

Planning for Continuous Improvement

Session 1: Preparing to Plan



SABES Program Support PD Team
October 11, 2024 | 9:30 am - 12:30 pm



**Before
We Begin**

Please rename yourself to
include your program name.

Zoom Controls

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Meeting Controls for Mac appear as shown below:



Click **Raise Hand** to notify host if you have a question or comment.



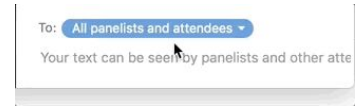
Click **Lower Hand** to lower it.



You can **access chat** by clicking the icon on the control bar.



To change who you are chatting with, click the drop down beside "To:"



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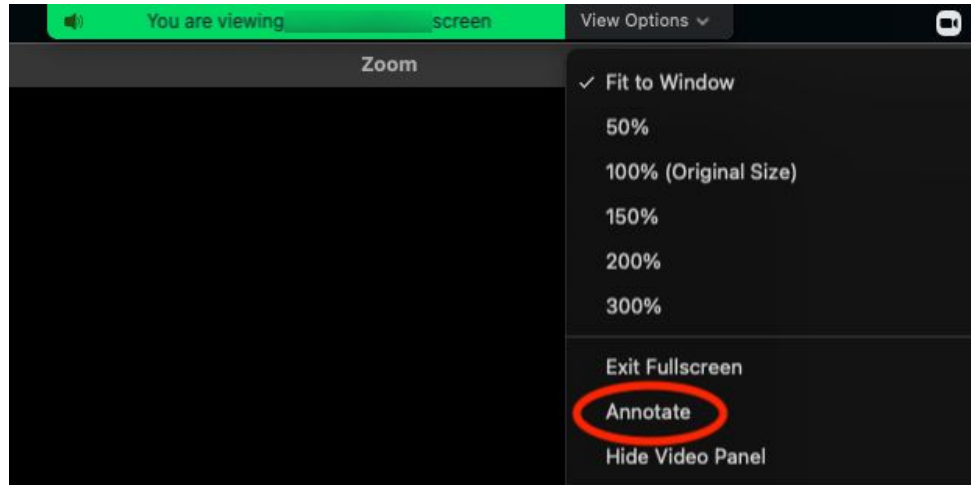


Click the **Mute** button to mute yourself.



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How to Annotate Your Screen



Click on the **View Options** button at the top of your screen. Select "Annotate."

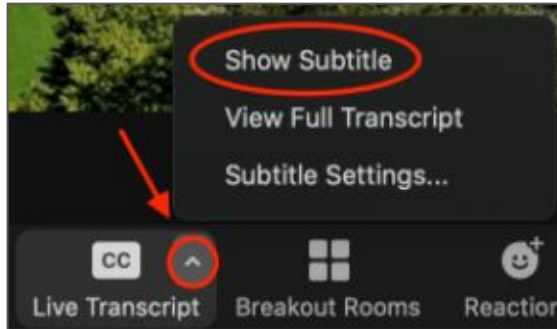
This will trigger the annotation menu, where you can select different tools for annotation.

To stop annotating, click the red X and close the menu.



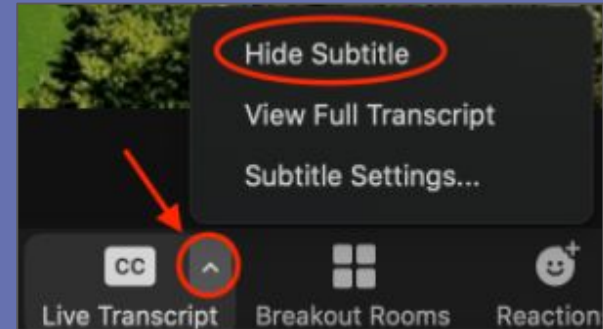
To Turn Live Transcriptions On

Click the CC / Closed Caption button, then click **Show Subtitle**.



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Introductions



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Warm Up

See Handout 1

Think, Pair, Share

What would the world look like if your program were no longer needed?

Series Goal

Using an inclusive, equitable access frame and theory of change model, directors and their program teams effectively implement an ongoing, cyclical continuous improvement process informed by data that strengthens instruction, learning, and student outcomes.

