Continuous Improvement Planning

Session 3:
Charting a Course

SABES
Program Support PD Center

WORLD EDUCATION
A DIVISION OF JSI

SABES Program Support PD Center

November 15, 2024 | 9:30 am - 12:30 pm

Zoom Controls

Webinar Controls (PC) can be found at the bottom of your Zoom window (hover mouse pointer to make this appear).

Meeting Controls for Mac appear as shown below:

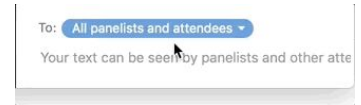Click **Raise Hand** to notify host if you have a question or comment.

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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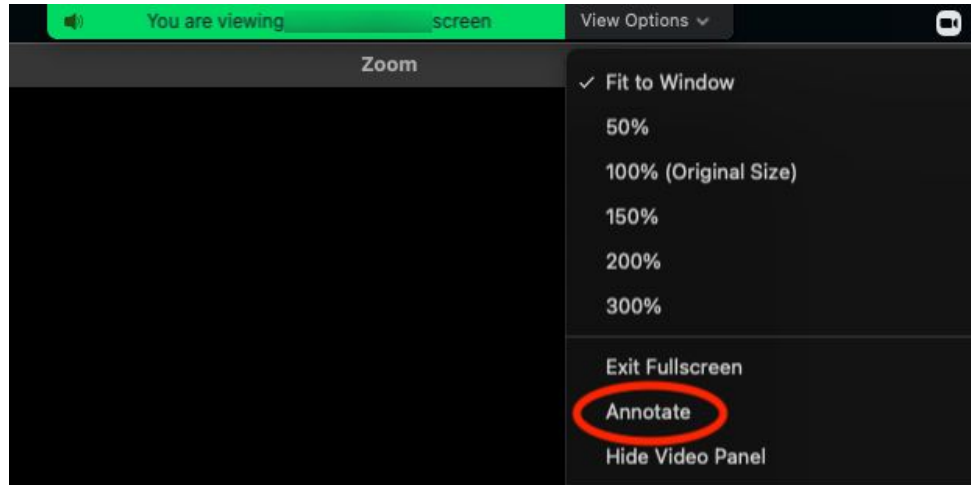
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How to Annotate Your Screen

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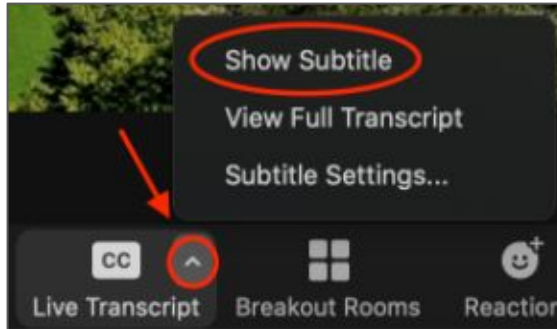
This will trigger the annotation menu, where you can select different tools for annotation.

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**.

To Turn Live Transcriptions Off

Click the CC / Closed Caption button again and select **Hide Subtitle**.
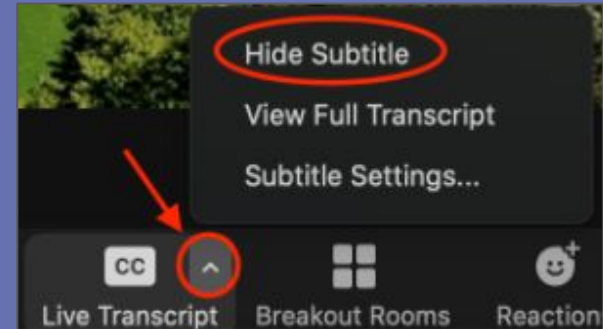
Welcome & Introductions

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"If a goal is worth having, it is worth blocking out the time in your day-to-day life necessary to achieve it."

Jill Koenig

Welcome Back!

Rename yourself to include your program name.

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01

Warm Up & Welcome

Program Updates: How's it going?

Program	Notes
NDEC	
Mujeres Unidas	
MWCC	
Hampden County Corrections	
Bristol County Corrections	

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.

Session 3 Goal

Program improvement teams learn and practice an inclusive process for developing, monitoring, and evaluating a continuous improvement plan that is designed to promote meaningful change and that strengthens instruction, learning, and student outcomes.

