SCEP Planning Document

**Facilitator Guidance Document**

## Document Overview

This document is intended to assist teams with using the information they learned from the **Envision – Analyze – Listen** process to identify four specific components that will be part of their School Comprehensive Education Plan:

1. [**Commitments**](#_Part_1:_Identifying)
2. [**End-Of-The-Year Goals and Mid-Year Benchmarks**](#_Part_2:_Identifying)
3. [**Strategies**](#_Part_3:_Identifying) that will enable the school to reach its goals and benchmarks
4. [**Early Progress Milestones and Spring Survey Targets**](#_Part_4:_Identifying_1) that will serve as helpful signals that the school is on track

This document provides activities for a team to do together to identify each of the four components. School teams can determine which, if any, of the activities they would like to complete. Some school teams may already have other methods to arrive at each of these components. For example, a school team may want to keep their commitments similar to the ones identified last year, and therefore would have a different approach to the Commitment activity. **School teams are not required to complete any of these activities; instead, school teams should use the methods that make the most sense for them to arrive at each of the components listed.** Similarly, school teams are also welcome to modify any of these activities to best suit their needs. School teams are encouraged to review this document and utilize it to the extent they feel it will benefit the team prior to writing their plan.

## Why It’s Important

* Throughout the **Envision – Analyze – Listen** process, school teams will learn a lot of information about where the school is currently in relation to where the team would like the school to be. This step in the process is intended to assist school teams in narrowing their focus to ensure that the school community is not overextended, and that the work the school will undertake in the upcoming year is part of a cohesive, organized plan.

## How the SCEP Planning Document Fits into the Process

* The SCEP Planning Document is designed to be incorporated after the **Envision – Analyze – Listen** process has occurred and before the plan is written.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Needs Assessment and Plan Development Activities** | **Envision:** Exploring the Vision, Values and Aspirations for the school |  **Analyze:** Analyzing Internal and External Data | **Analyze:** Survey Data | **Analyze:** Completing and Discussing the Tenet 1 Inventory |  **Listen:** Interviewing Students | **Putting it all Together:**Completing the SCEP Planning Document | Writing the Plan | Plan Approval and Next Steps |

## Facilitator Guidance

### Prior to the SCEP Development Meetings

* Teams should be aware that while Facilitator Guidance is provided for developing each activity related to the four SCEP components, this does not necessarily mean that there will be one meeting for each component. While schools should complete the different components in the order in which they are presented, they should do so at a pace that is comfortable for their team. It is possible that a team may be able to complete multiple components in the same meeting, while other components may take multiple meetings to complete.
* Members of the team should review the notes from the *Envision* activity, the three *Analyze* activities (Analyzing Data, Analyzing Survey Data, Completing and Discussing the Tenet 1 Inventory), and the *Listen – Student Interview* activity.
* Members of the team should familiarize themselves with the 4 distinct components of the SCEP plan:
	1. Identifying Commitments
	2. Identifying End-of-The-Year Goals and Mid-Year Benchmarks
	3. Identifying Strategies
	4. Identifying Early Progress Milestones and Spring Survey targets
* The time estimates that follow are indications of the time these activities may entail, but facilitators should recognize that deliberation and consensus building are necessary for each of these three parts, and some discussions may occur in less time than indicated and other discussions may require additional time.

# Part 1: Identifying Commitments

## Conducting Your Meeting

### Making Connections Across Activities and Identifying Themes (15 – 20 minutes)

1. Ask the group prompts such as the ones below that connect what was shared during student interviews with what was explored earlier:
	* *During the Analyze activities, we used terms like “Notice” and “Wonder” when we came across data that caught our attention. What did we hear during student interviews that sheds light on what we were noticing or wondering when looking at data?*
	* *During the Envision activity, we considered principles and values that were important to us as a school community. What did we hear in the student interviews that connects to the principles and values we identified? What principles and values did the student identify?*