[See Syllabus](#)

Series Learning Objectives

1. Describe a continuous improvement planning cycle and its relationship to student outcomes, staff growth, and program accountability
2. Locate, evaluate, and make meaning of multiple sources of relevant information (including program data, stakeholder input, and program context) to inform continuous improvement planning
3. Collaborate with students, staff, and program partners to identify areas of growth and set continuous improvement goals that are aligned with a shared vision for the program
4. Create an action plan to achieve continuous improvement goals; reflect on and evaluate outcomes and make adjustments to the plan

[See Syllabus](#)

Planning for Continuous Improvement Series

Fall 2024 Sessions

Session 1

Preparing to Plan

October 11, 9:30 am - 12:30 pm

Session 2

Leading with Data

October 25, 9:30 am - 12:30 pm

Session 3

Charting a Course

November 15, 9:30 am - 12:30 pm

Session 4

Moving to Action

Hybrid | December 20, 9:30 am - 12:30 pm



Session 1 Goals

- Define continuous improvement planning and explain its role in an adult education program
- Begin the pre-planning process

Session 1 Learning Objectives

- Name the stages in a continuous improvement planning cycle
- Identify key steps in preparing to plan
- Complete the pre-planning questionnaire
- Identify potential pitfalls and strategies for pre-planning

Planning for Continuous Improvement Series

...and beyond

In-Program Work

- Finalizing the Continuous Improvement Plan | Fall 2024
- In-Between Session Check In | Spring 2025
- Implementing the Continuous Improvement Plan | Your Pace

CIP Summit: Reflect & Celebrate

State Directors Meeting | May 20-21, 2025



Agenda

9:30-9:55

Welcome & Introductions

9:55-10:35

Setting the Stage

Overview of Continuous Improvement Planning
Premises of Change Activity

10:35-10:40

Break

10:40-11:35

Preparing to Plan

Prepare for Collaborative Inquiry
Equity Pause: Including Students

11:35-11:40

Break

11:40-12:10

Preparing to Plan

Identify & Analyze Growth Areas
Case Studies

12:10-12:30

Debrief & Closing



01

Setting the Stage

Continuous Improvement

... is an ongoing commitment to quality improvement efforts that are evidence-based, integrated into the daily work of individuals, contextualized within a system, and iterative.

Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). *Continuous Improvement in Education*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.

**Continuous
improvement
is cyclical,
reflective, and
data-driven.**

It allows teams to...

- reflect on their work
- identify problem areas
- pilot solutions, and
- evaluate and adapt interventions

...based on data.

Continuous Improvement Planning

... is a process of assessing needs, identifying goals, and creating a roadmap to make sure that everyone is moving in the same direction at the same time.

**Planning
requires
collaboration,
intentionality,
and reflection.**



Guiding Questions

What change?

For whom?

By whom?

