

Georgia's Systems of Continuous Improvement

The Friday Webinar Series **Supportive Learning Environment**

Office of School Improvement

March 24, 2017

Office of Federal Programs

Office of Special Education Services and Supports

Office of Teaching and Learning

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



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Georgia's School Superintendent
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Agenda

- Georgia's Systems of Continuous Improvement
- Supportive Learning Environment
- SLE Structures and Processes
- SLE and the CNA Tool
- Resources

Georgia Department of Education

Georgia's Systems of Continuous Improvement



CNA Tool

Georgia Department of Education Comprehensive Needs Assessment

	PAGE	STATUS
1. Planning and Preparation	X	
1.1 Internal Team Members	X	<i>Not complete</i>
1.2 External Team Members	X	<i>Not complete</i>
1.3 Project Plan	X	<i>Not complete</i>
2. Data Collection and Analysis	X	
2.1 Coherent Instructional System	X	<i>Not complete</i>
2.2 Effective Leadership	X	<i>Not complete</i>
2.3 Professional Capacity	X	<i>Not complete</i>
2.4 Family and Community Engagement	X	<i>Not complete</i>
2.5 Supportive Learning Environment	X	<i>Not complete</i>
2.6 Demographic and Financial	X	<i>Not complete</i>
2.7 Student Achievement	X	<i>Not complete</i>
2.8 Program-Specific Data	X	<i>Not complete</i>
3. Identification and Prioritization of Needs	X	
3.1 Trends and Patterns	X	<i>Not complete</i>
3.2 Identification of Needs	X	<i>Not complete</i>
3.3 Prioritization of Needs	X	<i>Not complete</i>

CNA Tool

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Supportive Learning Environment System



Georgia

Education



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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

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Structures



- Maintaining order and safety
- Developing and monitoring a multi-tiered system of supports
- Ensuring a student learning community



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There Structures of Supportive Learning Environments

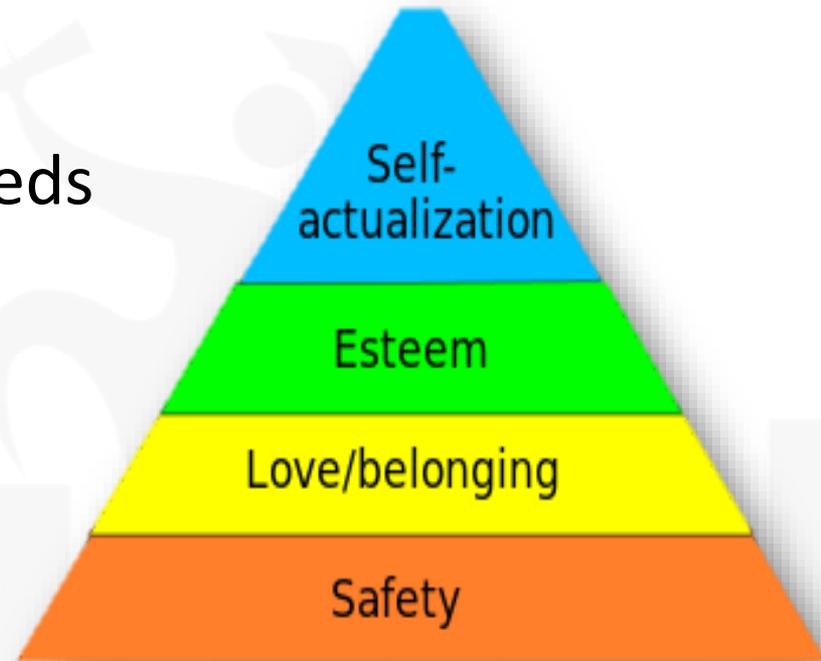
#1

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

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Maintaining Order and Safety

Maslow's Hierarchy of Needs





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Three Structures of Supportive Learning Environments

