Georgia’s Systems of Continuous Improvement

The Friday Webinar Series
Supportive Learning Environment

Office of School Improvement
Office of Federal Programs
Office of Special Education Services and Supports
Office of Teaching and Learning

March 24, 2017
Presenters

• Nathan Schult
  21st Century CLC Program Manager

• Joann Hooper
  School and District Effectiveness Program Manager

• Therese McGuire
  Health and PE Program Specialist

• Tony Feldmann
  PBIS Program Specialist

• John Wight
  Federal Programs Director
Agenda

• Georgia’s Systems of Continuous Improvement
• Supportive Learning Environment
• SLE Structures and Processes
• SLE and the CNA Tool
• Resources
Georgia’s Systems of Continuous Improvement
# CNA Tool

## Georgia Department of Education
### Comprehensive Needs Assessment

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Richard Woods,
Georgia’s School Superintendent
Georgia’s Future
gadoe.org

CNA Tool

3/24/2017
Supportive Learning Environment System
Essential Systems for School Improvement

Supportive Learning Environment

A major system of the complex school organization that ensures students’ school participation and willingness to expend major effort on classroom learning.
Structures

- Maintaining order and safety
- Developing and monitoring a multi-tiered system of supports
- Ensuring a student learning community
There Structures of Supportive Learning Environments

#1

**Maintaining order and safety** - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met.
Maintaining Order and Safety

Maslow’s Hierarchy of Needs
Three Structures of Supportive Learning Environments

#2

Developing and monitoring a multi-tiered system of supports - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
Developing and Monitoring a Multi-tiered System of Supports

- MTSS-Multiple-tiered system of supports
  - Academic and behavior
What is PBIS?

PBIS is an **evidenced-based** framework for establishing the **social culture** and individual behavioral supports needed for a school to be an effective learning environment for **all students**.
The purpose of PBIS is to establish a **climate** in which appropriate behavior is the norm.

**Proactively teaching** behavioral expectations **and acknowledging students** for following them is a much **more positive approach** than waiting for misbehavior to occur before responding.

**Why is PBIS Important?**

1. Rooted in behavioral science
2. Prevention focused
3. Decisions & Outcome Based Data Systems
4. Evidence-based practice
5. Implementation logic
Implementation of PBIS is a Process

Supporting Equitable Academic and Social Behavior Competence

Supporting Relevant Evidenced-based Interventions

Supporting Valid Decision Making

Supporting Knowledgeable Staff Behavior

SW/CW = Schoolwide/Classwide (Tier 1)
Mission: To improve the learning climate in Georgia schools and community settings through the PBIS framework.

Justin Hill
Program Manager

www.gadoe.org/gapbis / gapbis@doe.k12.ga.us
Three Structures of Supportive Learning Environments

#3

Ensuring a student learning community - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms
Ensuring a Student Learning Community

• Student-teacher relations
  • Academic expectations
  • Personal care and support

• Student-student relations
  • “This is what we do here”
  • Peer norms do not have to be dictated by external environment
  • Strong professional community
  • Frees faculty to teach rather than police
Supportive Learning to Improve Academic Achievement

Example of Activities Which Support Student Learning in Three Areas:

1. Well-rounded education (ESEA section 4107)
2. Safe and healthy students (ESEA section 4108)
3. Effective use of technology (ESEA section 4109)

*Examples only... not all inclusive
Well-Rounded Education

Examples:

- Improving access to foreign language instruction, arts, and music education
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA
- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM and specifically in Georgia STEAM), including computer science, and increasing access to these subjects for underrepresented groups
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools
- Strengthening instruction in American history, civics, economics, geography, government education, and environmental education

Supporting Safe and Healthy Students

Examples:

• Promoting community and parent involvement in schools
• Providing school-based mental health services and counseling
• Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline
• Establishing or improving drop-out prevention
• Supporting re-entry programs and transition services for justice-involved youth
• Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
• Implementing systems and practices to prevent bullying and harassment
• Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
• Establishing community partnerships

