Georgia’s Systems of Continuous Improvement

The Friday Webinar Series

Improvement Planning: Systems and Processes

Office of Federal Programs
Office of School Improvement
Office of Teaching and Learning

April 28, 2017
Presenters

Dr. Will Rumbaugh, Director
School & District Effectiveness

John Wight, Director
Federal Programs

Dr. Randy Phillips, Program Manager
Title I, Part A

Carly Ambler, Program Manager
Title II, Part A
Georgia’s Systems of Continuous Improvement
Agenda

• Getting Oriented
• Reiterating Assumptions
• Moving from the CNA to the Improvement Plan
• Reviewing the Improvement Plan
• Updates
• Looking Ahead
• Questions
Getting Oriented
Where We Are in the Timeline
Timeline

• Feb. 10- Overview of the Systems of Continuous Improvement
• Feb. 17- April 7 The Parts of the Framework
• March 31 Alignment of SSIP
• Today From the CNA to the Improvement Plan
• Today- May 5 Budgeting and the CLIP

Here’s where you can get it all!

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx
Getting Oriented
Where We Are in the Framework
Richard Woods, Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org

4/28/2017
Richard Woods, Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org

4/28/2017
• Consider all the evidence for needed improvements
• Research possible interventions
• Determine if staff has the capacity to implement possible interventions
Richard Woods, Georgia’s School Superintendent
“Educating Georgia’s Future”
gadoe.org

[Diagram of educational planning cycle]

1. Identify Needs
2. Select Interventions
3. Plan Implementation
4. Implement Plan
5. Examine Progress
6. Whole Child
   - Coherent Instructional System
   - Professional Capacity
   - Supportive Learning Environment
   - Family & Community Engagement
   - Effective Leadership

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Reiterating Some Assumptions
Upside Down Paradigm

FROM

• Schools and Districts meet Program Needs
• Programs require needs assessment and plans
• Program work
• Divisions-Departments preoccupied with program work
• Continuous improvement is a singular event

TO

• Programs meet School and District needs
• The work is on School-District CNAs and plans
• School work
• Divisions-Departments preoccupied with continuous improvement
• Continuous improvement is the weekly work of leadership
Schools as Systems

• Every system [not student] is perfectly designed to get the results it gets—Deming

• Schools are comprised of 5 Systems

• The schools’ 5 Systems are comprised of 22 Structures

• Uniqueness in schools is with its developed Processes

• The more a school organizes itself (organizes the 5 Systems and 22 Structures through effective Processes), the more likely it is to improve continuously
Continuous Improvement is Collaborative Work

• A goal is to align the Content (the 5 Systems and 22 Structures) of Continuous Improvement from the School to District to Region to State

• The work needs to make sense

• The work must be manageable

• Another goal is to reduce the complexity of the tools, forms, etc., so that the work is the REAL work

• Reducing the variability of quality:
  ✓ School Leadership has basic requirements of teachers
  ✓ Districts have basic requirements of its schools
  ✓ Georgia has some basic requirements (e.g., CNA, Improvement Plan) so that it can attend to state-wide quality
Moving from the CNA to the Improvement Plan
### 3.3 IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

<table>
<thead>
<tr>
<th>Overarching Need</th>
<th>How severe is the need?</th>
<th>Is the need trending better or worse over time?</th>
<th>Can Root Causes Be Identified?</th>
<th>Additional Considerations</th>
<th>Priority Order</th>
</tr>
</thead>
</table>
### 3.4 ROOT CAUSE ANALYSIS

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](https://gadoe.org). After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: “ABCF”).

| A. | IDEA - Special Education |
| B. | School and District Effectiveness |
| C. | Title I, Part A - Improving the Academic Achievement of the Disadvantaged |
| D. | Title I, Part A - Foster Care Program |
| E. | Title I, Part A - Parent Engagement Program |
| F. | Title I, Part C - Education of Migratory Children |
| G. | Title I, Part D - Programs for Neglected or Delinquent Children |
| H. | Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders |
| I. | Title III - Language Instruction for English Learners and Immigrant Students |
| J. | Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program |