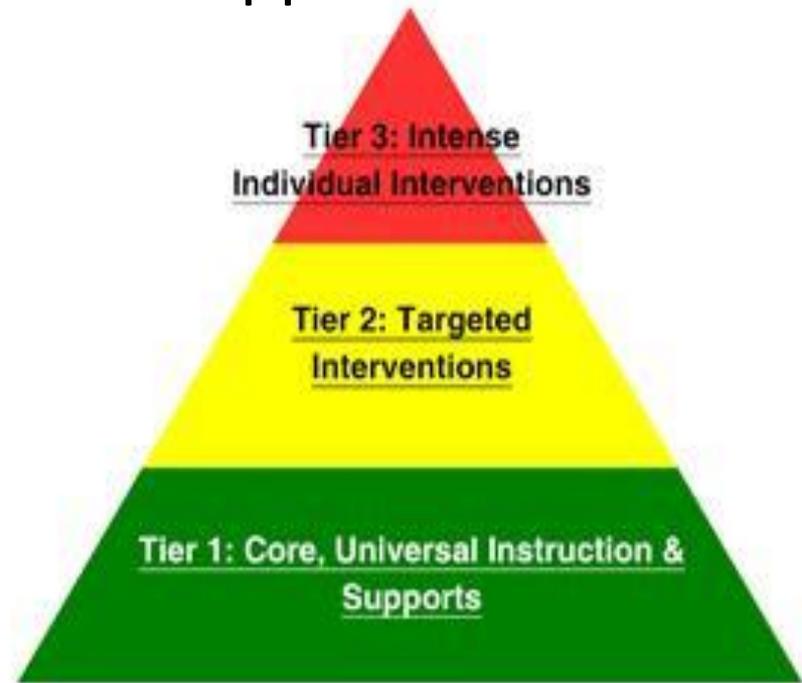
#2

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

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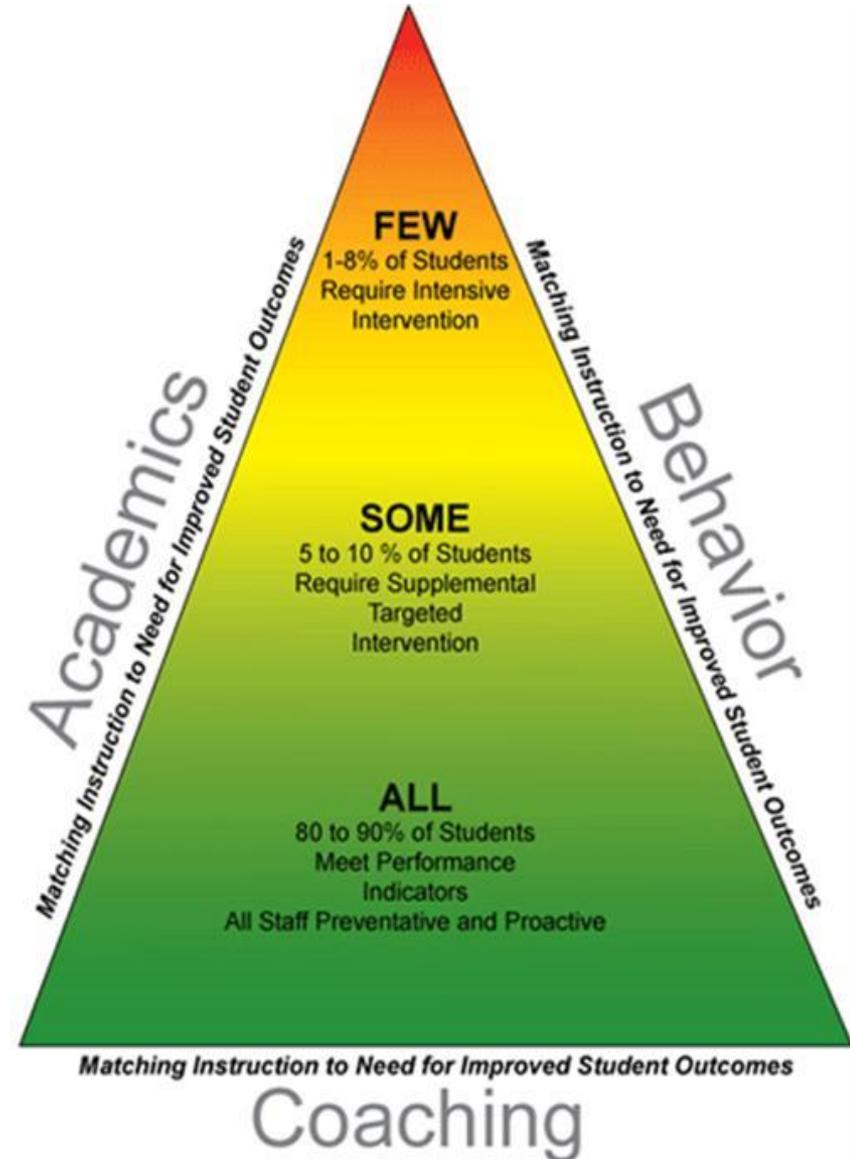
Developing and Monitoring a Multi-tiered System of Supports

