

# Georgia's Systems of Continuous Improvement

## *OVERVIEW*

### 7 Regional Workshop Locations:

Bibb County	Henry County
Colquitt County	Northwest GA RESA
Dekalb County	Pioneer RESA
Glynn County	

May 10, 2017

# 1. Background

# 2. Framework

# 3. Connections

# 1. Background

## 2. Framework

### 3. Connections

# Background



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Georgia's School Superintendent  
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## Purpose of the Presentation

*To provide the background for Georgia's Systems of Continuous Improvement, a basic explanation of its process for, and content of, continuous improvement, and to connect it to the work of schools, districts, regions, and the state.*

## Purpose of the Framework

*To focus all educational leaders on the continuous improvement work of Georgia's schools, and to align all our tools, resources, and support within that shared work of school continuous improvement.*

# Background



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## Shared Theory of Action

***If leadership and their professional learning communities improve their organizational systems, structures, and processes, then Georgia schools and districts will continuously improve.***

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## Underlying Principles

- Divisions/departments/programs must support the school in its efforts to improve, rather than requiring that the school serve the divisions/departments/programs
- Effective continuous improvement work must be manageable and coherent
- Effective continuous improvement work must be collaborative (across departments, divisions, and programs in schools and districts, and among all levels...schools, districts, regions, and the state)
- Continuous improvement must occur all the time, not merely annually (it's a process, not an event)
- The more a school gets organized (around the five research-based systems\* and their 22 structures), the more likely it is to improve continuously

\*Organizing Schools for Improvement– Bryk, et al.

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# Framework

## Georgia's Systems of Continuous Improvement



# Framework:

## The Process for Continuous Improvement



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**HOW** we  
improve  
continuously



# Framework: The Process for Continuous Improvement



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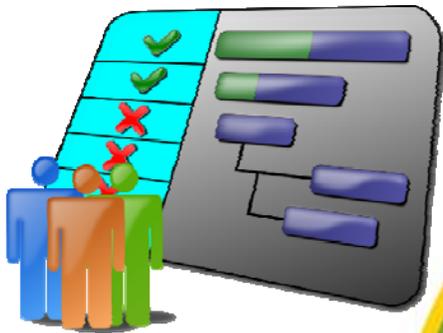
# Framework: The Process for Continuous Improvement



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# Framework: The Process for Continuous Improvement



# Framework: The Content of Continuous Improvement



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**WHAT** we  
improve  
continuously



# Framework: The Content of Continuous Improvement

The major system of the complex school organization that articulates and guides the *what and how of instruction*



# Framework: The Content of Continuous Improvement



## STRUCTURES

- Planning for quality instruction
- Delivering quality instruction
- Monitoring student progress
- Refining the instructional system

# Framework: The Content of Continuous Improvement



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A major system of the complex school organization that develops a quality staff to *reduce the variance of quality in instruction* throughout the school



# Framework: The Content of Continuous Improvement



## STRUCTURES

- Attracting staff
- Developing staff
- Retaining staff
- Ensuring staff collaboration

# Framework: The Content of Continuous Improvement

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



# Framework: The Content of Continuous Improvement



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## STRUCTURES

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

# Framework: The Content of Continuous Improvement



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A major system of the complex school organization that develops *quality links* between local school professionals and the parents and community the school is intended to serve



# Framework: The Content of Continuous Improvement



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## STRUCTURES

- Welcoming all families/the community
- Communicating effectively with families/the community
- Supporting student success
- Empowering families
- Sharing leadership with families/the community
- Collaborating with families/the community

# Framework: The Content of Continuous Improvement



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A major system of the complex school organization that *sets the direction* for the school, ensures that the school's staff is capable of meeting that direction, and makes sure the organization functions according to its mission



# Framework: The Content of Continuous Improvement



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## STRUCTURES

- Creating and maintaining a climate and culture conducive to academic success
- Cultivating and distributing leadership
- Ensuring high quality instruction in all classrooms
- Managing the school and its resources
- Driving improvement efforts