Session 3 Learning Objectives

- Use root cause analysis to identify specific areas for improvement, set strategic goals, and develop a working theory of change

- Use the SMARTIE method to refine goals and align goals with their intended impact

- Identify individual action steps and consider strategies for effective action planning

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Plan

Prepare for collaborative inquiry
Identify and analyze growth areas
Choose goals & create an action plan

Do

Implement the plan
Gather data
Take notes

The PDSA Cycle for Continuous Improvement

Act

Decide what to do next:
Adopt, adapt, or abandon

Study

Analyze old and new data
Reflect on process
Document lessons learned

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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.

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Some Definitions
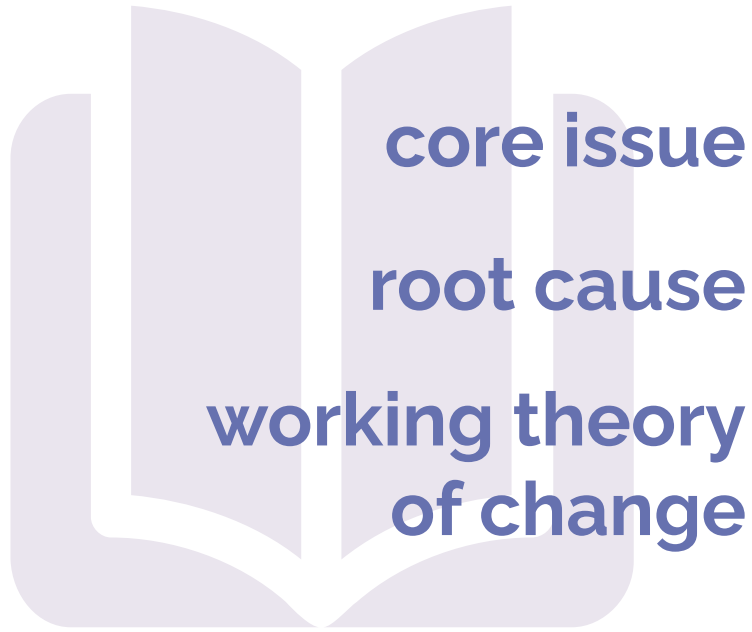
core issue a significant issue or challenge within the overall focus

root cause a significant problem of practice or policy within a core issue

working theory of change a statement explaining what we plan to do to and how we expect that to create meaningful change

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Some Definitions

goal — the specific change that you plan to make in your program

objectives & initiatives — projects and initiatives towards a goal

driver — a practice, policy, resource, or opportunity that influence the objective or initiative

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02

Core Issues & Root Causes

Continuous Improvement Plan Template

Program Name: _____

Fiscal Year/s: From _____ to _____

1 | Initial Planning

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

Notes from discussions on core issues and root causes:

Continuous Improvement Plan Template

Overall focus statement:

Relevant IPQ (Choose one or more):

- ☐ 1: Program Design
- ☐ 2: Equitable Access
- ☐ 3: Career Pathways Collaboration
- ☐ 4: Curriculum
- ☐ 5: Instruction & Assessment

- ☐ 6: Student Progress
- ☐ 7: Advising & Student Support Services
- ☐ 8: Organizational Support
- ☐ 9: Educational Leadership
- ☐ 10: Fiscal & Data Responsibility

Relevant data points or sources that inform the overall focus:

3 | Core Issues & Root Causes (optional)

Notes from discussions on core issues and root causes:

s *successful?*

Updates

Continuous Improvement Plan Template

Overall focus statement:

Relevant IPQ (Choose one or more):
- ☐ 1: Program Design
- ☐ 2: Equitable Access
- ☐ 3: Career Pathways Collaboration
- ☐ 4: Curriculum
- ☐ 5: Instruction & Assessment
- ☐ 6: Student Progress
- ☐ 7: Advising & Student Support Services
- ☐ 8: Organizational Support
- ☐ 9: Educational Leadership
- ☐ 10: Fiscal & Data Responsibility

Relevant data points or sources that inform the overall focus:

3 | Core Issues & Root Causes (optional)

Notes from discussions on core issues and root causes:

successful?

Updates

Core Issues

Core Issues are challenges, problems, or areas of work that are causing the problem in the overall focus.

Example

Overall Focus

Attendance and persistence are a core focus, as many students and staff have complained about high turnover.

Core Issues

- New students join the class frequently, pulling teachers' attention away from current students
- Curriculum doesn't adequately address students' goals
- Teachers report attendance late, affecting the program's overall attendance

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Root Causes

Root causes are specific problems of practice that are causing the core issue and can be addressed through changes in practice or policy.