- 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**.



Why is PBIS Important?

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.

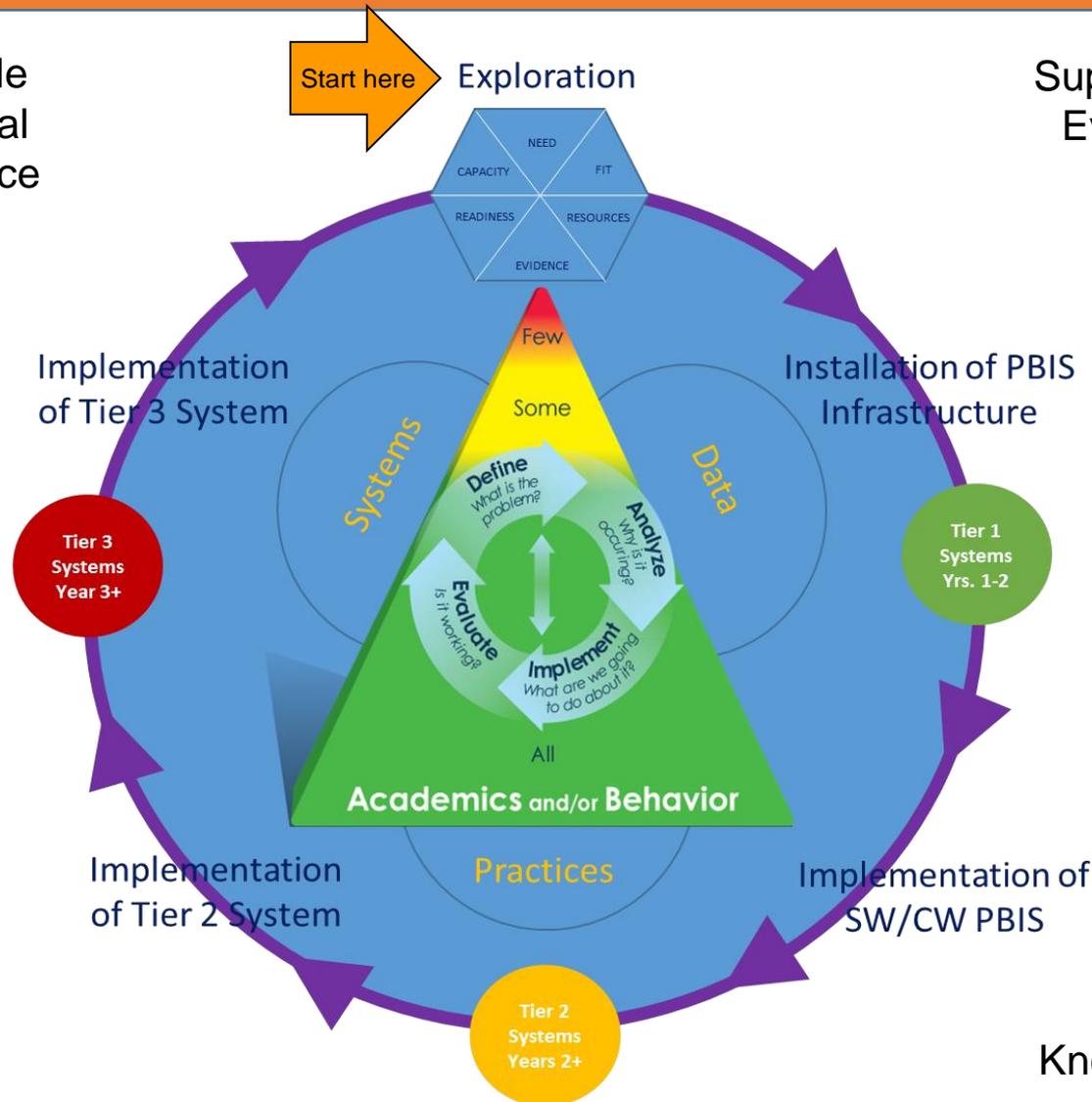
Working Guidelines