### Narrowing to Two to Four Commitments (15 – 45 minutes)

1. Based on what was learned thus far, ask the team to discuss the following questions:
	1. *In reviewing what has been learned thus far, what* ***areas of strength*** *have emerged that the school could build on to move closer to its vision, values, and aspirations?*
	2. *In reviewing what has been learned thus far, what* ***opportunities for growth*** *have emerged that the school could focus to move closer to its vision, values, and aspirations?*
2. Ask the group to consider how we might be able to narrow the list of potential things to prioritize into a narrow, feasible list of priorities, with prompts such as those below:
	1. *If the students we interviewed were here at the table with us right now, what would they be telling us we need to prioritize next year?*
	2. *What themes emerged across activities? How do these themes relate to the values and principles we identified during the Envision activity?*
* Share with the team that the school will need to identify at least 2 Commitments that will guide future efforts. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. At least one Commitment must be connected to Teaching and Learning, and schools can identify up to four Commitments if necessary. To see examples of what Commitments could look like, School teams may find it helpful to review the four Sample SCEPs:  1) [Cohesive, Relevant Curriculum](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-cohesive-relevant-curriculum.pdf), 2) [Deepening Connections](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-deepening-connections.pdf), 3)[Graduation Through Relationships](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-graduation-through-relationships.pdf), 4) [Graduation and Success Beyond HS](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-graduation-and-success-beyond-hs.pdf). Teams may also find it helpful to consider the following sentence starter to assist in identifying a commitment:

*This school is committed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

1. Ask the team:

*Based on this description of a commitment, what are two to four commitments we would like to identify in our improvement plan?*

Facilitator Guidance:

* Facilitators may find it useful to remind the group to use positive, asset-based language.
* For commitments outside of grade level/subject/content areas, the commitment should be something that most if not all staff can see a role for them. It may be helpful to find themes across ideas explored if the discussion is very narrow in scope. For example, rather than a commitment of “*This school is committed to students resolving conflicts on the playground*,” this could be expanded, “*This school is committed to students having skills necessary to resolve conflicts peacefully*.”
* If the team is struggling to narrow the list into a manageable number, the facilitator may want to incorporate a strategy such as “Diamond 9,” also known as “[Diamond Ranking](https://online.visual-paradigm.com/knowledge/brainstorming/what-is-diamond-ranking-strategy/),” which is designed to prompt discussion and consensus building to ultimately determine how to take nine different ideas and decide which ones should be prioritized.
* Commitments should connect to what emerged during at least one of the **Envision – Analyze – Listen** activities. The tables that follow may be used as guides to align the commitments.

**Commitment 1:**

|  |  |
| --- | --- |
| What will the school commit to in 2023-24 to make progress toward the school’s vision, values, and aspirations?  |   |

This Commitment helps support (indicate all that apply)

[ ]  The School’s Vision, Values and Aspirations (Envision)

[ ]  Themes from our review of data (Analyze)

[ ]  Themes from Stakeholder Surveys (Analyze)

[ ]  Themes from the Tenet 1 Inventory (Analyze)

[ ]  Themes from Student Interviews (Listen)

**Commitment 2:**

|  |  |
| --- | --- |
| What will the school commit to in 2023-24 to make progress toward the school’s vision, values, and aspirations?  |   |

This Commitment helps support (indicate all that apply)

[ ]  The School’s Vision, Values and Aspirations (Envision)

[ ]  Themes from our review of data (Analyze)

[ ]  Themes from Stakeholder Surveys (Analyze)

[ ]  Themes from the Tenet 1 Inventory (Analyze)

[ ]  Themes from Student Interviews (Listen)

**Commitment 3 (if applicable):**

|  |  |
| --- | --- |
| What will the school commit to in 2023-24 to make progress toward the school’s vision, values, and aspirations?  |   |

This Commitment helps support (indicate all that apply)

[ ]  The School’s Vision, Values and Aspirations (Envision)