Example

Overall Focus

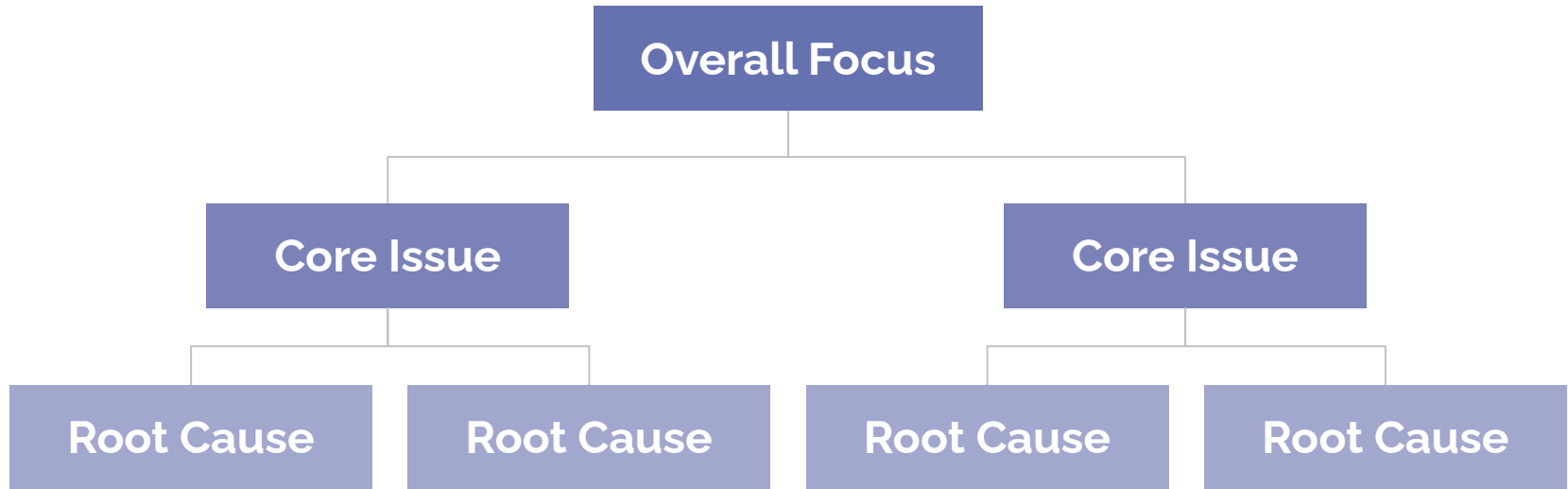Attendance and persistence are a core focus, as many students and staff have complained about high turnover.

Core Issue

New students join the class frequently, pulling teachers' attention away from current students.

Root Cause

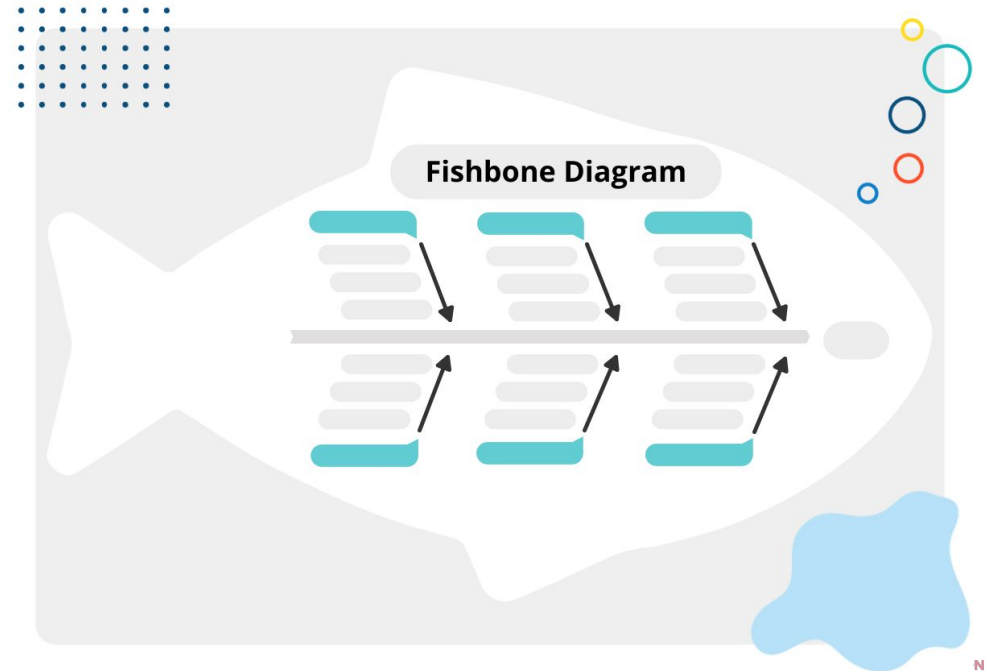Open enrollment policy allows new students to join the class at any time.