Supporting the Effective Use of Technology

Examples:

- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
- Building technological capacity and infrastructure
- Carrying out innovative blended learning projects
- Providing students in rural, remote, and under-served areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

Resources


## 2.5.1 SUPPORTIVE LEARNING ENVIRONMENT DATA

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.</th>
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</thead>
<tbody>
<tr>
<td>Operational</td>
<td>The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.</td>
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<tr>
<td>Emerging</td>
<td>Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.</td>
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<tr>
<td>Not Evident</td>
<td>The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.</td>
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<tr>
<td>Data Sources</td>
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<td>Comments (optional)</td>
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### CNA Data

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<tr>
<th>GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services</th>
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<tr>
<td><strong>Exemplary</strong></td>
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**Data Sources**

**Comments (optional)**
Data Provided
### Guiding Questions

**Small Student Subgroups:** Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).

(Do not include percentages or other numeric values that might violate student privacy.)

**SACS/AdvanceEd:** List the LEA’s SACS/AdvanceEd recommendations and findings related to a supportive learning environment.

**Additional data:** What additional facts did the team identify that relate to a supportive learning environment? (May be informed by quantitative or qualitative sources.)

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**Personnel survey:** Analyze LEA results from the Georgia School Personnel Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?

(Provide the raw survey data can be accessed via the School Climate Surveys within the GaDOE portal by users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)

**Parent survey:** Analyze LEA results from the Georgia Parent Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?

(Provide the raw survey data can be accessed via the School Climate Surveys within the GaDOE portal by users with the following roles: Administrator, Assessment Director, Curriculum Director, Student Services Director, and Superintendent.)

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**Supports and interventions:** What supports and interventions, including PBIS, are in place to ensure all students have access to a supportive learning environment?

What data sources were utilized to make the above determinations?
### 2.5.3 SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS

Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
Resources

- **PBIS**
- **Safe and Drug Free Schools**
- **Georgia Department of Education**
- **Marietta High School**
Georgia’s Systems of Continuous Improvement
<table>
<thead>
<tr>
<th>Friday Webinar Series</th>
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<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool</td>
<td>February 10</td>
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<tr>
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<td>Planning and Preparation</td>
<td>February 17</td>
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<td>Effective Leadership</td>
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<td>Professional Capacity</td>
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<td>Family &amp; Community Engagement</td>
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<td>Supportive Learning Environment</td>
<td>March 24</td>
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<td>Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing</td>
<td>March 31</td>
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<td>Problem Solving Process; Selecting Interventions</td>
<td>April 7</td>
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<td>Improvement Planning – Systems and Processes</td>
<td>April 21</td>
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<tr>
<td>Planning – Budgeting</td>
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<tr>
<td>Submitting the Comprehensive LEA Improvement Plan (CLIP)</td>
<td>May 5</td>
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Updates

• Prepopulated CNA Documents for Priority and Focus schools will be delivered by the end of March.

• Prepopulated CNA Documents for the targeted schools selected by the 50 intensive SSIP districts will be delivered by the end of March.

• Prepopulated CNA Documents for Title I schools is still in development with no set delivery date yet.
Updates

• Federal Programs Website
  http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx

• Frequently Asked Questions (FAQ) available

• Additional webinar scheduled for March 31 at 11:00 showing the alignment between SSIP and the GA Systems of Continuous Improvement
  • Register here: https://attendee.gotowebinar.com/register/4842424412436534785

• May 10 Regional Workshops
  • 3 staff per district; 7 statewide locations
Questions?

• Nathan Schult (nschult@doe.k12.ga.us)
• Joann Hooper (jhooper@doe.k12.ga.us)
• Therese McGuire (tmcguire@doe.k12.ga.us)
• Tony Feldmann (afeldmann@doe.k12.ga.us)
• John Wight (jwight@doe.k12.ga.us)