

Session 4, in which the proposed Key Strategies are shared. Teams should not advance to writing the SCEP for implementation until after the Pre-SCEP Team Meeting- Planning Session 4 occurs.

Part 1: Reflecting on the Most Recent School Year

Conducting Your Meeting

Reflecting on the Implementation of Key Initiatives (5 | 10 minutes)

Ask the group prompts such as the ones below that allow the opportunity for team members to share their perspectives on how the school was able to implement key initiatives this past year:

What is different about our school now compared to when we started the year? To what do we attribute those differences?

We had aspirations at the start of the year – where have we fallen short of those aspirations? To what do we attribute that?

Knowing what we now know, what do we wish we would have done differently this year?

Reflecting on the GLEA

Part 3: Identify Commitments and Key Strategies

Conducting Your Meeting

Connect the Takeaways from the Needs Assessment to What the School Will Do Moving Forward (10 minutes)

Ask the group to consider how we might be able to connect the Needs Assessment process to what the school should do next,

Introducing the Concept of Key Strategies (10 minutes)

After your team has identified WHAT it is hoping to achieve long-term by identifying Commitments, it can then begin to consider HOW it will achieve that Commitment in the next year by identifying Key Strategies.

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should be grounded in research and represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something new to the school; or
2. Something existing that is being expanded to reach a wider audience; or
3. Something existing that is being refined in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#), along with Hattie's [High Impact Teaching Strategies](#) to be helpful resources when considering Key Strategies.

OPTIONAL: Amplify/Sunset/Create Activity (15-30 minutes)

1. Share with the team the following:

Not everything going on in the school will be part of the SCEP plan. As part of the Continuous Improvement process, we will need to be thinking about what

3. Start with the first commitment identified. Announce to the team that the team will first consider that commitment in relation to the Data analyzed. 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 Interviewing we

Finalizing Key Strategies (10 mins)

After the team has generated a list of strategies that would help the school advance its commitments, it will be important for the team to consider the appropriateness of the Key Strategies. Ask the team questions such as the ones below to ensure that the Key Strategies are position the school for success:

1. *Before moving forward with these strategies, are there things we have learned from past initiatives or continuous improvement efforts that may make us reconsider the strategies we have identified?*
2. *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? Are there unintended consequences that need to be considered?*
3. *Before we move forward, we need to make sure what we are saying is doable. While each strategy may make sense, when these are all put together, is this the right amount for the school, considering what we discussed earlier when we A*