

Facilitator Guidance Document

Needs Assessment and SCEP Development Meetings

Why These Are Important

- These meetings are intended to support schools as they undertake the school-led Needs Assessment and develop their improvement plan.
- The improvement planning process is just as important as the product that emerges from the process. Teams that embrace the process of coming together to identify their shared vision, values, and aspirations, analyze data and existing systems, and listen to students and one another are ideally suited to not just write a quality improvement plan, but also to build momentum across the school and develop a shared interest in the success of the school moving forward. These meetings are intended to support the schools in the process of developing a plan to lay the foundation for future continuous improvement efforts.

How the SCEP Development Meetings Fit into the Process

- These meetings are intended to occur around specific points in the process rather than during specific weeks or months.
- There are two meetings set aside for the Needs Assessment process – one at the start of the Needs Assessment and one toward the end. Similarly, there are two meetings set aside for the plan writing process – one at the start and one at the end.

SCEP Needs Assessment and Plan Development Activities	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: 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
When Meetings Occur During the Process	Mtg 1				Mtg 2			
						Mtg 3		
								Mtg 4

Meeting Objectives

- **Meeting 1:** Support the school as it assembles its team and begins the Needs Assessment activities.
- **Meeting 2:** Support the school in making sense of the information that was learned through the Needs Assessment activities before it writes its plan.
- **Meeting 3:** Support the school with the plan writing process.

- **Meeting 4:** Approve the plan and explore next steps with the school.

Facilitator Guidance

Customization and Adaptability

- These meetings are designed to provide shoulder-to-shoulder support with a school as it explores its vision, values, and aspirations, analyzes its data, and structures, and listens to its stakeholders as part of its school-led Needs Assessment. These meetings are intended to support the school in using the information learned through these activities to write its plan, as opposed to ensuring that the school completes the activities. This objective will best be achieved if there is trust between the facilitator and the school team. With that in mind, it is important that the facilitator understands that there is room for flexibility and adaptability as part of this process and that a school is going to feel most comfortable seeking assistance when there are conditions that support trust.
- The length of these meetings will vary from school to school, and schools that are interested in more frequent opportunities to connect with the meeting facilitator (i.e., District or NYSED rep), should feel comfortable asking for this support and know that their facilitator is able to provide that level of additional support. Similarly, though these meetings are outlined as virtual meetings, facilitators should be prepared to offer in-person support if a school recognizes that meeting with the facilitator in the school building may be more helpful. NYSED will do its best to accommodate these requests.
- Facilitators should also be aware that in order to “meet schools where they are,” more guidance may be needed for schools newly identified for additional support while less may be needed for schools re-identified for additional support, with the caveat that schools re-identified will have an additional step during these meetings that involves reflecting on the implementation of the previous improvement plan.

Meeting #1

Purpose

Support the school as it assembles its team and begins the Needs Assessment activities.

Scheduling

At the onset. It could occur either before or after *Envision* but will need to occur before *Analyze*.

Participants

The principal plus whomever the principal is interested in including (as scheduling permits)

Topics to Explore

- Assembling the Team
- Planning Future Team Meetings
- Conducting an Envision Activity
- Identifying Data to use for Analyze Data Activity
- Identifying a Survey Tool and Conducting Surveys
- Considering Systems and Structures
- Reflecting on Current SCEP (Re-Identified Schools)
- Next Steps

Facilitator Self-Check

By the end of the meeting, the facilitator should have provided space for the school to discuss:

- What they are considering for who will be on the team, and why;
- What they are considering as a way for the team to explore its vision, values, and aspirations, and why;
- What data they are considering and why;
- What they are considering for surveys, and why;
- What they are considering for the Tenet 1 Systems and Structures Inventory, and why;
- Ways they are thinking of modifying the activities to make them fit with the school;
- Ways they are thinking of communicating with stakeholders beyond the team about the improvement planning process;
- Schools re-identified for support: Takeaways from planning and implementation process over the past year.

