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

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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Agenda

- Getting Oriented
- Reiterating Assumptions
- Moving from the CNA to the Improvement Plan
- Reviewing the Improvement Plan
- Updates
- Looking Ahead
- Questions

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Getting Oriented
Where We Are in the Timeline

Timeline

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- 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

Identify Needs
Select Interventions
Plan Implementation
Implement Plan
Examine Progress
Coherent Instructional System
Professional Capacity
Supportive Learning Environment
Family & Community Engagement
Effective Leadership
READY TO LEARN
READY TO LIVE
READY TO LEAD
WHOLE CHILD

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Georgia Department of Education
Comprehensive Needs Assessment
2017-2018 District Report
District Name

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- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

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GaDOE
Georgia Department of Education
District Improvement Plan
2017-2018

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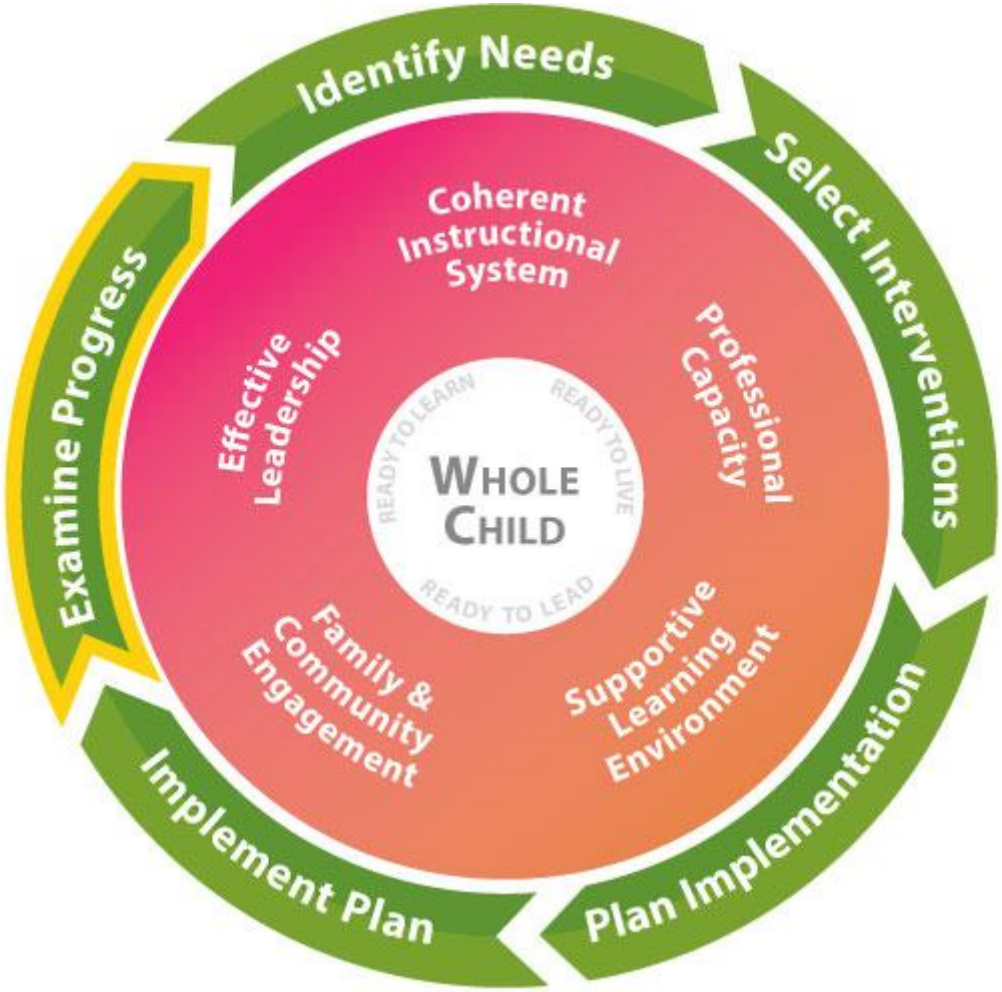
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Reiterating Some Assumptions