[ ]  Themes from our review of data (Analyze)

[ ]  Themes from Stakeholder Surveys (Analyze)

[ ]  Themes from the Tenet 1 Inventory (Analyze)

[ ]  Themes from Student Interviews (Listen)

**Commitment 4 (if applicable)**

|  |  |
| --- | --- |
| What will the school commit to in 2023-24 to make progress toward the school’s vision, values, and aspirations?  |   |

This Commitment helps support (indicate all that apply)

[ ]  The School’s Vision, Values and Aspirations (Envision)

[ ]  Themes from our review of data (Analyze)

[ ]  Themes from Stakeholder Surveys (Analyze)

[ ]  Themes from the Tenet 1 Inventory (Analyze)

[ ]  Themes from Student Interviews (Listen)

*After identifying the Commitments the school will use, the team could choose to input the information in the* [*SCEP Outline Worksheet*](#_SCEP_Outline_Worksheet) *or place this in the SCEP document under Commitment.*

# Part 2: Identifying End-of-The-Year Goals and Mid-Year Benchmarks

## Conducting Your Meeting

### Identifying Annual Goals and Mid-Year Benchmarks Targets

After your team has identified the commitments the school will focus on for 2023-24, the team will then identify the specific improvements you hope to see as you implement your plan.

### Identifying Success Criteria and Determining Which Data to Use (20 minutes)

1. The first step in identifying annual goals and progress monitoring targets is to identify success criteria. For each of your Commitments, ask the team to **brainstorm a list of what progress toward that Commitment would look like at the end of the year.** At this stage it is ok to use vague descriptions such as: “Fewer office referrals” or “Students doing more projects.”
2. Have the team classify the ideas shared into one of three categories:
3. Student Data
4. Adult/Schoolwide Behaviors and Practices
5. Student Behaviors and Practices

As you do this, consider if any additional ideas should be added, especially for any category that is currently empty. It may be helpful to review the [DTSDE Framework](http://www.nysed.gov/common/nysed/files/programs/accountability/dtsde-framework.pdf) and [DTSDE Phases of Implementation](http://www.nysed.gov/common/nysed/files/programs/accountability/dtsde-phases-of-implementation_0.pdf) for examples of improvements to behaviors and practices.

1. The team may want to think about whether the information learned through each type of data will be worth the effort it will take to collect and analyze that data. Consider:
	* Does a process for collecting/analyzing this data already exist?
	* Can a current process be modified to include collection of this data (i.e., modifying a walkthrough tool)?
	* Can this data be collected in conjunction with current processes (i.e., by including additional look-fors when analyzing student work)?
	* Will collection/analysis of this data require the creation of a new system?
	* Do you have the resources (time, people, etc.) that will be needed to collect and analyze this data?
	* Can the same information be learned from other data or is there other data that is highly correlative?

Examples:

* *Conducting focus groups may require considerable time and involve instituting a new process. A school may want to consider soliciting frequent feedback through others means, such as online survey tools or a tool like the* [*PERTS*](https://www.perts.net/elevate) *survey.*
* *Analyzing the time students spend using an online remediation program does not provide information that helps to predict improvements in student performance so this may not be the best data to use.*
* *Your instructional coach is already conducting walkthroughs to collect data on teacher implementation of a new discussion protocol. It would be easy to modify the walkthrough tool to also include data on student-led discussions, which would be useful in determining the impact of the protocol.*

Referencing the list generated above, ask the group to create a new chart:

|  |  |  |
| --- | --- | --- |
|  | **Data Sources That Currently Exist That Would Be Helpful in Gauging Progress** | **Data Sources We May Want to Generate** |
| Student Data |  |  |
| Adult/Schoolwide Behaviors and Practices |  |  |
| Student Behaviors and Practices |  |  |

1. Before advancing to the next step, consider if the data sources identified provide a robust picture of success. If not, discuss with the group where to add to the chart.