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## Systems Thinking

**SYSTEMS (Five total)**

**MADE UP OF STRUCTURES (22 total)**

**MADE UP OF PROCESSES (customized by schools/districts)**

Example:

**ONE SYSTEM- Family & Community Engagement**

**ONE OF ITS SIX STRUCTURES- Communicating Effectively with Families & the Community**

**A SCHOOL-SPECIFIC PROCESSES- Meeting with the Principal**

# Connections



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## Systems Thinking

### Build a Foundation

- Basic systems and/or programs may or may not be well-defined and adhered to
- Procedures, processes, and practices may have been communicated but not necessarily consistently applied
- Lack clarity about improvement goals

### Developing Expertise

- Basic systems and/or programs are well established and include operating principles and working agreements
- Improvement goals are clear to all staff, teachers, and leaders
- Procedures, processes, and practices are consistently applied from one classroom to the next or one school to the next

### Supporting Innovation

- Basic systems and/or programs are well-defined and operationalized
- The school has well-defined goals that extend beyond the current school
- Have strong communities of practice (Purposeful Community) that reinforce procedures, processes, and practices
- Confident (Collective Efficacy) in their ability to extend and refine practice

# Connections



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## Systems Thinking

***Every system is perfectly designed to get the results it gets***  
(i.e., leaders don't fix students, they fix the organizational systems, structures, and processes)-- Deming



**Systems-thinking is a key competency for all educational leaders**

# Connections



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## Systems Thinking

- Systems Thinking- *a way of seeing and talking about reality that helps us better understand and work with systems to influence ...quality (Daniel Kim)*
- A System- *any group of interacting, interrelated, or interdependent parts that for a complex and unified whole that has a specific purpose (Daniel Kim)*
- A School- *schools...are complex, dynamic systems (Pratik Mital)*
- Systems Leadership- *the core capabilities necessary for system leadership are the ability to see the larger system, fostering reflection and more generative conversations, and shifting the collective focus from reactive problem solving to co-creating the future (Peter Senge)*

# Connections: Alignment



System: **Family & Community Engagement**  
 Structure: **Communicating Effectively with Families and the Community**  
 Process Name: **Meeting with the Principal**  
 School-level  District-level

**Purpose of the process:**  
 To provide a clear process for Parents/Visitors to request a meeting with the school Principal/Administrator, while protecting the daily instructional rounds of the Principal and while building leadership capacity in the Administrative Team.

**Who is responsible for monitoring this process?** School Secretary

Action Step	Position Responsible	Link to applicable tool(s)/resource(s)
1. Greet Parent/Visitor immediately at the front desk with Smith Middle School "Greeting."	Front Desk Greeter	<a href="#">Script of Smith Middle School Greeting</a>
2. When the Parent/Visitor requests a meeting with the Principal, gather the following information on the Meeting Request form: name of Parent/Visitor, name of Child (if applicable), Administrator requested, contact information, purpose for meeting request, estimated time needed with Administrator, time/date requested to meet with the Administrator, any information the Administrator needs ahead of time for an effective meeting.	Front Desk Greeter	<a href="#">Smith Middle School Meeting Request Form</a>
3. If the request is for an immediate meeting, determine if the Assistant Principal "on deck" is available to meet with the Parent/Visitor. If so, give the completed Meeting Request form to the Assistant Principal for review and escort the Parent/Visitor to the Assistant Principal's office. If the Assistant Principal "on deck" is not available, schedule a future meeting date/time between the Parent/Visitor and the Assistant Principal.	Front Desk Greeter	<a href="#">Article on Building the Capacity of the Administrative Team</a>
4. If the requested time is during the Principal's daily 90 minute "School Walk" block but the request is judged to be critical for the Principal, the Principal is texted with "911 parent/visitor."	School Secretary	<a href="#">The School District's Categories of Emergencies</a>
5. If the requested time is with the Administrator and for a future date/time, the meeting is scheduled on the Administrator's calendar and the Meeting Request form is provided to the Administrator 24 hours prior to the meeting.	School Secretary	<a href="#">Article on Making the Most of a Parent Meeting</a>
6. A meeting is scheduled between the Administrator and pertinent Teacher(s) to gather additional information to add to the Meeting Request form.	School Secretary	