Upside Down Paradigm

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FROM	TO
• Schools and Districts meet Program Needs	• Programs meet School and District needs
• Programs require needs assessment and plans	• The work is on School-District CNAs and plans
• Program work	• School work
• Divisions-Departments preoccupied with program work	• Divisions-Departments preoccupied with continuous improvement
• Continuous improvement is a singular event	• Continuous improvement is the weekly work of leadership

Schools as Systems

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- *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

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- 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

CNA Report –
Identification and Prioritization of Overarching Needs (District p. 81, School p. 75)

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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.

Overarching Need	*How severe is the need?*	*Is the need trending better or worse over time?*	*Can Root Causes Be Identified?*	*Additional Considerations*	*Priority Order*

CNA Report –
Root Cause Analysis (District pp. 82-84, School pp. 76-78)

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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. 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

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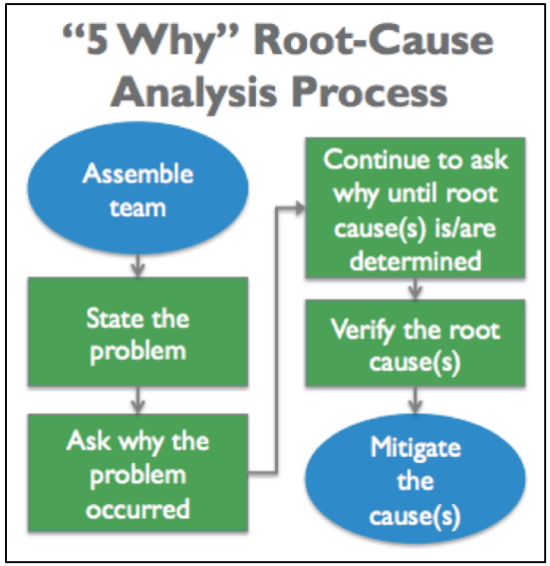