To assist the team with ensuring there is a robust picture of success consider the following:

* Consider that data concerning behaviors and practices that relies entirely on the frequency something occurs may not address the quality of the behavior or practice.
* If the team is identifying an overreliance on data that involves the frequency something occurs, the team should consider adding data sources that can yield insights into quality, such as rubrics or survey data. For example, a school team that is considering a metric on the frequency of posted learning targets would benefit from also having a student survey question that addresses why learning targets are being emphasized, such as “*How do you feel about this statement: ‘It is clear to me what is being taught during each lesson.’*”

### Determining Annual Goals (10 minutes)

1. Now that the team has identified data sources to use, the team will now identify specific targets. Ask the team to start with **data sources that currently exist** and reference the most recent data from the data source.

 Ask the team: “*Knowing that our recent data showed [most recent data source], what do we see as an appropriate goal for the end of the next year?”* Repeat this for data sources that currently exist that the team will want to use next year.

|  |  |  |
| --- | --- | --- |
| Data Source | Most Recent Data (22-23) | Goal for the end of 2023- 2024 |
| *ex. Student suspensions* | *33 suspensions* | *5 suspensions* |
|  |  |  |

1. For **data sources that would need to be generated**, discuss with the group what a reasonable goal would be for the end of the 2023-24 school year. Repeat this for new data sources that the team will want to introduce next year.

### Determining Mid-Year Benchmarks (10 minutes)

**FACILITATOR BACKGROUND NOTES**: Before selecting the mid-year benchmark, there are four important points the facilitator will need to consider:

* It is important to emphasize that a mid-year benchmark is not always going to be the halfway point toward the end-of-the-year benchmark. For example, a school that has an end-of-the-year target on office referrals that knows that office referrals tend to spike at certain points will want to account for that when identifying a mid-year benchmark.
* For any type of mid-year benchmark related to percent of students chronically absent, the mid-year benchmark should not be more than the end-of-the-year target – otherwise the school would be off-track to meet the end-of-the-year target.
* It could be helpful to use data you may have from halfway through the current school year or halfway through the previous school year as a reference point. For example, if a team knows that halfway through the school year this year there were 77 office referrals and halfway through the preceding school year, there were 82 office referrals, the team will want to have a mid-year benchmark that is an improvement from previous years.
* Teams should also remember that the mid-year benchmark may not occur at the exact mid-point of the year. Teams will want to take into consideration when specific data are available based on factors such as the school calendar and the assessment calendar and identify a benchmark with this in mind. In some instances, the data collection may occur before the halfway point in the school year, and in other instances, it may occur beyond the halfway point.
1. Using the end-of-the-year targets identified, the team will now work together to identify a mid-year benchmark. Ask the group the question below for each end-of-the-year goal:
* *To achieve the end-of-the-year goal, where do we need to be halfway through the year?*

|  |  |  |
| --- | --- | --- |
| Data Source | Goal for the end of 2023- 2024 | Mid-year benchmark |
| *ex. Student suspensions* | *5 suspensions* | *2 suspensions* |
|  |  |  |

1. Ask the group:
* *Before advancing, let’s keep in mind that progress is not always linear. Is there anything to adjust to our benchmark in recognition that we may see more progress in one half of the year than in the other half of the year?*

Make any adjustments needed based on the discussion.

Repeat the steps above for each Commitment.

*After identifying the End-of-The-Year Goals and Mid-Year Benchmarks the school will use, you may input the information in the* [*SCEP Outline Worksheet*](#_SCEP_Outline_Worksheet) *or place this in the SCEP document under Goals.*

# Part 3: Identifying Strategies

## Conducting Your Meeting

After your team has identified WHAT it is hoping to achieve by identifying Commitments, Annual Goals, and Mid-Year Benchmark Targets, it can then begin to consider HOW it will achieve what has been discussed. This is the step in the process in which teams will begin to explore the strategies that will allow them to reach those goals and targets.