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Digging Deep to Find Root Causes

```
                        ┌─────────────────┐
                        │  Overall Focus  │
                        └─────────────────┘
                  ┌───────────────┴───────────────┐
          ┌───────────────┐               ┌───────────────┐
          │  Core Issue   │               │  Core Issue   │
          └───────────────┘               └───────────────┘
        ┌────────┴────────┐             ┌────────┴────────┐
  ┌───────────┐    ┌───────────┐  ┌───────────┐    ┌───────────┐
  │Root Cause │    │Root Cause │  │Root Cause │    │Root Cause │
  └───────────┘    └───────────┘  └───────────┘    └───────────┘
```

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Identifying Core Issues:
The Fishbone Diagram

Use it to identify root causes and prioritize action items.

Work backwards from your core issue (the head of the fish) to identify root causes and contributing factors.

Fishbone Diagram

Identifying Core Issues:
The Fishbone Diagram

Cause

Cause

Factors

Factors

Factors

Factors

Factors

Problem Statement

Factors

Factors

Factors

Factors

Factors

Cause

Cause

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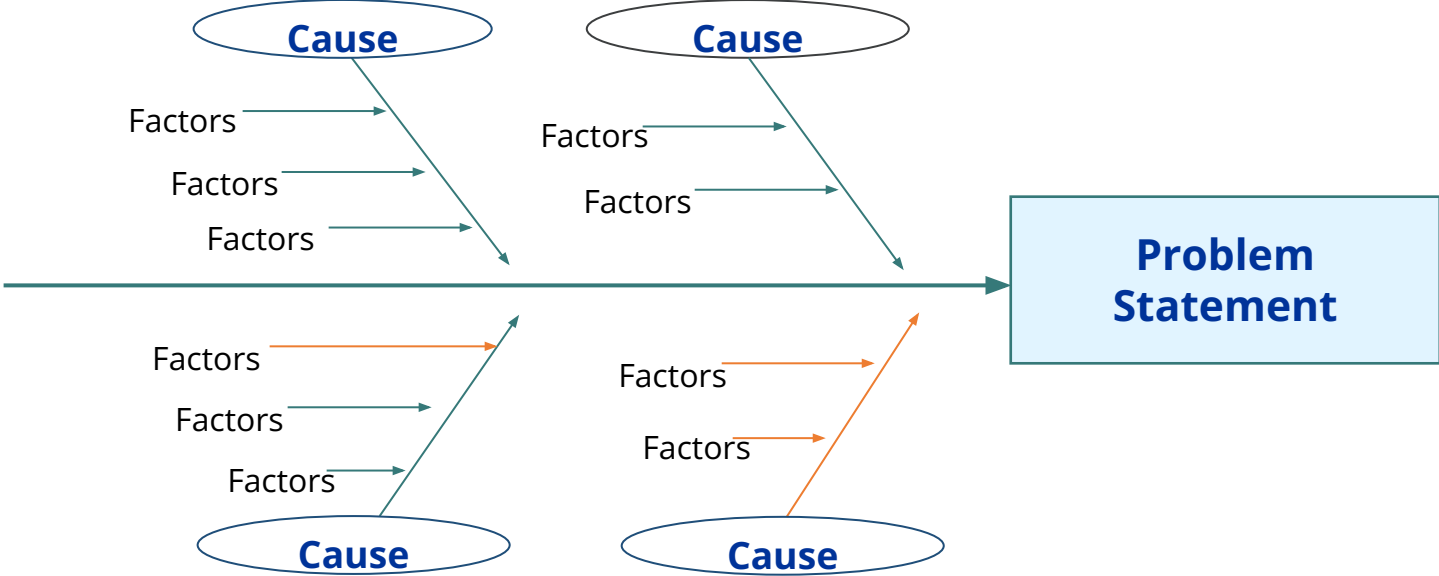
Identifying Core Issues:
The Five Whys

Use it to identify root causes and prioritize action items.

Start with your core issue and dig deep to find actionable root causes.

Core Issue

Why is that?

Why is that?

Why is that?

Why is that?

Why is that?

Root cause

See Handout 1

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Let's Practice:
The Five Whys

Core Issue: The curriculum doesn't adequately address students' goals.

Why is that? Reason

Why is that? Reason

Why is that? Reason

Why is that? Reason

Why is that? Reason

Root cause Root Cause:

See Handout 1

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Making the Most of Root Cause Analysis

- Focus on things that you can address within and through your program.