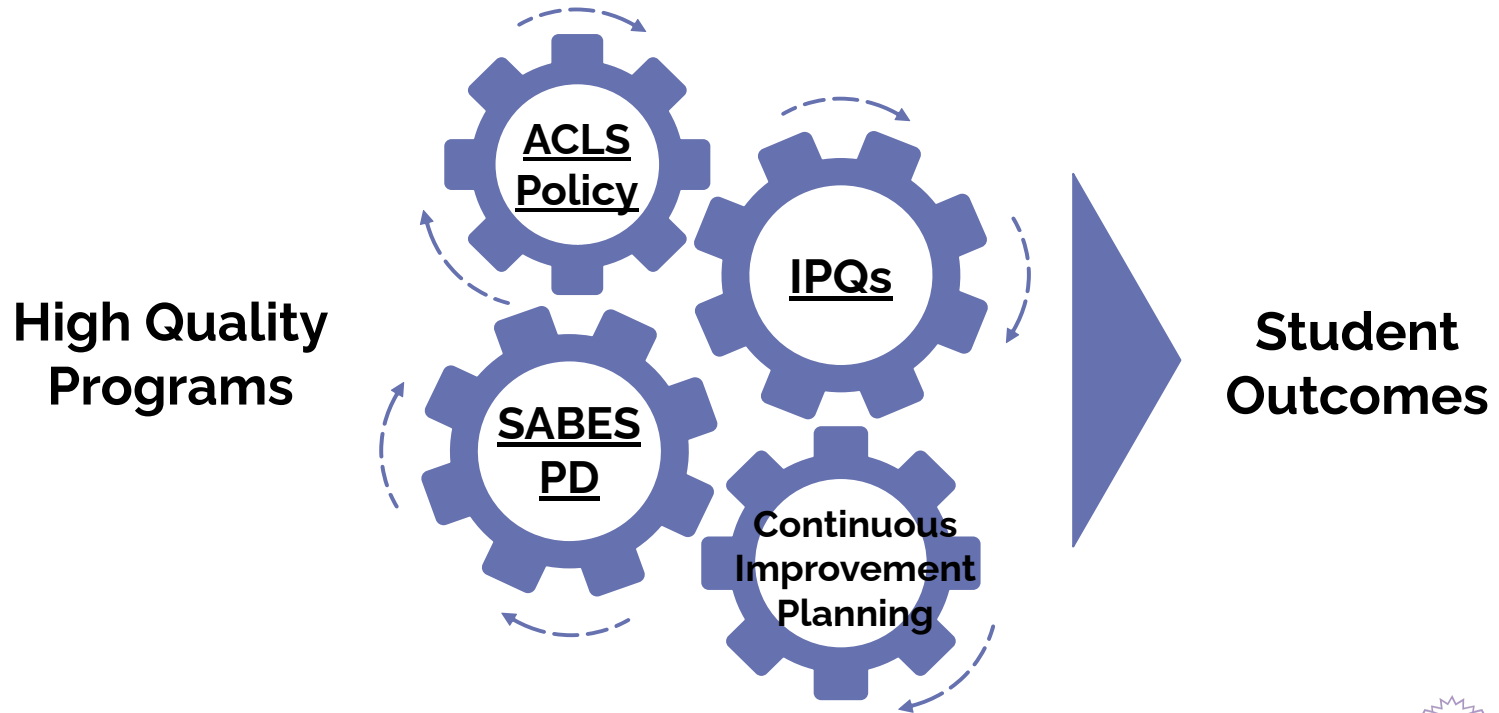
How?

What are we looking to improve? Why?
What are the parameters and priorities?

Who will be impacted by change?
Who will implement change?
Whose voice is and is not in the room?

What actions will we take? When?
How will we evaluate effectiveness?

Making Connections



Making Connections

IPQ 9

Educational Leadership

*Educational leaders guide a **continuous improvement planning process** that supports high quality practices and a shared vision for student and staff success with the goal of improving students outcomes.*

ACLS Policy

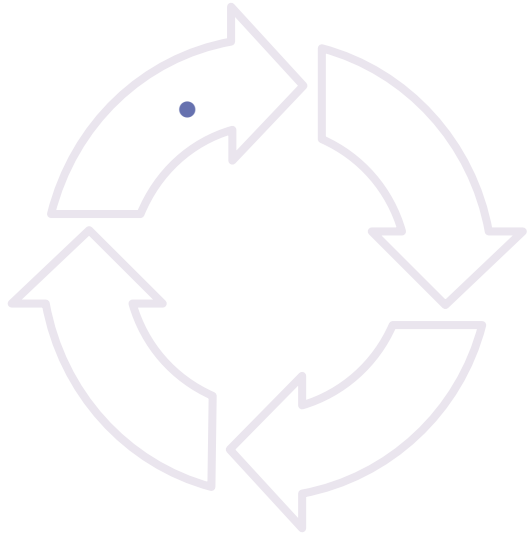
Continuous Improvement

*...engage in a **continuous improvement planning process** that involves all stakeholders, including students, and incorporates their feedback, reflections, and recommendations for improvement.*



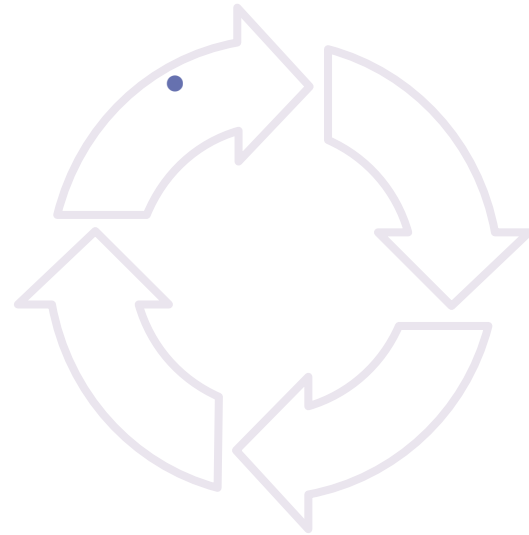
CIPs in Programs

FY21 Summative PQR Report



**What are
some other
reasons to
plan?**

**Does your
program have
a CIP, or have
you created
one before?**





Change is a process, not an event.