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



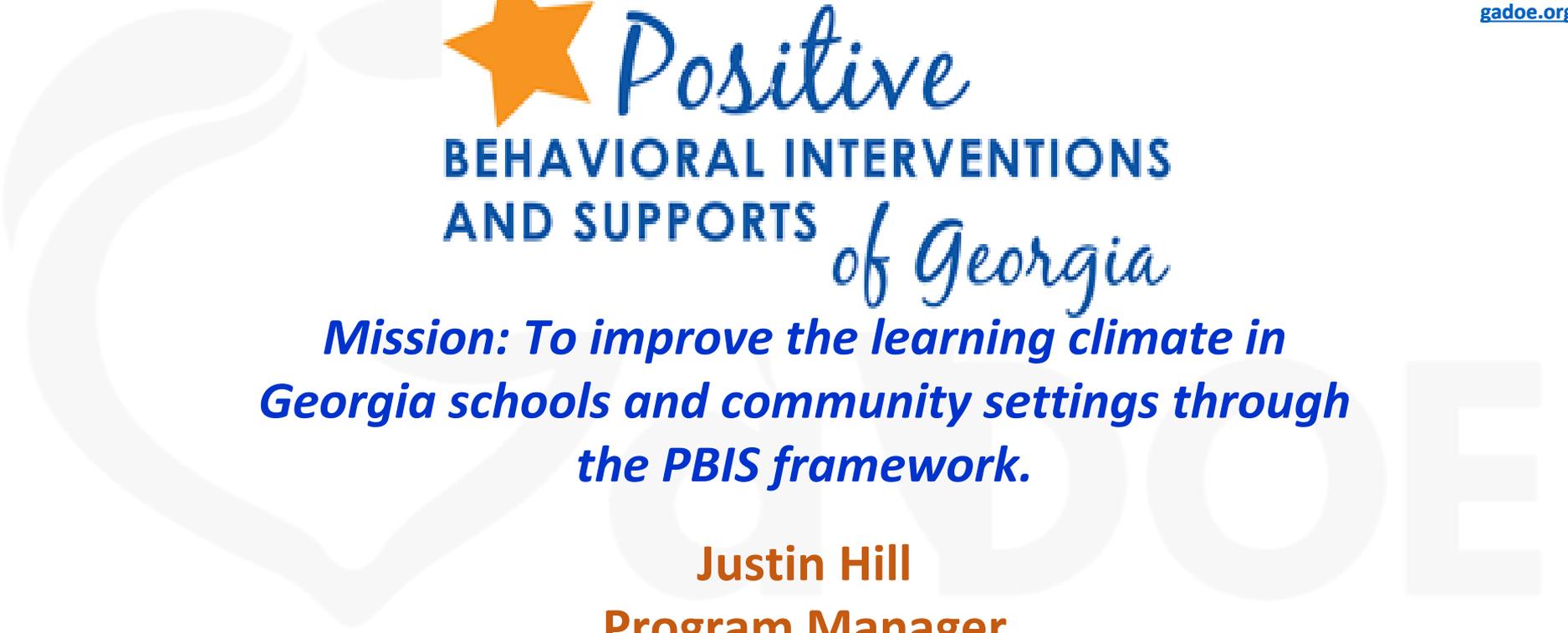
Supporting Valid Decision Making

Supporting Knowledgeable Staff Behavior

SW/CW = Schoolwide/Classwide (Tier 1)