Potential Points of Entry

Assembling the Team and Planning for Meetings

- How have you identified the teachers that will participate?
- How have you identified the parents or family members that will participate?
- The individuals developing the plan will be instrumental in designing, implementing, and communicating the plan. Why are these the right individuals for this work?
- How will you schedule the various SCEP Team meetings in the months ahead so that you can be sure to meet with the team at least seven separate times?
- Would it be beneficial to leverage technology to increase participation?

- Would it be beneficial to use SIG Planning funds to support these meetings occurring after school to minimize students having substitute teachers?
- Would it be beneficial to offer childcare?

Conducting an Envision Activity

- Have you had a chance to review the activity? Are you planning to facilitate it as it is written, or modifying it?
- If you have already conducted the activity: what themes emerged regarding Organizing Adults? What themes emerged regarding Centering Students? What themes emerged regarding Linking Teaching and Learning?
- If you have recently conducted a different envisioning activity: what shared values and principles emerged among the team? Where did differences of opinion emerge? How accepted and understood are the aspirations that were identified? How defined is the school's identity beyond the team? If you would have had different people present at that meeting, would you have heard the same ideals and principles? How does the school you envisioned compare to the current reality?

Identifying Data to use for Analyze Data Activity

- What data will you be reviewing (academic, behavioral, attendance, other)?
- What format is the data currently in? Will it need to be modified to make it easier to review/to ensure confidentiality?
- How might you incorporate longitudinal data into your activity?
- Will you be following the data protocol provided by NYSED, or is there a different one you will use? If so, how might the activity look different?
- How do you plan to ensure data literacy so that all members will understand what the data are showing?
- What experiences do the members of the team have with using a data protocol? Are there ways they can be supported?

Identifying a Survey Tool and Conducting Surveys

- What is important for you when identifying a survey tool?
- What is the timeline for choosing, administering, receiving, and analyzing survey results?
- (If survey results are not from this Spring) How might you capture current stakeholder perceptions to reflect the work you have been doing since your last survey?
- What has been the school community's experience with surveys in the past? Are there things that should be considered because of those experiences?
- How might you incorporate longitudinal data into your activity?
- How will you promote the surveys and emphasize their purpose as a feedback tool?

Considering Systems and Structures

- Have you had a chance to look at the Tenet 1 Systems and Structures inventory?
- Which of the systems are you thinking it makes sense for your team to explore?

Reflecting on Current SCEP (Schools Re-Identified for additional support)

- Reflecting on last year's SCEP development process, what went well? What might you want to do differently this year?

2023-24 SCEP Development Virtual Meetings

- Do you feel the Commitments you selected for 2022-23 helped move the school closer to the school you want to be?
- Were you able to implement all the strategies as intended? If not, what do you think prevented you from doing so?
- Were you able to achieve the outcomes identified in the Gauging Success column? How do you know? If not, what do you think prevented you from doing so?
- Are you on track to achieve the end-of-year outcomes identified? How do you know? If not, what do think has prevented you from being on track?
- What worked well that you will want to bring forward into your 2023-24 SCEP?
- Where do you see opportunities for growth when planning/implementing your 2023-24 SCEP?

Tools and Resources That May Be Useful

- Assembling Your Improvement Planning Team Guidance
- Envision: Exploring Your Vision, Values, and Aspirations Guidance
- Analyze: Internal and External Data Guidance
- Analyze: Survey Data Guidance
- Analyze: Tenet 1 Systems and Structures Inventory
- 2022-23 SCEP (if applicable)

Meeting #2

Purpose

Support the school in making sense of the information that was learned through the Needs Assessment activities before it writes its plan.

Scheduling

Should occur after *Analyze*. Depending on timing, it may occur either before or after *Listen (Student Interviews)* and the completion of the *SCEP Planning Document*. It should occur before the team begins writing the plan.