Hall, G., and Hord, S. (2011). *Implementing change: Patterns, principles, and potholes*. Boston, MA: Pearson.

Some Definitions

Overall Focus

brief statement of the broad issue

Problem Statement

brief statement of the specific and measurable problem

Aim Statement

the specific goal developed in response to the problem statement that guides the improvement effort

Change Practices

the interventions or practices selected to address the problem and achieve the aim

Activity:

Premises of Change

Premises of Change

Change Theory & School Improvement

1. Focus on motivation
2. Capacity-building, with a focus on results
3. Learning in context
4. A bias for reflective action
5. Persistence and flexibility in staying the course

Fullan, M. (2006). Change theory: A force for school improvement.
Centre for Strategic Education, Victoria, CA.





Breakout Activity

Divide the premises among your group members.

Review your premise. Prepare to **summarize** and share your understanding with your group.

Report to your group on your premise(s).
Discuss and prepare to share out.

20 mins | *plan to share out*

See Handout 2

Discussion

How do these principles apply in your context?

Which resonate with you?

Is there anything you would add?



Share Out & Debrief

What came up in your group?

What principles did you add?

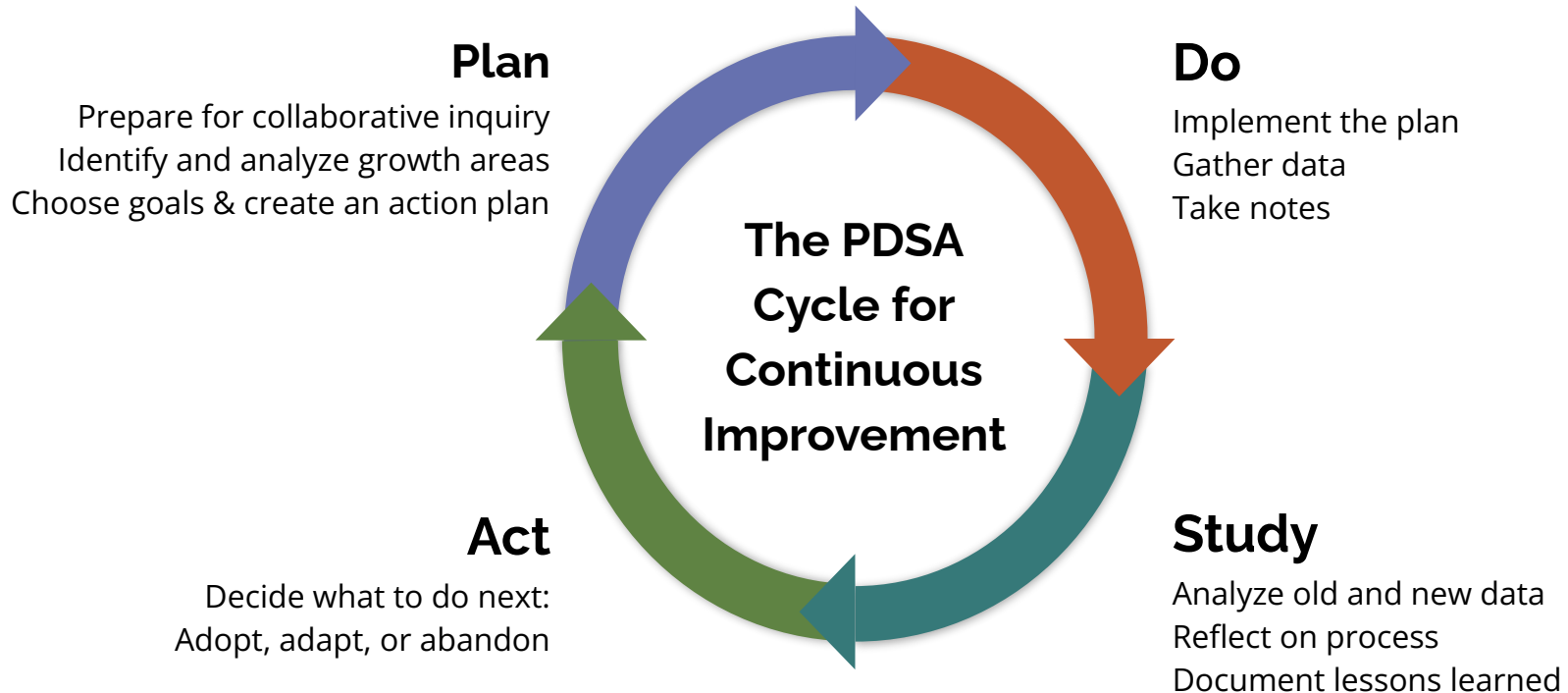


Break

5 minutes

02

The Planning Process & PDSA



See Handout 3

Planning

Putting the “P” in PDSA

**Prepare for
Collaborative
Inquiry**

Sessions 1-2

**Identify
& Analyze
Growth Areas**

Session 3

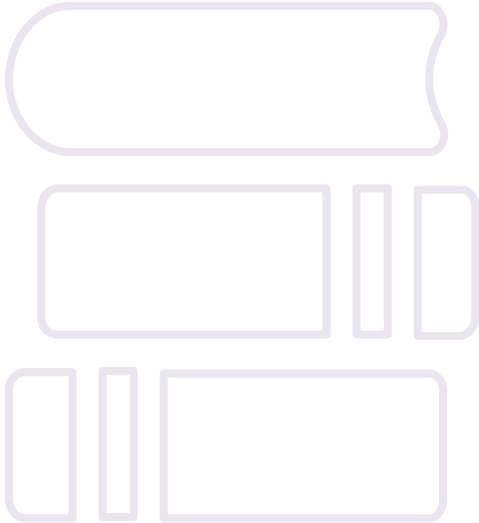
**Choose Goals
& Create an
Action Plan**

Session 4

See Handout 3

Planning

PDSA Guides & Resources



[Comprehensive Needs Assessment Toolkit](#)

Vermont Agency of Education (2020)

- Flexible, big-picture approach
- Explicit equity lens

[Continuous Improvement in Education: A Toolkit for Schools and Districts](#)

National Center for Education Evaluation and Regional Assistance (2020)

