, or student survey.

- The school will review the results from staff, parent, and student surveys and identify question from any of the three surveys for which it would like to have better results next year.
- The school will then identify its goal for the same question on next year's survey.
- The school would then develop a series of actions around reaching that goal.

TSI Schools

Similar to CSI schools, TSI schools may also pursue either the ESSA Indicator Option or the Effective Practices Option.

If the school pursues the ESSA indicator option, the goals will be specific to the subgroup(s) identified.

Evidence-Based Interventions

Selecting an Evidence-Based Intervention

SCEP teams have three different ways to select an evidence-based intervention

1. Selecting a State-Supported Evidence-Based Strategy

2. Identifying an EBI from a Research Clearinghouse

- What Works Clearinghouse
- Social Programs That Work
- Blueprints for Healthy Youth Development

Schools selecting this option must submit the clearinghouse score/rating

3. Identifying an EBI on their own

Schools selecting this option must submit the research it used to determine if it is an EBI.

Planning Actions to Meet the Goals

The actions will be broken into two sections:

1. August to January -- *the steps the school will take in the first half of the school year to meet the identified goals .*
2. January to June -- *the actions the school would take if it is on track with its plan and meets its mid-year benchmark.*

Mid-Year Benchmark

After identifying the August to January actions, schools will identify a Mid-Year Benchmark for each goal.

- The school will identify what it would expect to see in January to know it is on track to reach its goal.
- While this can be descriptive, schools should use quantifiable data when applicable.

SCEP Communication

Both the ESSA Indicator option and the Effective Practices option are intended to be things that can be communicated and emphasized to stakeholders throughout the year.

“As you know, one of our priorities this year is to reduce the number of students who are chronically absent...”

“As you know, one of our priorities this year is to increase student discussion...”

Vision for District Improvement

To develop a district-specific plan, a district must identify its needs and reflect on the effectiveness of current practices.

- NYSED will not be conducting District Needs Assessments in 2018-19
- Instead, districts will self-assess by completing the DCIP Planning Document.

DCIP Planning Document

The DCIP Planning Document will be submitted with the DCIP. It has seven sections:

1. Identifying the team
2. Identifying Areas of Need
3. Identifying Past and Present Root Causes
4. Considering the Effectiveness of Previous Strategies
5. Considering the Effectiveness of Previous 1003(a) spending (*re-identified districts only*)
6. Reflecting on the 18-19 DCIP (*re-identified districts only*)
7. Identifying Priorities

Identifying Areas of Need

Districts should consider multiple sources of information to identify areas of need. These may be organized into the same categories as what schools use for their SCEP, but the items may be different.

Identifying District Areas of Need

Review of Data

1. Interim Assessment Data
2. Survey Data
3. Achievement Data
4. Attendance/Behavior Data

Review of Practices

1. DTSDE school-level reports
2. DTSDE inventories
3. DTSDE self-reflections
4. District observation data

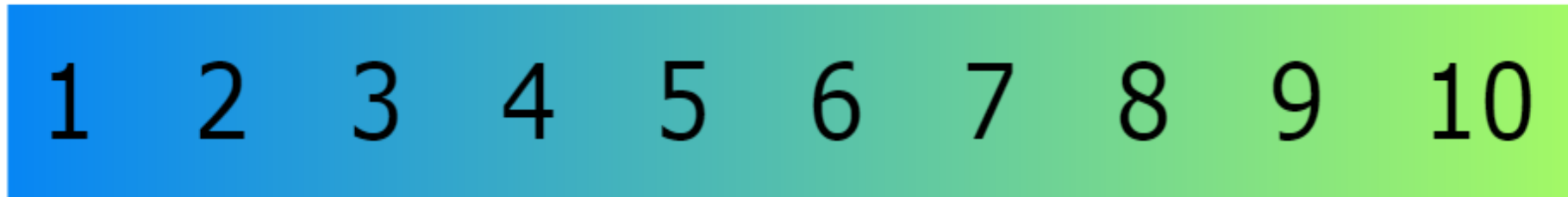
Review of Resources

1. District-level data concerning the equitable distribution of resources (financial resources, staff, etc.).
2. Staffing data and Enrollment Data

Feasibility and Impact

Districts will also examine how feasible it would be to address each root cause and the impact that would occur if the root cause was addressed.

Feasibility Scale



This is something
that is mainly outside
our control and it
would take a considerable
effort to truly address

This is something
that we should be
able to address
with ease

Feasibility and Impact

Districts will also examine how feasible it would be to address each root cause and the impact that would occur if the root cause was addressed.

Impact Scale

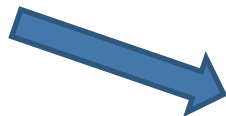


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Considering the Effectiveness of Previous Strategies

Click on the arrow to the left of the sections to expand the section.



DCIP PLANNING DOCUMENT

Section 4: Considering the Effectiveness of Previous Strategies

Directions: Before identifying strategies to address needs next year, Districts should reflect on the success of the strategies attempted in previously.

Re-identified Districts should complete section 4A

CLICK THE ARROW TO THE LEFT OF SECTION 4A TO OPEN SECTION 4A TO COMPLETE THE TEXT

Newly Identified Districts should complete section 4B

CLICK THE ARROW TO THE LEFT OF SECTION 4A TO OPEN SECTION 4A TO COMPLETE THE TEXT

- ▶ *Section 4A: Re-Identified Districts ONLY*
- ▶ *Section 4B: Newly Identified Districts ONLY*

Identifying Priorities

Both Newly Identified Districts and Re-Identified Districts will then review the District's responses in the previous sections and other data collected by the District to identify between three to five district priorities for next year.

After completing the District priorities, identify ways in which these priorities COULD be addressed in different Tenets.

For example, if a district priority is to reduce the suspension rate, this could be potentially addressed through Tenet 2 (school leadership), through Tenets 3 and 4 (Curriculum and Instruction), and through Tenet 5 (Social-Emotional Developmental Health).

Completing the DCIP

After priorities are identified, the District can proceed with writing their DCIP for the 2019-20 school year.

- Districts will have one goal for each DTSDE Tenet.
- Districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2019-20 DCIP, consider ways the priorities intersect so that the DCIP is aligned to support the pressing needs of the district.
- The six different goals do not need to be on six separate areas. They can be directed toward a small number of priorities.

THANK YOU!

Questions?

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