- Use these tools a a jumping-off point: don't get too caught up in the proces.

- Don't forget to take notes in the Planning Template!

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Working Theory of Change

Continuous Improvement Plan Template

Program Name: _____

Fiscal Year/s: From _____ to _____

1 | Initial Planning

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

Services

successful?

Notes from discussions on core issues and root causes:

Updates

Continuous Improvement Plan Template

4 | Working Theory of Change

Goals	Reason for Choosing	Measurement *How will you know it is successful?*

5 | Action Planning

Duplicate this table for each objective or initiative that you have chosen.

Objective or Initiative:				
Action Step	**Who**	**Timeline**	**Resources/PD**	**Progress Updates**

Creating a working theory of change is time spent looking at the map to choose a route.

Working Theory of Change

Working theory of change tells us what we plan to do to address the core issues and how we expect that to create meaningful change.

It includes:

Goals
What we plan to do to address the core issues and how we expect that to create meaningful change. Use SMARTIE.

Reason for Choosing
How we expect the goal to create change with respect to the core issue

Measurement
What data (or other evidence) we will use to measure progress and what success will look like

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Working Theory of Change: Example

Overall Focus: Attendance and persistence are a core focus, as many students and staff have complained about high turnover in their classes.

Core Issue	Goals	Measurement
Enrollment policy	Implement managed enrollment and over-enrollment	Attendance and enrollment data
Curriculum	Develop and implement a curriculum that is more closely aligned to students' goals	Data gathered through teacher observation
Attendance reporting	Change how attendance is entered into LACES	Data entry management

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Why create a working theory of change?

Creating a working theory of change helps us:

- Connect to **purpose** and see this work as a whole

- Stay focused by making sure that there is a **critical and logical connection** between our work and our overall focus

- Identify and prioritize actions that are **most likely to create meaningful change**

- Identify **measures** of success
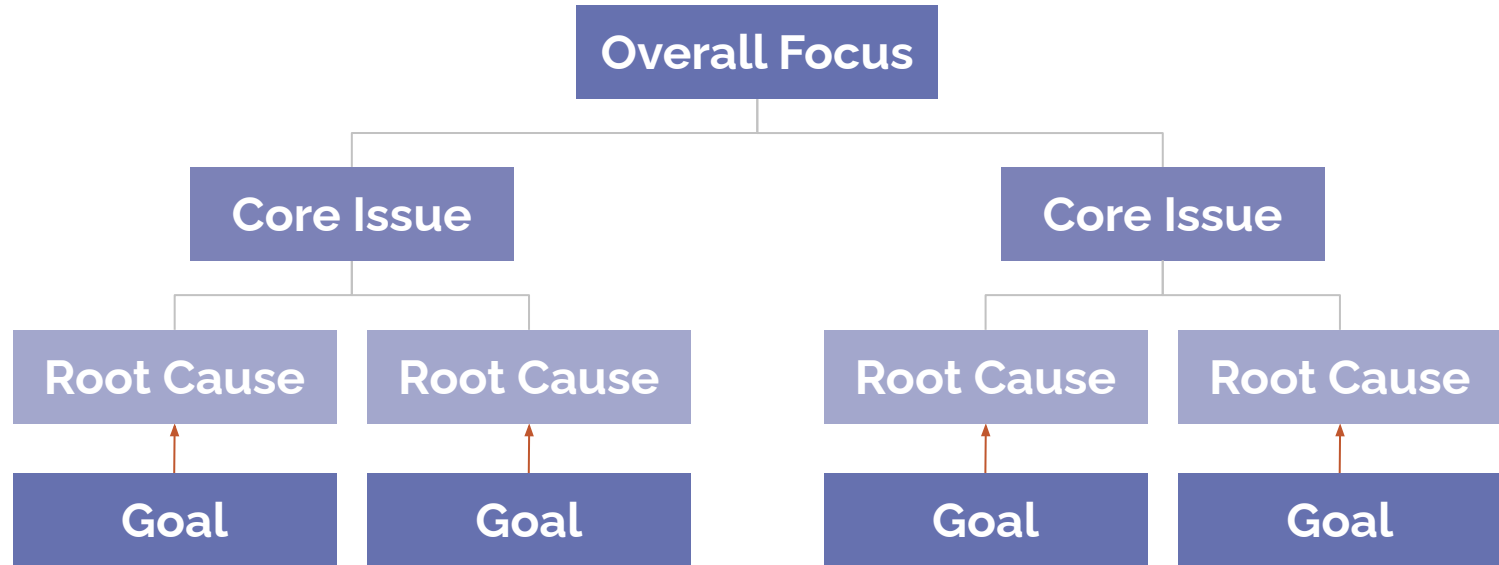
- **Talk effectively** about our planning with partners

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03 b

Setting Goals

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Goals tell us our destination(s): where are we going? How will we know that we're there?