- Highly detailed resources, including meeting agendas, role descriptions, worksheets, and additional references

[See References](#)



02 a

Planning

Prepare for

Collaborative Inquiry

Planning

Putting the “P” in PDSA

**Prepare for
Collaborative
Inquiry**

Identify
& Analyze
Growth Areas

Choose Goals
& Create an
Action Plan

- Assess readiness
- Assemble a planning team
- Get grounded in shared vision
- Gather data and look for trends

Session 2



Preparing for
Collaborative Inquiry

Assess Readiness

Laying the groundwork and
identifying potential barriers

See Handout 4

Consider the following context. How might they inform your planning process?

- Community attitudes towards change
- Program culture and working relationships
- Leadership attitudes towards change and challenges from above
- Resources
- Data literacy

Given this context, what groundwork might need to be laid?



Preparing for
Collaborative Inquiry

Assemble a Planning Team

Strategically building your
planning team

Whose voice needs to be in the room?

- Who might be affected by or invested in the focus?
- Who will be implementing change?
- Whose voice might not normally be considered in program-level decisions?
- Try to keep the group large enough to include diverse voices, but small enough that group discussions are feasible and productive.

What onboarding will individuals need? What onboarding will the group need?





Preparing for
Collaborative Inquiry

Gather and Analyze Data

Going beyond LACES

See Handout 5

You will need data to identify areas of growth and choose goals, and later to reflect on and evaluate your progress. Now is a good time to take stock of what you have and what you might need. Consider:

- **Qualitative data:** focus groups, interviews, classroom observations, informal discussions
- **Quantitative data:** enrollment, attendance, EFL gains, other outcomes, surveys

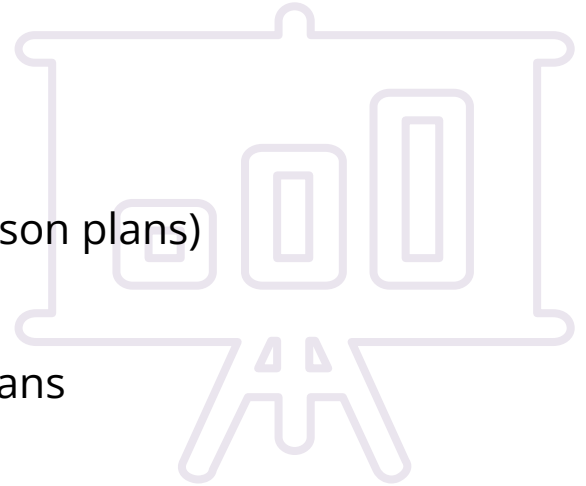
We will talk more about data in Session 2.



