Georgia’s Systems of Continuous Improvement

OVERVIEW

May 10, 2017

7 Regional Workshop Locations:

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

May 10, 2017
1. Background
2. Framework
3. Connections
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2. Framework
3. Connections
Background

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

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.
1. Background

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Framework

Georgia’s Systems of Continuous Improvement
Framework: The Process for Continuous Improvement

HOW we improve continuously
Framework: The Process for Continuous Improvement
Framework:
The Process for Continuous Improvement
Framework: The Process for Continuous Improvement
Framework:
The Process for Continuous Improvement

Coherent Instructional System
Effective Leadership
Family & Community Engagement
Supportive Learning Environment
Professional Capacity
Plan Implementation
Implement Plan
Examine Progress
Select Interventions
Identify Needs

Whole Child
Framework: The Process for Continuous Improvement

Coherent Instructional System
Effective Leadership
Family & Community Engagement
Supportive Learning Environment
Professional Capacity
Whole Child

Identify Needs
Select Interventions
Implement Plan
Examine Progress

5/10/2017
Framework:
The Content of Continuous Improvement

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

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

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

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

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

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

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
1. Background
2. Framework
3. Connections
Connections

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

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

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

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

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.

5/10/2017
### CLIP Review Rubric

**COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)**

**FY18 REVIEW RUBRIC**

<table>
<thead>
<tr>
<th>Component</th>
<th>Page</th>
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<tbody>
<tr>
<td>A. Comprehensive Needs Assessment District Report</td>
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<tr>
<td>B. Parent and Family Engagement Policy</td>
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<td>C. District Improvement Plan</td>
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<td>D. Statewide Transportation Plan</td>
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<td>E. Title I, Part C (DIRR) Plan</td>
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<td>F. District CLIP Summary</td>
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5/10/2017
### Summary

#### COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)

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<tr>
<th>Section</th>
<th>Approved</th>
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<tbody>
<tr>
<td>A. Comprehensive Needs Assessment District Report</td>
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<td>1. Planning and Preparation</td>
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<td>2. Data Collection and Analysis</td>
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<td>2.1 Coherent Instructional System</td>
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<td>3. Needs Identification and Root Cause Analysis</td>
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<td>3.1 Trends and Patterns</td>
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<td>3.2 Program Strengths and Challenges</td>
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<td>3.3 Identification and Prioritization of Overwhelming Needs</td>
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<td>1. General Improvement Plan Information</td>
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<td>3. FY18 LEA Equity Plan</td>
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<td>3.1 Review of Comprehensive Needs Assessment Report</td>
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<td>3.2 Identification of Equity Gaps</td>
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<td>4. Required Questions</td>
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<td>15. Foster Care Transportation Plan</td>
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#### 5/10/2017
# Indicators

## 2.2 Effective Leadership

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<th>Not Met - Revisions Required</th>
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# Promising Practices

## District CLIP Summary

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## Recommendations

**District Name**

Comprehensive LEA Improvement Plan (CLIP) FY18 Review Rubric

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Georgia’s Systems of Continuous Improvement

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