This step in the planning document is intended to assist school teams with identifying strategies. At a later point while writing the plan, the team will need to identify a schedule for advancing these strategies throughout the year.

### Charting What Might Change and Identifying Strategies

1. Share with the team that the next task the team will do will be to identify **HOW** it will reach the goals and targets identified.
2. Share with the team the following:

“*Not everything going on in the school will be part of the Continuous Improvement plan. As part of the Continuous Improvement process, we will need to be thinking about what will look different next year, and those things that will look different are what should make it into the plan. We are going to do some activities designed to get us thinking about what could look different to help us advance our commitments. These activities will revolve around three terms:*

* + ***Amplify*** *– things that we should grow or expand*
	+ ***Sunset*** *– things that we should consider no longer doing*
	+ ***Create*** *– things that we should start doing*
1. Share a version of the chart below:

**Commitment:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Amplify** | **Sunset** | **Create** |
| **Tenet 1 Systems and Structures Inventory** |  |  |  |
| **Data Analysis**  |  |  |  |
| **Student Interviews** |  |  |  |
| **Implementation Levers and Anything Else** |  |  |  |

1. Start with the first commitment identified. The team will first consider that commitment in relation to the Tenet 1 Systems and Inventory. Ask the team: “*In order for us to advance toward [Commitment], are there things that emerged from the Tenet 1 Inventory discussion that we should be considering as something we should amplify, sunset, or create*?
2. Record the ideas shared. Remember not everything shared at this point needs to be in the plan.
3. After discussing the Tenet 1 Inventory, ask the team “*In order for us to advance toward [Commitment], are there things that emerged from the external, internal, or survey analysis that we should be considering as something we should amplify, sunset, or create*?” Record the answers shared.
4. After discussing ideas from the Data Analysis, ask the team: “*In order for us to advance toward [Commitment], are there things that emerged from the Student Interviews that we should be considering as something we should amplify, sunset, or create*?” Record the answers shared.
5. After discussing the Student Interviews share with the team: “*We are going to now have a chance to share anything else that may be ways to advance the commitment. Before we open up the discussion on what we may want to amplify, sunset, or create, we are going to look at some strategies identified by NYSED that may be helpful for us to consider.*” Distribute the three Implementation Levers handouts: [Organizing Adults](http://www.nysed.gov/common/nysed/files/programs/accountability/organizing-adults.jpg), [Centering Students](http://www.nysed.gov/common/nysed/files/programs/accountability/centering-students.jpg), and [Linking Teaching and Learning](http://www.nysed.gov/common/nysed/files/programs/accountability/linking-teaching-and-learning.jpg). Ask the team to look these over for approximately two minutes. Then ask the team: “*In order for us to advance toward [Commitment], are there things we have not yet covered that we should be considering as something we should amplify, sunset, or create*?” Record the ideas shared.
6. Share that all plans must have at least one evidence-based intervention. Share the [NYSED Evidence-Based Intervention](http://www.nysed.gov/accountability/evidence-based-interventions) webpage, along with the list of [State-Supported Evidence-Based Strategies](http://www.nysed.gov/accountability/state-supported-evidence-based-strategies). Ask the team, “*Are there ways to leverage any of the strategies listed to advance this commitment?*”
7. After the chart has been completed for the Commitment, share with the team that we are looking for 1 to 4 ideas of ways we could advance this commitment that:
8. Would allow us to reach our end-of-year goal and mid-year benchmark
9. Would allow us to see growth within that year, so that what we are doing later in the year builds off what was done earlier and is more refined than how we started the year
10. Could be something we could potentially provide professional learning around
11. Could be something the school could get behind
12. Is a logical next step for the school based on where it is currently
13. The ideas that emerge from this discussion can serve as the strategies in the Continuous Improvement Plan. Teams may also want to set time aside to explore in more detail the strategies identified through the clearinghouses referenced on the [NYSED Evidence-Based Intervention](http://www.nysed.gov/accountability/evidence-based-interventions) webpage. In addition, be sure to preserve the ideas offered during the Amplify/Sunset/Create activity to see if any of these not identified as strategies for the improvement plan could be accomplished outside of the plan.