Goals Address Root Causes

Overall Focus

Core Issue

Core Issue

Root Cause

Root Cause

Root Cause

Root Cause

Goal

Goal

Goal

Goal

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What makes for effective goals?

- Aligned to the overall focus as well as mission, vision, and values

- Focused on outcome (what) *and* process (how)

- SMARTIE

- Set using input from relevant stakeholders

Outcome vs. Process Goals

Example 1

Outcome only: To improve our job placement outcomes

Outcome & Process:
By FY26-27, 70% of students will be employed within three months of completing the program with equitable placement across all demographics.

Example 2

Outcome only: To develop and implement a teacher evaluation protocol

Outcome & Process: In FY25-26, we will implement a teacher observation protocol for all teachers that includes a process for creating professional learning plans.

Setting SMARTIE Goals

S pecific

M easurable

A chievable

R elevant

T ime-bound

I nclusively set

E quity-driven

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By [when?], [which students] will [do what?], as evidenced by an [increase/decrease] of [what indicator?], as demonstrated by or on [what evidence?].

This will address bias/inequity by [reason].

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The Holcomb Template
Tailored to learning and outcomes

Let's Practice
Improve These Goals!

We will increase student enrollment this year.

We will increase overall ABE student enrollment to _____ (program specific target) during each enrollment period during this academic year (or dates) by deploying new marketing strategies.

We will increase overall ESOL student enrollment to _____ (program specific target) during each enrollment period during this academic year (or dates) by deploying new marketing strategies.

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Let's Practice

Improve These Goals!

We will create student leadership opportunities.

We will develop a Student Advisory Council with ten seats (5 ABE students and 5 ESOL) that will meet monthly during the school year beginning in November 2024.

Let's Practice
Improve These Goals!

We will develop a new hire orientation process for staff.

We will develop three, separate new hire orientation processes for teachers, advisors, and administrative staff that will commence on the first day of employment.

Goals Improved

1. **We will increase student enrollment this year.**

   - We will increase overall ABE student enrollment to _____ *(program specific target)* during each enrollment period during this academic year (or dates) by deploying new marketing strategies.
   - We will increase overall ESOL student enrollment to _____ *(program specific target)* during each enrollment period during this academic year *(or dates)* by deploying new marketing strategies.

1. **We will create student leadership opportunities.**

   - We will develop a Student Advisory Council with ten seats that will meet monthly during the school year beginning in November 2024.

1. **We will develop a new hire orientation process for staff.**

   - We will develop three, separate new hire orientation processes for teachers, advisors, and administrative staff that will commence on the first day of employment.

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04

Objectives & Initiatives

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Continuous Improvement Plan Template

Program Name: _____

Fiscal Year/s: From _____ to _____

1 | Initial Planning

Action	Notes or Links to Supportive Resources
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☐ Wrote, revised, or revisited a shared vision	
☐ Conducted an initial review of relevant data	
☐ Considered opportunities for student, staff, and partner input and agency	

Notes from discussions on core issues and root causes:

Continuous Improvement Plan Template

4 | Working Theory of Change

Goals	Reason for Choosing	Measurement *How will you know it is successful?*

5 | Action Planning

Duplicate this table for each objective or initiative that you have chosen.

Objective or Initiative:				
Action Step	**Who**	**Timeline**	**Resources/PD**	**Progress Updates**

Objectives and initiatives lead us to our goals.