Gather & Analyze Data

Common Data Sources

- Desk reviews, LACES, and NRS reports
- Individual interviews and focus groups
- Informal conversations
- Surveys
- Classroom observations
- Artifacts (e.g., student work, teacher lesson plans)
- City and town websites
- Community and partner meetings
- Local Workforce Development Board plans
- Census data
- Budgets



See Handout 6

Resources for Building Data Literacy

[Data Wise Process](#) and [Course](#)

[A Practical Framework for Building for Building a Data-Driven District or School](#)

[Protocols from the School Reform Institute](#) (more in Session 2)

[Practitioner Data Use in Schools: Workshop Toolkit](#)

[*Making Sense of Research: What's Good, What's Not, and How to Tell the Difference*](#)

Definitions from
Gummer & Mandinach, 2015
Mandinach & Gummer, 2013



Data Literacy: a collection of skills and knowledge for working with data to inform decision making

Equity Pause

Data Literacy

Skills include effectively collecting, organizing, presenting, interpreting, summarizing, and critiquing data in ways that result in **actionable understanding**



Preparing for
Collaborative Inquiry

Get Grounded in Shared Vision

Centering the team on your
values and purpose

See Handout 6

A shared vision is a written statement of:

- Core values and beliefs
- Core purposes
- Goals for the students and program

**If your program doesn't have one,
consider developing one as you begin the
planning process.**



Activity:

Setting a Shared Vision



Breakout Activity

Independent: Use the questions in your handout to reflect on your beliefs, values, and goals: 3 mins

With a partner: Combine your partner visions into a group vision: 7 mins

With your group: Combine the partners' visions into a shared vision and add it to the slides: 8 mins

Prepare to share out.

See Handout 4



Group 1: Vision Statement

Guiding Questions	Ideas and Responses
Core Values & Beliefs	
Core Purposes	
Goals	
Draft a Vision Statement	

Group 2: Vision Statement

Guiding Questions	Ideas and Responses
Core Values & Beliefs	
Core Purposes	
Goals	
Draft a Vision Statement	

Group 3: Vision Statement

Guiding Questions	Ideas and Responses
Core Values & Beliefs	
Core Purposes	
Goals	
Draft a Vision Statement	

Group 4: Vision Statement

Guiding Questions	Ideas and Responses
Core Values & Beliefs	
Core Purposes	
Goals	
Draft a Vision Statement	

Equity Pause

Equity Pause

Research shows that including students in program-level decisions reinforces culturally responsive teaching practices in the classroom and improves learning outcomes program-wide.

Yet, students are often excluded from program planning. Why is that?

What strategies have you found effective for including students in program-level decisions?

Levitan, J. (2019). Incorporating participant voice in culturally responsive leadership: A case study. *Leadership and Policy in Schools*, 1-17.

Sensoy, Ö., & DiAngelo, R. (2015). *Is everyone really equal?: An introduction to key concepts in social justice education*. New York, NY: Teachers College Press.



Strategies for Including Students

1. Clearly define roles and responsibilities
2. Identify an ally
3. Provide professional learning
4. Offer multiple forms of participation
5. Listen to all voices



Goodwin, B. and Holquist, S. (2020) "Research Matters/Listen Up!"
ASCD Vol. 77 No. 6



SABES Resources on Student Leadership

Webinar Recordings

[SABES PSPDC On-Demand Website](#)

COABE Journal Article

[Spring 2023 Edition, p. 71](#)

Upcoming Webinars

Keep an eye out!

Break

5 minutes

02 b

Preparing to Plan:

Identify & Analyze Growth Areas

Preparing to Plan

Prepare for
Collaborative
Inquiry

**Identify
& Analyze
Growth Areas**

Choose Goals
& Create an
Action Plan

1. Choose the overall focus
2. Identify core issues
3. Identify root causes
4. Brainstorm change ideas

Identify & Analyze
Growth Areas

Choose the Overall Focus

What area of your program
needs attention?

An overall focus is a general area of need and initial direction for deeper analysis by the planning team. Consider:

- Your program's latest PQR
- Reflections on the IPQs
- General trends in program data

Regardless of who chooses it, the overall focus should be informed by data and conversations with multiple stakeholders.