Describe the root cause analysis process used by the team.
Multiple Tools – Root Cause

"5 Why" Root-Cause Analysis Process

1. Assemble team
2. State the problem
3. Ask why the problem occurred
4. Continue to ask why until root cause(s) is/are determined
5. Verify the root cause(s)
6. Mitigate the cause(s)

Key Questions

- What do we want students to learn?
- How will we know if they've learned it?
- What will we do if they already know it?
- What will we do if they didn't learn it?

Root Cause Analysis

1. Identify the Problem
2. Define the Problem
3. Understand the problem
4. Corrective action
5. Monitor the system

40% of 8th Graders Meet or exceed Standard in math
CNA Report – Root Cause Analysis (District pp. 82-84, School pp. 76-78)

<table>
<thead>
<tr>
<th>Overarching Need #1</th>
<th>Root Causes to be Addressed</th>
<th>This is a root cause and not a contributing cause or symptom</th>
<th>This is something we can affect</th>
<th>Related programs</th>
</tr>
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<tbody>
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4/28/2017
In social studies, students are not experiencing the deeper levels of rigor and challenge compared to other content areas

<table>
<thead>
<tr>
<th>Root Causes to be Addressed</th>
<th>This is a root cause and not a contributing cause or symptom</th>
<th>This is something we can affect</th>
<th>Related programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are not being exposed consistently to the full rigor of the standards</td>
<td>Y</td>
<td>Y</td>
<td>ACDFG IJ</td>
</tr>
<tr>
<td>Teachers are not unpacking/deconstructing standards to uncover the varied levels of rigor</td>
<td>Y</td>
<td>Y</td>
<td>BH</td>
</tr>
<tr>
<td>The new state standards and processes for unpacking them were not rolled out well to teachers and leaders</td>
<td>Y</td>
<td>N</td>
<td>BH</td>
</tr>
<tr>
<td>There is a wide variance in the instructional leadership capacity of district leaders</td>
<td>Y</td>
<td>Y</td>
<td>BH</td>
</tr>
<tr>
<td>There is no formal system and structure to build the instructional leadership capacity of district leaders</td>
<td>Y</td>
<td>Y</td>
<td>BH</td>
</tr>
</tbody>
</table>
Moving Toward Planning

We know our needs, how do we determine what we will do to address those needs?
Reviewing the Improvement Plan
Updates

• Prepopulated CNA Documents for Priority and Focus schools have been delivered to Superintendents

• Prepopulated CNA Documents for the targeted schools selected by the 50 intensive SSIP districts have been delivered to Superintendents

• Prepopulated CNA Documents for Title I schools have been delivered to Superintendents
Updates

• District Improvement Plan template is complete and available on the GaDOE template
• School Improvement Plan template is complete and available on the GaDOE template
• Frequently Asked Questions (FAQ) available
• Data Guide available
## Looking Ahead

<table>
<thead>
<tr>
<th>Friday Webinar Series</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview</td>
<td>February 10</td>
</tr>
<tr>
<td>Planning and Preparation</td>
<td>February 17</td>
</tr>
<tr>
<td>Coherent Instructional System</td>
<td>February 24</td>
</tr>
<tr>
<td>Effective Leadership</td>
<td>March 3</td>
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<tr>
<td>Professional Capacity</td>
<td>March 10</td>
</tr>
<tr>
<td>Family &amp; Community Engagement</td>
<td>March 17</td>
</tr>
<tr>
<td>Supportive Learning Environment</td>
<td>March 24</td>
</tr>
<tr>
<td>Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing</td>
<td>March 31</td>
</tr>
<tr>
<td>Problem Solving Process; Selecting Interventions</td>
<td>April 7</td>
</tr>
<tr>
<td>Improvement Planning – Systems and Processes</td>
<td>April 28</td>
</tr>
<tr>
<td>Planning – Budgeting</td>
<td>April 28</td>
</tr>
<tr>
<td>Submitting the Comprehensive LEA Improvement Plan (CLIP)</td>
<td>May 5</td>
</tr>
</tbody>
</table>
Looking Ahead