Objectives & Initiatives

Objectives & Initiatives are specific projects towards the larger goal
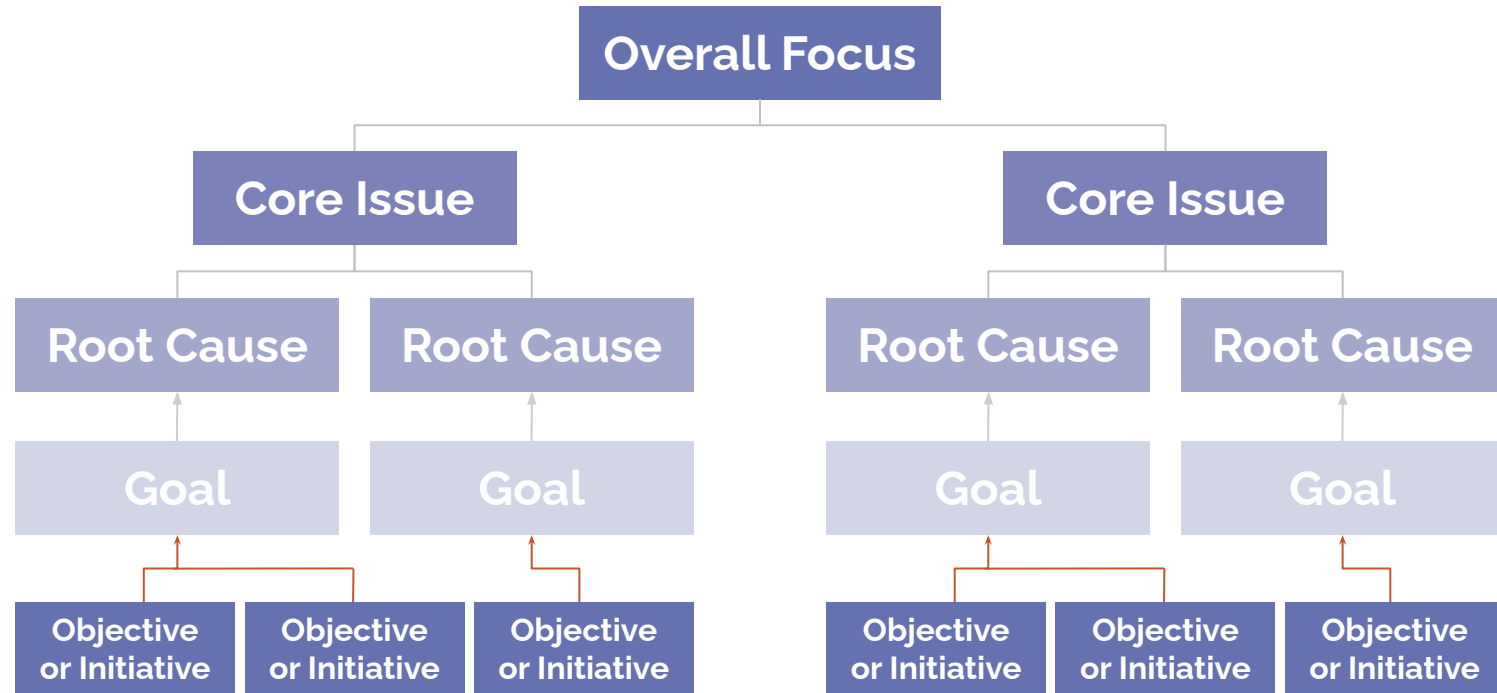
Goal

Objectives & Initiatives

Example

We will increase overall ABE student enrollment to ____ (program target) during each enrollment period during this academic year (or dates).

- Implement new marketing strategies
- Implement managed enrollment
- Overhaul onboarding and orientation for students

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Objectives & Initiatives Address Goals

Overall Focus

Core Issue

Core Issue

Root Cause

Root Cause

Root Cause

Root Cause

Goal

Goal

Goal

Goal

Objective or Initiative

Objective or Initiative

Objective or Initiative

Objective or Initiative

Objective or Initiative

Objective or Initiative

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Choosing Objectives & Initiatives:
The Driver Diagram

Drivers are practices, policies, resources, or opportunities that influence the success of the objective or initiative

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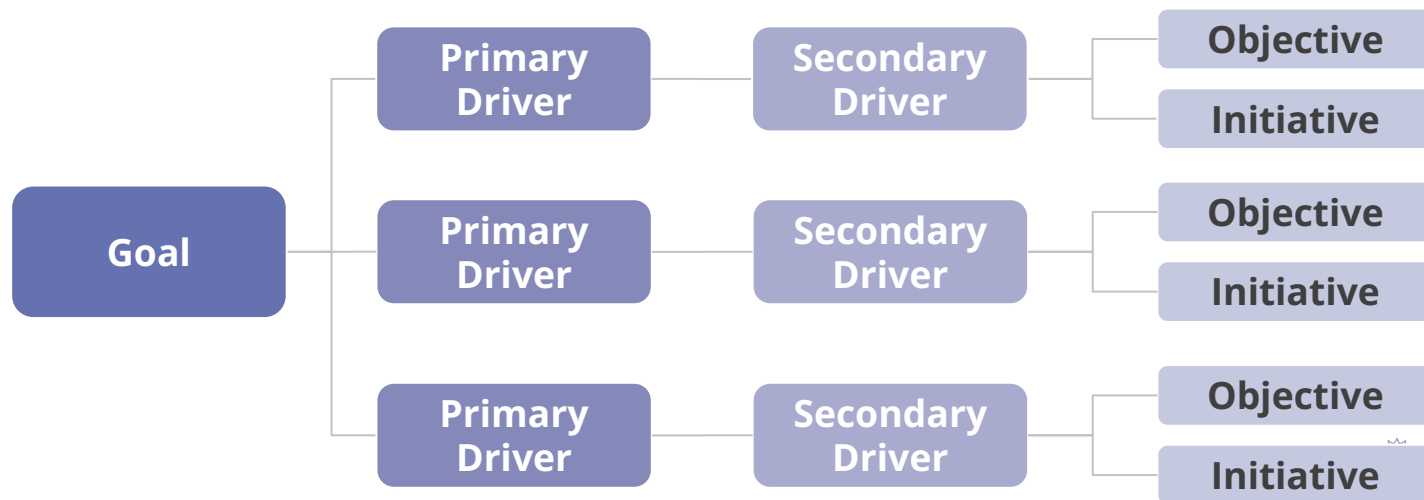
Objectives & Initiatives