Participants

The principal plus whomever the principals is interested in including (as scheduling permits)

Topics to Explore

- Themes that Emerged from the Envision Activity
- Themes that Emerged from Analyzing Internal and External Data
- Themes that Emerged from Surveys
- Themes that Emerged from the Tenet 1 Systems and Structures Inventory
- Student Interviews
- SCEP Planning Document
- Next Steps

Facilitator Self-Check

By the end of the meeting, the facilitator should have provided space for the school to discuss:

- Common values and aspirations from the team;
- Takeaways from the surveys;
- Noticings and wonderings from analyzing data;
- Systems and Structures that the school may want to put attention toward;
- Student Interviews;
- The school's plan for identifying Commitments, benchmarks, strategies, and milestones.

Potential Points of Entry

Envision Activity (*if this was not completed prior to Meeting #1*)

- What themes emerged when the team explored its vision, values, and aspirations?

Stakeholder Surveys

- What did you learn when reviewing your survey data (parents, students, and staff)?
- What surprised you?
- What similarities did you see in the responses from each stakeholder group? What differences?
- What are you still curious about or want to learn more about?

Data Analysis

- What did you learn when reviewing the different types of data (academic, behavioral, attendance, other)?
- What surprised you?
- What trends and patterns did you see?

- Successes? Opportunities for growth?
- Connections across the different types of data?
- What are you still curious about or want to learn more about?

Tenet 1 Inventory

- What did you learn from completing the inventory?
- What successes did you identify? What opportunities for growth?
- What systems do you want to explore further?

Student Interviews

- *If Student Interviews have not yet been completed*
 - How will you select students to ensure that the students interviewed are representative of the student body (grade-levels, academic abilities, behaviors, cultures, etc.)
 - What is the plan for providing students with the interview questions in advance?
 - What makes the most sense for your school in terms of scheduling interviews?
 - Who will conduct the interviews? How will teachers and parents be involved?
 - How will you prepare those that are conducting the interviews?
 - Developing interview questions
 - How will you ensure that the questions are age appropriate for all grade-levels being interviewed?
 - Looking at the questions that remain after completing *Analyze* activities, are there areas where students can provide additional insight?
 - It may be necessary to probe further with follow-up questions, such as, “Can you say more about that?”
 - How will you capture what was shared and share it with the entire SCEP team?
- *If Student Interviews have already been conducted*
 - What did you learn from listening to students?
 - What there anything that surprised you?
 - What themes emerged (i.e., successes, opportunities for growth)
 - How does what you learned from the Student Interviews connect to what you learned through the *Analyze* activities? Were you able to gain insight into the questions that remained after completing the *Analyze* activities?

SCEP Planning Document

- *If the team has not completed the SCEP Planning Document*
 - Do you have any questions about how to complete any parts of the SCEP Planning Document?
 - What is the plan to complete this document (keeping in mind that this must be completed prior to writing your SCEP)?
- *If the team has completed all or part of the SCEP Planning Document*
 - See the Guidance for Meeting 3 for Potential Points of Entry depending on where the school is in completing the SCEP Planning Document

Tools and Resources That May Be Useful

- Envision: Exploring Your Vision, Values, and Aspirations Guidance
- Analyze: Internal and External Data Guidance
- Analyze: Survey Data Guidance
- Analyze: Tenet 1 Systems and Structures Inventory Guidance
- Listen – Interviewing Students Guidance
- SCEP Planning Document

Meeting #3

Purpose

Support the school with the plan writing process.

Scheduling

Should occur after the team has completed the *SCEP Planning Document*. A draft plan could be in development.

Participants

The principal plus whomever the principal is interested in including (as scheduling permits).

Topics to Explore

- Identifying Commitments
- End-of-Year Goals and Progress Monitoring Targets
- Planning Your Strategies
- Next Steps

Facilitator Self-Check

By the end of the meeting, the facilitator should have provided space for the school to discuss:

- How the Commitments identified connect to what was learned through the *Envision, Analyze, and Listen* activities and how they will move the school closer to its vision, values, and aspirations.
- How the school identified the success criteria in its draft plan.
- Why the school selected the strategies within their draft plan.