**Repeat the activity above for the second Commitment, and if applicable, the third/fourth Commitment**.

### Considering Feasibility

1. After the team has generated a list of strategies that would help the school advance its commitment and achieve its goals, the team should review what will be needed to effectively implement all the strategies you have selected. Before making a final decision about the strategies that will be included in your SCEP, it will be important for the team to consider how much your school will be able to accomplish in one school year. Ask the team “*Before moving forward with these strategies, are there things we have learned from past initiatives or continuous improvement efforts that may make us want to reconsider the strategies we have identified?”*
2. Make any adjustments needed based on the discussion.
3. Share with the team: “*Given that time and resources are finite, anything we start doing next year will mean less attention to devote toward things we are currently doing. Are we comfortable moving our attention away from certain practices? Do we know what that might entail*?
4. Make any adjustments needed based on the discussion.
5. Share with the team: “Before we move forward, we just need to make sure that what we are saying is doable.” Ask your team to use the scale below to rate the feasibility of implementing all of these strategies in 2023-24.

**Feasibility Scale**



|  |  |  |  |
| --- | --- | --- | --- |
| *It will be difficult to implement all of these in one year.* |  |  | *We envision minimal to no challenges to implement all of these strategies in one year.*  |

If it does not seem feasible that you will be able to fully implement all of the strategies in one school year, consider narrowing your focus to include those that will have the greatest impact and/or those that will easily support each other in moving your school forward. Also consider whether involving additional stakeholders to the discussion would make implementation more feasible.

### Planning These Strategies Over the Course of the Year

After agreeing to strategies, the team will need to plan the strategies over the course of the year. This can happen later in the plan writing process, though teams that identify [Early Progress Milestones](#_Early_Progress_Milestones) around the implementation of their strategies ([see Part 4](#_Part_4:_Identifying)), will need to have an understanding of how the strategy will be supported at the start of the school year to develop an Early Progress Milestone.

Teams should be considering the sequence of activities necessary to meet the mid-year benchmark and end-of the-year goal by thinking in terms of what should happen first, then what should happen after that, and then what should happen following that.

In order to fully develop the strategies identified in the improvement plan, it may be necessary for team members to research or gather more information about individual strategies. As a result, multiple meetings may be necessary for the plan writing part of the process.

By the time the plan is written, teams should have identified the steps that will be needed to fully implement that strategy, including a plan to monitor and support implementation, identified who will be responsible for implementing the different components of each strategy, and identified what implementation will look like at different points in the school year.

*After identifying the Strategies, you may input the information in the* [*SCEP Outline Worksheet*](#_SCEP_Outline_Worksheet) *or place this in the SCEP template under Strategies. The sequence of activities identified to fully implement the strategy should be documented under the methods section of the SCEP template.*

# Part 4: Identifying Early Progress Milestones and Spring Survey Targets

## Conducting Your Meeting

After your team has identified its commitments, end-of-the-year goals, mid-year benchmarks, and strategies to achieve those goals and advance those commitments, the team is ready to identify its Early Progress Milestones and Spring Survey Targets.

### Early Progress Milestones

**Background:** The Early Progress Milestone is intended to be a progress check around 6-10 weeks into the school year.

In recognition that the data used for the end-of-the-year goal and mid-year benchmark may not be data that is available on a quarterly basis, schools may choose to identify an implementation-related milestone in lieu of a quantitative milestone. Implementation-related milestones will connect to where the team envisions the school will be with a specific strategy if the implementation of that strategy during the first six to ten weeks is considered a success. This could be a qualitative statement, or it could be a quantitative goal related to schoolwide behaviors and practices or student behaviors and practices.