Identify & Analyze
Growth Areas

Choose the Overall Focus

Recognizing data trends and
setting the direction

Examples:

- Our overall focus will be on instructional practice, since only 34% of students had one EFL gain on their BEST Plus testing last year.
- Attendance and persistence are a core focus, as many students and staff have complained about high turnover in their classes.
- Student surveys reveal that many students struggle to use technology outside of class, so digital literacy will be our focus.
- ABE enrollment will be our focus, because we haven't met our enrollment targets in 2 years.

Identify & Analyze
Growth Areas

Identify Core Issues

What dynamics are causing
the overall focus to be an
area of concern?

Use additional data, reflection, and analysis to dig deeper into the overall focus.

- Make factual observations about the data
- Make inferences about what the facts are telling you
- Hone in on core issues and problems of practice
- Prioritize according to your program's values and needs

Identify & Analyze
Growth Areas

Identify Root Causes

What is creating the dynamics
that you identified as core
issues?

**Use additional data, reflection, and
analysis to understand what is driving
your core issues.**

Consider:

- Resources
- Skills
- Knowledge
- Data
- Environment
- Processes



Identify & Analyze
Growth Areas

Brainstorm Change Ideas

Getting innovative about
solutions

Work with your team to brainstorm change ideas to address the core issues and root causes that you've identified.

- Don't limit yourself! Let the ideas flow to encourage innovative thinking, then begin to narrow your focus.
- This is the time to try new things and test them out. Avoid listing things that you're already doing.
- Participate in PD and attend Sharing Groups to gain new ideas and insights.
- Don't be afraid to try old things in a new way.

Continuous Improvement Plan Template

Program Name: _____

Fiscal Year/s: From _____ to _____

1 | Initial Planning

Action	Notes or Links to Supportive Resources
<input type="checkbox"/> Assessed readiness	
<input type="checkbox"/> Assembled a planning team	
<input type="checkbox"/> Wrote, revised, or revisited a shared vision	
<input type="checkbox"/> Conducted an initial review of relevant data	
<input type="checkbox"/> Considered opportunities for student, staff, and partner input and agency	

Services

is successful?

Notes from discussions on core issues and root causes:

Updates

See Handout 7

Activity

Case Studies



Breakout Activity

In your breakout room, read
and discuss the case study.

15 minutes | *plan to share out*

See Handout 8



03

Debrief & Closing

Session 1 Goals

- Define continuous improvement planning and explain its role in an adult education program
- Begin the pre-planning process

Session 1 Learning Objectives

- Name the stages in a continuous improvement planning cycle
- Identify key steps in preparing to plan
- Complete the pre-planning questionnaire
- Identify potential pitfalls and strategies for pre-planning

Debrief

Think, Pair, Share

- What was this like for you as a learner?
- **Peak:** What are you excited about? What feels promising?
- **Pit:** What still feels unclear? What do you need to sit with?
- How can you imagine this playing out at your program?

Session 2 Homework

Complete [Session 1 Exit Ticket](#) (~5 mins)

Bring **3 elements of data** to bring to the next session, including:

- One from LACES/Desk Review
- One *not* from LACES/Desk Review
- One of your choice

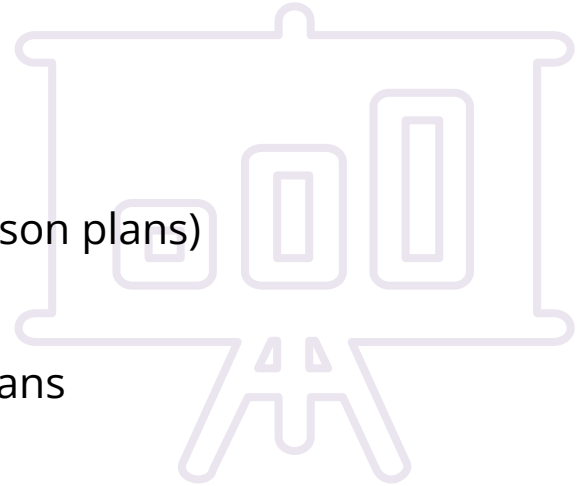
Read [Performance Accountability: For What? For Whom? And How?](#) if you haven't already

Begin working on your plan using the **Planning Template**

Gather & Analyze Data

Common Data Sources

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- Budgets



See Handout 6

Planning for Continuous Improvement Series

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Thank you!

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