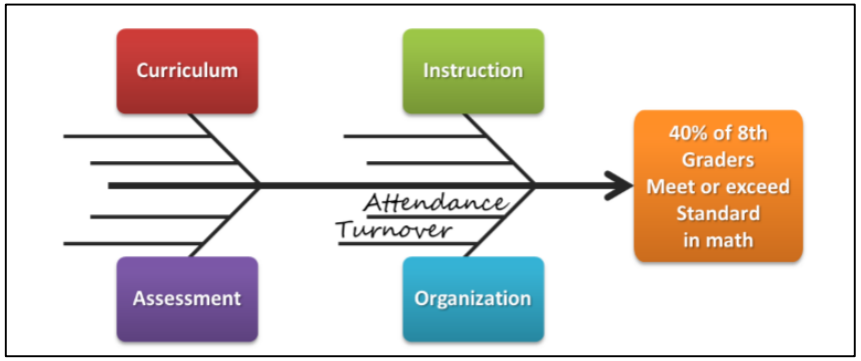

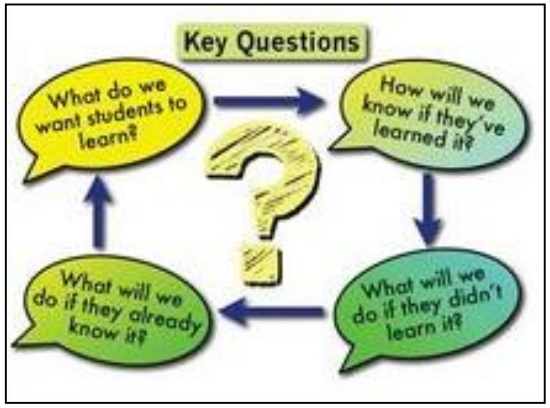

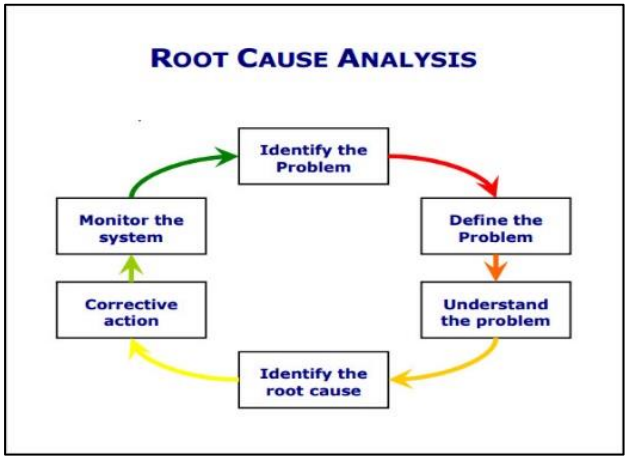

CNA Report –
Root Cause Analysis (District pp. 82-84, School pp. 76-78)

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Overarching Need #1			
Root Causes to be Addressed	*This is a root cause and not a contributing cause or symptom*	*This is something we can affect*	*Related programs*

CNA Report – District pp. 82-84

Overarching Need #1	In social studies, students are not experiencing the deeper levels of rigor and challenge compared to other content areas		
Root Causes to be Addressed	*This is a root cause and not a contributing cause or symptom*	*This is something we can affect*	*Related programs*
Students are not being exposed consistently to the full rigor of the standards	Y	Y	ACDFG IJ
Teachers are not unpacking/deconstructing standards to uncover the varied levels of rigor	Y	Y	BH
The new state standards and processes for unpacking them were not rolled out well to teachers and leaders	Y	N	BH
There is a wide variance in the instructional leadership capacity of district leaders	Y	Y	BH
There is no formal system and structure to build the instructional leadership capacity of district leaders	Y	Y	BH

Moving Toward Planning

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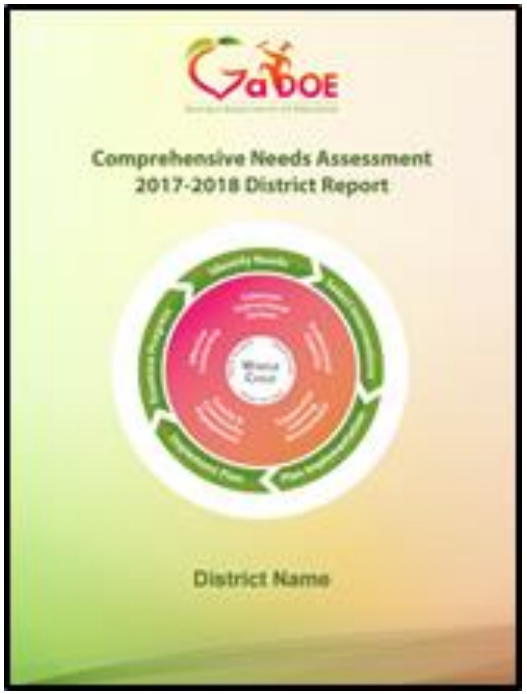
We know our needs, how do we determine what we will do to address those needs?



Reviewing the Improvement Plan

Updates

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- 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

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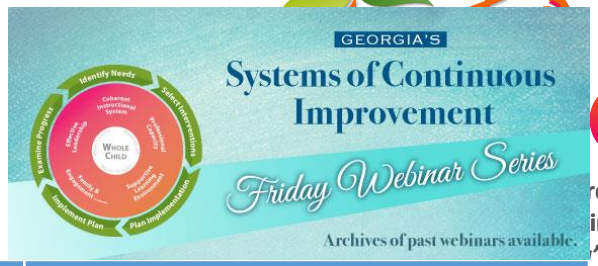
- District Improvement Plan template is complete and available on the GaDOE template
- School Improvement Plan template is complete and available on the GaDOE template
- Frequently Asked Questions (FAQ) available
- Data Guide available

Looking Ahead



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 28
Planning – Budgeting	April 28
Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5

Looking Ahead

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- 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