• District Comprehensive LEA Improvement Plan (CLIP)
  ✓ July 31, 2017
  ✓ Cross division teams from GaDOE will review the CLIP, request revisions (if needed) and approve the CLIP...as teams.
  ✓ Reviews will occur on August 1-4, 2017
What is the CLIP for FY18?
Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017

District CNA

Parent and Family Engagement Policy

District Improvement Plan

Foster Care Transportation Plan

Title I Part C, ID&R Plan
What is the CLIP for FY18?
Part II – Application Forms Submitted After Plan Approval (ongoing)

Assurances

Prayer Certification

Budgets

Program Specific Worksheets
May 10 Regional Workshops

• Registration is closed. Registration will re-open on May 1 for locations with space available.

• Location change for those attending the Houston County site. The new site is in Macon GA and workshop attendees have already been notified:
  Bibb County Schools
  Professional Learning Center
  2001 Riverside Drive
  Macon, GA 31204

• The participant-driven format of this workshop will allow for multiple interactions with colleagues and Department staff to share information and ideas.
Questions?

• Dr. Will Rumbaugh
  • wrumbaugh@doe.k12.ga.us
• Dr. Randy Phillips
  • rphillips@doe.k12.ga.us
• Carly Ambler
  • cambler@doe.k12.ga.us
• John Wight
  • jwight@doe.k12.ga.us
• Federal Programs
  • federalprograms@doe.k12.ga.us
## EFFECTIVE LEADERSHIP

### GOAL
Increase by 3% the number of students performing at or above proficiency in Social Studies in grades 3-8 as measured by Milestones assessment scores.

### Structure(s)
EL-2, EL-5

### Evidence-based Action Steps:
Describe the evidence-based action steps to be taken to achieve the goal.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Possible Funding Source(s)</th>
<th>a. Timeline for Implementation</th>
<th>b. Method for Monitoring</th>
<th>Position/Role Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop leadership capacity at the district level (i.e., Social Studies supervisor) including scheduling and PLC</td>
<td>Local funds</td>
<td>a. Self-paced by supervisor; monitored monthly by Curr Dir</td>
<td>b. Performance evaluation pre/midyear/final</td>
<td>Curriculum Director</td>
</tr>
<tr>
<td>2. Build a communication protocol for district Social Studies leadership and school Social Studies leadership</td>
<td>NA</td>
<td>a. By July 31</td>
<td>b. Submit plan communication to Curr Dir</td>
<td>Curriculum Director</td>
</tr>
<tr>
<td>3. Train district/building leadership to build master schedule to support teacher collaboration and student needs</td>
<td>Professional Learning Funds</td>
<td>a. January two day planning retreat; March collaborative build</td>
<td>b. Draft of master schedule in March, Training agendas</td>
<td>Technology Team</td>
</tr>
<tr>
<td>4. Train principals on how to establish and monitor a PLC</td>
<td>Title II, Part A</td>
<td>a. October roll-out; monthly follow-up</td>
<td>b. October training agenda; Monthly principal meeting agendas</td>
<td>PL Director</td>
</tr>
<tr>
<td>5. Develop leadership capacity to recognize rigor across district classrooms through inter-rater reliability training</td>
<td>Local funds</td>
<td>a. November roll-out; monthly follow-up</td>
<td>b. November training agenda; principals’ observation data</td>
<td>Principal Supervisor</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>a.</td>
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</tbody>
</table>