1. Share with the team “*The next step is to identify where we hope to be with each Commitment around 6 to 10 weeks into the school year. We have two options for this:*
	* 1. *We could select a quantitative data point. This may make the most sense if the data we use for the mid-year benchmark is available 6 to 10 weeks after the school year starts.*
		2. *We can identify the behaviors and practices we hope to see as a result of implementing one or more of our strategies.*

*For this commitment, what makes the most sense?*

1. If the team chooses a quantitative data point similar to the data used for the mid-year benchmark, then the team can move to the next Commitment. If the team decides to identify the behaviors and practices it hopes to see, the team would advance to the step below.
2. Ask the team to consider what success would look like 6 to 10 weeks into the year with a specific strategy. This can be either a qualitative description of adult or student behaviors and practices, or it could be a quantitative figure related to adult or student behaviors and practices. Whatever is identified should be a reasonable expectation 6 to 10 weeks into the school year.
3. Teams may consider having multiple Early Progress Milestones to help them determine if the strategies identified are working as envisioned.

*After identifying the Early Progress Milestones, input the information in the* [*SCEP Outline Worksheet*](#_SCEP_Outline_Worksheet) *or place this in the SCEP template under Early Progress Milestones.*

### Spring Survey Questions and Goals

**Background:** Schools should conduct a survey in the spring in advance of writing next year’s plan. The timing of this survey will allow schools to use the information to inform next year’s plan, along with using the information to inform progress with this year’s plan. Just as the Early Progress Milestone serves as a way to gauge progress in the Fall and the Mid-Year Benchmark is a way to gauge progress in the Winter, the Survey allows the school to gauge progress in the Spring.

1. Share with the team that they will review the current survey tool to identify survey questions that will yield data to determine improvement as a direct result of the work being done toward each specific commitment. As a team, start with one commitment and select one of the stakeholder surveys to review. Ask the team “*What questions that we ask [stakeholder group] are the best indicators of whether we are making progress with this Commitment? If none jump out, should we create a new question?”*
2. For each question identified, have the team reflect on the most recent results for that question, and what the team thinks would be an appropriate target for next spring based on the efforts the school envisions undertaking next year. Record each goal identified. If a new question is written, identify a target the school would like to reach by the spring.
3. Repeat the process above with the other two stakeholder surveys.
4. After reviewing the three stakeholder surveys to identify questions that would be good indicators of progress for one commitment, repeat the steps above for the remaining commitments.

*After identifying the Survey Questions and Goals, you may input the information in the* [*SCEP Outline Worksheet*](#_SCEP_Outline_Worksheet) *or place this in the SCEP document under Spring Survey questions and desired responses**.*

NEXT STEPS

You have now completed the SCEP Planning Document. The information from the [SCEP Outline Worksheet](#_SCEP_Outline_Worksheet) can used to complete your 2023-24 SCEP.

# SCEP Outline Worksheet

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Commitment 1** | **End-Of-The-Year Goal** | **Mid-Year Benchmarks** | **Key Strategies** | **Spring Survey Questions and** **Goals** | **Early Progress Milestones** |
| **1** |  |  |  |  |  |  |
|  | **Commitment 2** | **End-Of-The-Year Goal** | **Mid-Year Benchmarks** | **Key Strategies** | **Spring Survey Questions and** **Goals** | **Early Progress Milestones** |
| **2** |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Commitment 3** | **End-Of-The-Year Goal** | **Mid-Year Benchmarks** | **Key Strategies** | **Spring Survey Questions and** **Goals** | **Early Progress Milestones** |
| **3*****(optional)*** |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Commitment 4** | **End-Of-The-Year Goal** | **Mid-Year Benchmarks** | **Key Strategies** | **Spring Survey Questions and** **Goals** | **Early Progress Milestones** |
| **4*****(optional)*** |  |  |  |  |  |  |