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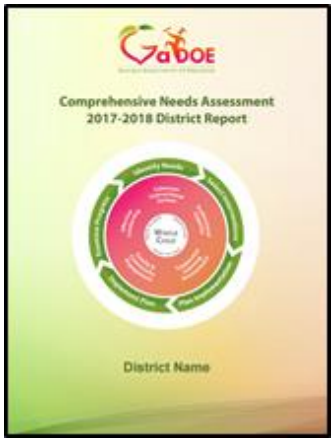
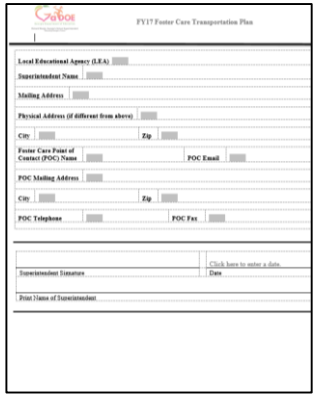
District CNA



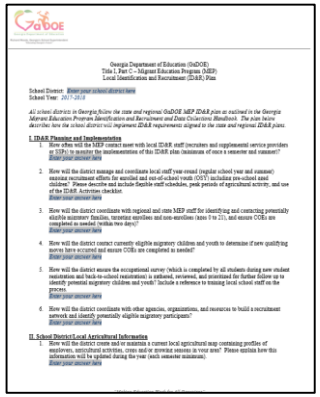
Parent and Family Engagement Policy

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)

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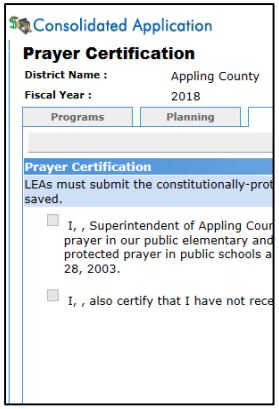
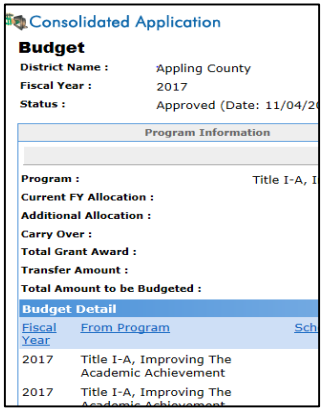
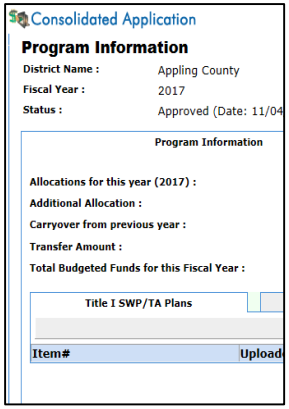
Assurances



Prayer Certification



Budgets



Program Specific Worksheets

May 10 Regional Workshops

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- 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?

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EXAMPLE

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

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
In Title I schools, time for targeted interventions are built in to the schedule	Ensure district and building leadership incorporate time in the students' schedules to provide additional instructional time to address gaps resulting from mobility
English Learners	**Migrant**
District ESOL Coordinator and Social Studies supervisor coordinate teacher schedules in order to ensure collaborative planning time.	Ensure district and building leadership incorporate time in the students' schedules to provide additional instructional time to address gaps resulting from mobility
Race/Ethnicity/Minority	**Students with Disabilities**
Incorporate into the monthly principal meetings training to ensure PLC objectives include analysis, monitoring, and impact of interventions on subgroup performance	District IDEA Coordinator collaborates with Social Studies supervisor and technology team to ensure student schedules and curriculum align to IEP goals

EXAMPLE

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PROFESSIONAL CAPACITY	
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)	PC - 2; PC-4

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

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

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

Economically Disadvantaged	Foster and Homeless
Addressed in action steps.	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.
English Learners	**Migrant**
Teacher trainings include effective approaches for integrating social studies and language goals into scheduled/sheltered social studies classes.	Build flexibility in migrant funded student service provider's (staff) instructional schedule to attend relevant socials studies professional development opportunities.
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in action steps.	Special education staff training on differentiation in social students instruction during inclusion settings.