

Assembling Your Improvement Planning Team

Before initiating any needs assessment or improvement process, school leaders must establish a diverse team responsible for designing, promoting, communicating, and monitoring the continuous improvement plan.

Why It's Important

- It is important that members of the school community believe in the improvement plan and can mobilize around the concepts captured in the plan. This is best accomplished by ensuring that a **range of voices** are included in the creation of the plan.
- Engaging a variety of stakeholders generates enthusiasm and ownership of the plan and its initiatives.
- While schools identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI) must submit plans for approval, the primary audience for the plan is the **school community**. It is important that members of the school community believe they had a voice in the development of the plan.

Ensuring Meaningful Participation

- As part of the collaborative process, school leaders should consider both **WHO** is involved in the development of the plan, along with **WHAT** team members do as part of their participation in developing the plan.
- For schools identified for TSI, ATSI, and CSI, Commissioner's Regulation 100.21 requires that plans demonstrate evidence that stakeholders have meaningfully participated in the development of the plan. To meet the expectation of meaningful participation, these schools will need to fulfil the criteria outlined in [CSI, ATSI, and TSI-Specific Guidance](#).

Identifying Team Members

- School leaders should assemble a diverse team that represents a broad cross-section of the school community.
- The individuals selected to participate in the improvement planning process will influence the quality of the process, perceptions about the credibility of the process, and momentum and enthusiasm around the strategies and progress targets identified. It is essential that participants are selected for their insights and contributions rather than simply for their willingness to endorse the school leader's ideas.
- The Improvement Planning Team will reconvene during the upcoming school year as the plan is implemented to consider if the plan is resulting in the progress initially envisioned when it was written. School leaders may want to prioritize identifying team members that will remain with the school during the upcoming year.
- Improvement plans should be developed by a team representing multiple constituencies within the school. Schools should be sure to follow any existing current local agreements concerning shared decision-making and participation on shared decision-making teams.

What Being a Team Member Entails

- The Continuous Improvement process outlined by NYSED anticipates that the school team will engage in the Envision-Analyze-Listen needs assessment and plan development process:

Activity 1: Analyze: Data Variation Initial Investigation

Activity 2: Analyze: Data Variation Share and Discuss

Activity 3: Analyze: Survey Data

Activity 4: Listen: Student Interviews

Activity 5: Envision: Reflect, Synthesize, and Plan

- Team members should participate in activities 2, 3, 4, and 5. [Additional guidance](#) is available for those participating in the CSI, ATSI, or TSI support models.
- The plan is designed to be monitored throughout the year by members of the team. Those identified to participate in developing the improvement plan should also anticipate reconvening throughout the school year to discuss implementation and monitor impact.

Considerations to Promote Inclusion

- School leaders may want to be intentional to consider ways to hear the voices or perspectives that have historically been underrepresented in the decision-making process. School leaders may also want to consider ways to remove barriers to participation.
- Some strategies schools have used in the past include offering translation and childcare during the meeting or leveraging technology and providing a virtual meeting option. It is important that the improvement plan and process are open and accessible to the full school community.

Teams may also find the Department's resources on [Culturally Relevant and Sustaining Practices](#) useful in exploring this topic further.

CSI, ATSI and TSI-Specific Guidance

- Schools identified for CSI, ATSI, and TSI can determine the size of the team, consistent with local collective bargaining agreements, including the minimum and maximum number; however, certain constituencies must be involved in the development of the SCEP:
 - School leaders
 - Teachers
 - At least two parents/guardians who are not school employees
- **At least one parent and two teachers** must be present for Activities 2 to 5 outlined above and attend at least one of the meetings devoted to writing the plan.
- If a district's 100.11 shared decision-making plan lacks required stakeholders, additional participants must be included as non-voting members and be provided opportunities to share their perspectives during these meetings.
- Schools identified for ATSI and TSI must have a means of incorporating the perspectives of both parents of students from the identified subgroup(s) and teachers responsible for students from the identified subgroup(s).
- If the school identified for ATSI or TSI already has an existing shared decision-making structure that does not include the constituencies outlined in the preceding bullet, the SCEP Development Team will need to be sure to consult each of these constituencies during the development and finalization of the SCEP. Districts shall return any plan that does not demonstrate sufficient outreach with the consistency groups representing the identified subgroup(s).
- Meetings should be scheduled at times and locations accessible for team members and incorporate child-care and translation services when applicable. Title I 1003 School Improvement Grant funds can be used for this purpose.