Potential Points of Entry

Identifying Commitments

- How did you use what was learned through the *Envision, Analyze, and Listen* activities to identify your Commitments?
- How do your Commitments connect to the school's vision, values, and aspirations?

End-of-Year Goals and Survey Responses

- How did you decide which data to use to for your end-of-year goals? How did you identify your end-of-year targets?
- How do your goals connect to your Commitments?
- How do you envision that your goals will move you closer to your school's vision, values, and aspirations?
- Do your goals identify what specifically you will look for at the end of the year to know that your plan has been successful?
- Are your goals clearly defined so that it will be easy to determine whether they have been achieved?
- Are your goals written in language that will be understandable to all stakeholders?
- How did you select the survey questions that you will use to monitor your progress?
- How do these questions connect to your Commitments?
- How will improving responses to these questions move you closer to your school's vision, values, and aspirations?

Progress Monitoring Targets

- How did you develop your targets?
- How will these targets allow you to know if you are on track to achieve your end-of-year goals?
- What is the plan to collect and review data during the year?

Planning your Strategies

- How did you select these strategies?

- How do the strategies align to your Commitment?
- What is your plan for implementing each of the strategies (timelines, who is responsible, key activities)?
- If the plan includes strategies that the school is already implementing, how will implementation be strengthened/expanded to move the school forward?
- Do your strategies include at least one Evidence-Based Intervention?
- What resources are you going to need to implement these strategies (time, money, personnel, etc.)? What is your plan to ensure that these resources are available?
- What supports will you need from your district?
- What is your plan to monitor and support implementation of these strategies?
- Do you foresee any obstacles to implementation? If so, what are some steps you might want to take to address them?
- How will these strategies lead to achieving the goals you have identified?
- How are you involving different stakeholder groups (teachers, families, students) in the implementation of your strategies throughout the year?

Tools and Resources That May Be Useful

- SCEP Planning Document
- SCEP Template

Meeting #4

Purpose

Approve the plan and explore next steps with the school.

Scheduling

Should occur after the plan has been written.

Participants

The principal plus whomever the principals is interested in including (as scheduling permits).

Topics to Explore

- Approving the Written Plan
- Leveraging SIG Funding and Communicating Needs to the District
- Preparing for Implementation

Facilitator Self-Check

By the end of the meeting, the facilitator should have provided space for the school to discuss:

- How the school will be communicating its needs to the district
- How the school will prepare for the roll-out of its plan

Potential Points of Entry

Approving the Written Plan

- Does the plan meet all of NYSED's SCEP Expectations?
 - The plan identifies 2 to 4 Commitments, and the plan describes why those Commitments were selected.
 - The plan articulates strategies that will advance each of its Commitments, what these strategies entail, and the resources necessary for successful implementation.
 - The plan identifies specific quantitative and/or qualitative data that the school will look for during and at the end of the year to know that the strategies are having the desired impact.
 - The plan describes how the Student Interviews informed the plan.
 - The plan identifies an Evidence-Based Intervention and indicates how the Evidence-Based Intervention will support the Commitment(s) identified.

Leveraging SIG Funding

- What resources will you need to support implementation of the strategies?
- What resources will you need to monitor implementation?
- Are the resources needed identified in the written plan?
- If your SIG allocation will not cover all of the resources needed, what other funding streams are available to support your plan?
- How will you communicate with your district about the resources that will be needed?

Preparing for Implementation

- How will you communicate your plan to all stakeholders? Does the written plan include enough information to allow all stakeholders to understand what you are planning in 2023-24 to move your school forward? Is it written in language that will be easy for all stakeholders to understand?
- What is your plan to communicate progress throughout the year?
- What needs to be done over the summer so that you are ready to begin implementation on day one?
- Do you have a clear plan for what should be happening at different points in the year? What does that look like?
- What is your plan for monitoring progress and making adjustments throughout the year?

Tools and Resources That May Be Useful

- [SCEP Expectations Form](#)
- [School Improvement Grant Announcement](#)