Research & Pilots

- What have you learned and applied from another program? SABES PD? Research?

- Have you ever done a pilot project in your program?

- What would be suitable to try first as a pilot? (Plan, Do, Study, Act cycle)

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Objectives & Initiatives

Professional Development Plans

How can you approach professional development collectively? What can you learn from one another? What research opportunities open up?

Example: The staff development priorities for this year are:

- *Learn about universal design concepts and implement those appropriate to my content and level*

- *Adapt instruction and advising to assure students have the technology, job readiness, and study skills needed for next steps*

05

Action Planning

Continuous Improvement Plan Template

Program Name: _____

Fiscal Year/s: From _____ to _____

1 | Initial Planning

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☐ Considered opportunities for student, staff, and partner input and agency	

Services

is successful?

Notes from discussions on core issues and root causes:

Updates

Continuous Improvement Plan Template

4 | Working Theory of Change

Objectives & Initiatives	Reason for Choosing	Measurement *How will you know it is successful?*

5 | Action Planning

Duplicate this table for each objective or initiative that you have chosen.

Objective or Initiative:

Action Step	Who	Timeline	Resources/PD	Progress Updates

Action Planning

Action planning is creating a plan for specific actions and projects, keeping in mind the questions of what, who, where, and when

It includes:

Action Steps   All of the specific steps needed to achieve the objective/initiative

Who & Timeline   Staff person responsible and timeline

Resources & PD   Specific resources and PD to support the work

Progres Updates   Use this space to track progress, make notes for one another, and keep the plan "alive"

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Objectives & Initiatives Address Goals

Action Plan: Example

Objective/Initiative: Develop and implement a curriculum that is more closely aligned to students' goals

Action Step	Who	Timeline	Resources/PD
Needs assessment	AM	Jan-Feb	Teacher and student input
Curriculum development or selection		Spring	SABES Curriculum & Instruction Centers
Teacher training to use curriculum	JG	Summer	
Teacher observation	JG, TM	Fall	*Beyond the Checklist* course

Considerations for Effective Action Planning

Choosing Action Steps

Planning Tips & Suggestions

- Create a logical and thorough progression of action steps

- Consider and plan for the points at which you will:
  - Seek input or feedback
  - Collect data
  - Pause to reflect and learn
  - Need extra time!

- Integrate monitoring into existing meetings and work

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Choosing Action Steps
Questions to Consider

- How can you align action items to your team's professional goals or support professional advancement?

- What do team members need to be successful and feel empowered?

- Who can support you in this work?

Choosing Action Steps

What do you need? Who can help?

- SABES (including program-based PD and coaching)
- Partners
- Standards documents/templates
- ACLS Guidelines and IPQs
- Funding for staff to attend PD
- Funds to purchase equipment/materials
- New staff

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Session 3 Goal

Program improvement teams learn and practice an inclusive process for developing, monitoring, and evaluating a continuous improvement plan that is designed to promote meaningful change and that strengthens instruction, learning, and student outcomes.

Session 3 Learning Objectives

- Use root cause analysis to identify specific areas for improvement, set strategic goals, and develop a working theory of change

- Use the SMARTIE method to refine goals and align goals with their intended impact

- Identify individual action steps and consider strategies for effective action planning

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Session 4 Homework

Complete [Session 3 Exit Ticket](#) (~5 mins)

Complete Sections 3 and 4 of the **Planning Template** (Session 1, Handout 7), or make a plan to do so.

Bring your program's mission, vision, and values.

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Continuous Improvement Planning 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

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Thank you!

For more information or support, please contact the Program Support PD Center Director Alexandra Papagno: alexandra_papagno@worlded.org.

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