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 **Positive**
BEHAVIORAL INTERVENTIONS
AND SUPPORTS *of Georgia*

***Mission: To improve the learning climate in
Georgia schools and community settings through
the PBIS framework.***

Justin Hill
Program Manager

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georgia_pbis



pbisga



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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

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Ensuring a Student Learning Community



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- 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

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Well-Rounded Education



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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

U.S. Department of Education, Office of Elementary and Secondary Education, *Non-Regulatory Guidance: Student Support and Academic Achievement Grants*, Washington, D.C., 2016. <http://www2.ed.gov/policy/elsec/leg/essa/index.html>



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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

U.S. Department of Education, Office of Elementary and Secondary Education, *Non-Regulatory Guidance: Student Support and Academic Achievement Grants*, Washington, D.C., 2016.
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>

Supporting the Effective Use of Technology



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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

U.S. Department of Education, Office of Elementary and Secondary Education, *Non-Regulatory Guidance: Student Support and Academic Achievement Grants*, Washington, D.C., 2016.
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>

CNA Data

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		
<i>Exemplary</i>	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.	<input type="radio"/>
<i>Operational</i>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	<input type="radio"/>
<i>Emerging</i>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	<input type="radio"/>
<i>Not Evident</i>	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.	<input type="radio"/>
<i>Data Sources</i>		
<i>Comments (optional)</i>		



CNA Data

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
<i>Exemplary</i>	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	<input type="radio"/>
<i>Operational</i>	The district provides, coordinates, and monitors student support systems and services.	<input type="radio"/>
<i>Emerging</i>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	<input type="radio"/>
<i>Not Evident</i>	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	<input type="radio"/>
<i>Data Sources</i>	←	
<i>Comments (optional)</i>	←	

Data Provided

Discipline - Suspension (%)							
In-School Suspension				Out-of-School Suspension			
10 Days or Fewer		Greater than 10 Days		10 Days or Fewer		Greater than 10 Days	
2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

Student Attendance Rate (2015-16)*		
Under 5	6-15	Over 15

Teacher Days Absent (%)*	
2014-15	2015-16

School Climate Star Rating*	
2014-15	2015-16

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Guiding Questions

<p>Small Student Subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>Small Student Subgroups: Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).</p> <p>(Do not include percentages or other numeric values that might violate student privacy.)</p>	<p>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?</p> <p>(Note: 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.)</p>	<p>Supports and interventions: What supports and interventions, including PBIS, are in place to ensure all students have access to a supportive learning environment?</p>	<p>Georgia's Future" gadoe.org</p>
<p>SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to a supportive learning environment.</p>	<p>SACS/AdvancED: List the LEA's SACS/AdvancED recommendations and findings related to a supportive learning environment.</p>	<p>Student survey: Analyze LEA results from the Georgia Student Health Survey 2.0. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team?</p>	<p>What data sources were utilized to make the above determinations?</p>	
<p>Additional data: What additional facts did the team identify that relate to a supportive learning environment? (May be informed by quantitative or qualitative sources.)</p>	<p>Additional data: What additional facts did the team identify that relate to a supportive learning environment? (May be informed by quantitative or qualitative sources.)</p>	<p>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?</p> <p>(Note: 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.)</p>	<hr/> <hr/> <hr/>	
<p>What data sources were utilized to make the above determinations?</p>	<p>What data sources were utilized to make the above determinations?</p>			

Trends and Patterns

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?

<p>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?</p>	
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Professional Development: Georgia's Systems of Continuous Improvement



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Friday Webinar Series	Date
Georgia's Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview	February 10
Planning and Preparation	February 17
Coherent Instructional System	February 24
Effective Leadership	March 3
Professional Capacity	March 10
Family & Community Engagement	March 17
Supportive Learning Environment	March 24
Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing	March 31
Problem Solving Process; Selecting Interventions	April 7
Improvement Planning – Systems and Processes	April 21
Planning – Budgeting	April 28
Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5



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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.



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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 showcasing 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



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Questions?

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