5/10/2017

Systems of Continuous Improvement

ESSA

Comprehensive Needs Assessment

Improvement Plan

Process Development

Diagnostic Assessment

Interim Monitoring

Communications

Professional Learning



**Every Student Succeeds Act**

The *Systems of Continuous Improvement* is the primary improvement strategy for ALL schools and districts using federal funds in Georgia



# CLIP Review Rubric



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## COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP) FY18 REVIEW RUBRIC

District	
Review Date	
Reviewers	Office/Division

Component	Page
A. Comprehensive Needs Assessment District Report	
B. Parent and Family Engagement Policy	
C. District Improvement Plan	
D. Foster Care Transportation Plan	
E. Title I, Part C ID&R Plan	
F. District CLIP Summary	



District	
Review Date	
Reviewers	Office/Division

# Summary



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COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)  
FY18 Review Rubric Checklist

Section	Approved 1st	Revisions Required	Approved 2nd
<b>A. Comprehensive Needs Assessment District Report</b>			
<b>1. Planning and Preparation</b>			
1.1 Identification of Team and 1.2 Identification of Stakeholders			
1.3 Project Management			
<b>2. Data Collection and Analysis</b>			
2.1 Coherent Instructional System			
2.2 Effective Leadership			
2.3 Professional Capacity			
2.4 Family and Community Engagement			
2.5 Supportive Learning Environment			
2.6 Demographic and Financial			
2.7 Student Achievement			
<b>3. Needs Identification and Root Cause Analysis</b>			
3.1 Trends and Patterns			
3.2 Program Strengths and Challenges			
3.3 Identification and Prioritization of Overarching Needs			
3.4 Root Cause Analysis			
<b>B. Parent and Family Engagement Policy</b>			
<b>C. District Improvement Plan</b>			
<b>1. General Improvement Plan Information</b>			
<b>2. District Improvement Goals</b>			
2.1 Creating Improvement Goals			
2.2 Overarching Need #1			
2.3 Overarching Need #2			
2.4 Overarching Need #3			
2.5 Overarching Need #4			
<b>3. FY18 LEA Equity Plan</b>			
3.1 Review of Comprehensive Needs Assessment Report			
3.2 Identification of Equity Gaps			
3.3 Selection of Equity Interventions to Address Identified Equity Gaps			
3.4 Equity Interventions for Reducing District Equity Gaps			
<b>4. Required Questions</b>			
<b>D. Foster Care Transportation Plan</b>			
<b>E. Title I, Part C ID&amp;R Plan</b>			

COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP) FY18 REVIEW RUBRIC 2



	Approved 1st	Revisions Required	Approved 2nd

# Indicators



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<i>2.2 Effective Leadership</i>			
<i>2.2.1 Data</i>	<i>Met</i>	<i>Met - with Recommendation(s)</i>	<i>Not Met - Revisions Required</i>
Self-ratings for Georgia District Performance	The district provided	The district provided	The district did not provide

# Promising Practices



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*District Name*  
*Comprehensive LEA Improvement Plan (CLIP) FY18 Review Rubric*

## DISTRICT CLIP SUMMARY

<i>Promising Practices</i>
<b>A. Comprehensive Needs Assessment District Report</b>
<i>1.1 Identification of Team and 1.2 Identification of Stakeholders</i>
<i>1.3 Project Management</i>
<i>2.1 Coherent Instructional System</i>

# Recommendations



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*District Name*  
*Comprehensive LEA Improvement Plan (CLIP) FY18 Review Rubric*

<i>Recommendations</i>
<b>A. Comprehensive Needs Assessment District Report</b>
<i>1.1 Identification of Team and 1.2 Identification of Stakeholders</i>
<i>1.3 Project Management</i>
<i>2.1 Coherent Instructional System</i>



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