### Supplemental Supports:
What supplemental action steps will be implemented for these subgroups?

<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>Foster and Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Title I schools, time for targeted interventions are built into the schedule</td>
<td>Ensure district and building leadership incorporate time in the students’ schedules to provide additional instructional time to address gaps resulting from mobility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Migrant</th>
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<tr>
<td>District ESOL Coordinator and Social Studies supervisor coordinate teacher schedules in order to ensure collaborative planning time.</td>
<td>Ensure district and building leadership incorporate time in the students’ schedules to provide additional instructional time to address gaps resulting from mobility</td>
</tr>
</tbody>
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<tr>
<th>Race/Ethnicity/Minority</th>
<th>Students with Disabilities</th>
</tr>
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<tbody>
<tr>
<td>Incorporate into the monthly principal meetings training to ensure PLC objectives include analysis, monitoring, and impact of interventions on subgroup performance</td>
<td>District IDEA Coordinator collaborates with Social Studies supervisor and technology team to ensure student schedules and curriculum align to IEP goals</td>
</tr>
</tbody>
</table>
**EXAMPLE**

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<table>
<thead>
<tr>
<th>PROFESSIONAL CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL</strong></td>
</tr>
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<td><strong>Structure(s)</strong></td>
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**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

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</tr>
</thead>
<tbody>
<tr>
<td>1. Identify district social studies master teachers to work collaboratively with social studies supervisor</td>
<td>Not applicable</td>
<td>a. By December</td>
<td>b. Cohort List</td>
<td>Principal Supervisor</td>
</tr>
<tr>
<td>2. Train soc. stud. master teachers on curr. and assess. develop. and instruct. strategies (UCD, spec. design. inst)</td>
<td>Title II, Part A Local Funds</td>
<td>a. January -April</td>
<td>b. Training agendas and sign-in sheets</td>
<td>SS Supervisor</td>
</tr>
<tr>
<td>3. Master teachers develop implementation/monitoring plan for curriculum, assessment and instructional strategies</td>
<td>Local Funds, PL Funds, Title IIA</td>
<td>a. March - April</td>
<td>b. Implementation plan and agenda/ sign-in sheets</td>
<td>SS Supervisor</td>
</tr>
<tr>
<td>4. Master teachers train social studies teachers and building admin on implementation plan and soc. stud. framework</td>
<td>Local Funds, PL Funds, Title IIA</td>
<td>a. April - May</td>
<td>b. Training materials and agenda/ sign-in sheets</td>
<td>SS Supervisor</td>
</tr>
<tr>
<td>5. Identify schools for master teacher support during summer planning sessions &amp; develop session schedules</td>
<td>PL Funds, Title IIA, Title IA</td>
<td>a. Identification April - May, Support - May-July</td>
<td>b. List of schools, session schedules, school instructional plans</td>
<td>Principal Supervisor</td>
</tr>
<tr>
<td>6. Principals work with teacher leaders to build knowledge of PLCs and develop plan for implementing PLCs</td>
<td>PL Funds, Title IIA, Title IA</td>
<td>a. January - May</td>
<td>b. Principals' roll out plans</td>
<td>Principal Supervisor</td>
</tr>
</tbody>
</table>

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

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<tr>
<td>Addressed in action steps</td>
<td>Foster care point of contact and homeless liaison will receive and re-deliver training to counselors and teachers to address achievement gaps in social studies.</td>
</tr>
<tr>
<td>English Learners</td>
<td>Migrant</td>
</tr>
<tr>
<td>Teacher trainings include effective approaches for integrating social studies and language goals into scheduled/sheltered social studies classes.</td>
<td>Build flexibility in migrant funded student service provider’s (staff) instructional schedule to attend relevant socials studies professional development opportunities.</td>
</tr>
<tr>
<td>Race/Ethnicity/Minority</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Addressed in action steps</td>
<td>Special education staff training on differentiation in social studies instruction during inclusion settings.</td>
</tr>
</tbody>
</table>