

Continuous Improvement Planning

Session 4:
Moving to Action



*SABES Program Support PD Center
EDC, 300 5th Ave., Waltham
December 20, 2024 | 9:30 am - 12:30 pm*



In-Person Logistics

- Use your computer to participate in the chat.
- If your program is hybrid, use tech equipment in breakout rooms to collaborate.
- Use the microphone.
- Lunch will be served after the training.

Online Logistics

- Juliana is our online facilitator, who will help us make sure that we are minding the chat and speaking queue.
- Continue to participate in the chat or by raising your hand to come off mute.
- Don't be shy! Please let us know if you can't hear or see, or if you need something to participate fully.

Welcome & Introductions



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01

Welcome Back



Breakout Activity

Reflect & Share Out:

What will your program look like if your theory of change is correct and you meet your goals? What will students, staff, and partners see, experience, and feel?

15 mins | *plan to share out*

See Handout 1



Program Updates: How's it going?

Program	Notes
NDEC	
Mujeres Unidas	
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 4 Goals

Program improvement teams develop a plan for monitoring and evaluating progress using reflective, growth-oriented, and data-driven tools and strategies.

Program improvement teams identify potential challenges related to managing change in their programs and identify strategies to prevent or address challenges.

Session 4 Learning Objectives

- Develop a plan for monitoring and evaluating progress
- Identify 1-2 strategies for collaborative reflection to implement in your program
- Identify 1-2 potential challenges and 1-2 strategies for managing change during your CIP process

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

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	

Notes from discussions on core issues and root causes:

Updates				

Continuous Improvement Plan Template

6 | Reflection

After completing each objective or initiative, reflect on its success (using the measurements you identified) as well as the process and any lessons learned along the way. For process reflections, include all relevant partners/stakeholders and consider using a plus/delta chart:

Plus <i>What about this worked for our team? What successes did we have? What contributed to our successes?</i>	Delta <i>What about this did not work for our team? Where did we fall short, and what contributed to that? What could we do differently next time?</i>

Some Definitions



**Progress
Monitoring**

Keeping a collective eye on whether and how tasks and goals are progressing

Reflection

Looking back on work or outcomes to inform future action

**Change
Management**

A structured approach to change that addresses the human aspect of change, including emotional and practical concerns

**Don't be afraid
to shift gears!**



02

Monitoring Progress

Continuous Improvement Plan Template

Program Name: _____

Fiscal Year/s: From _____ to _____

1 | Initial Planning

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Services

successful?

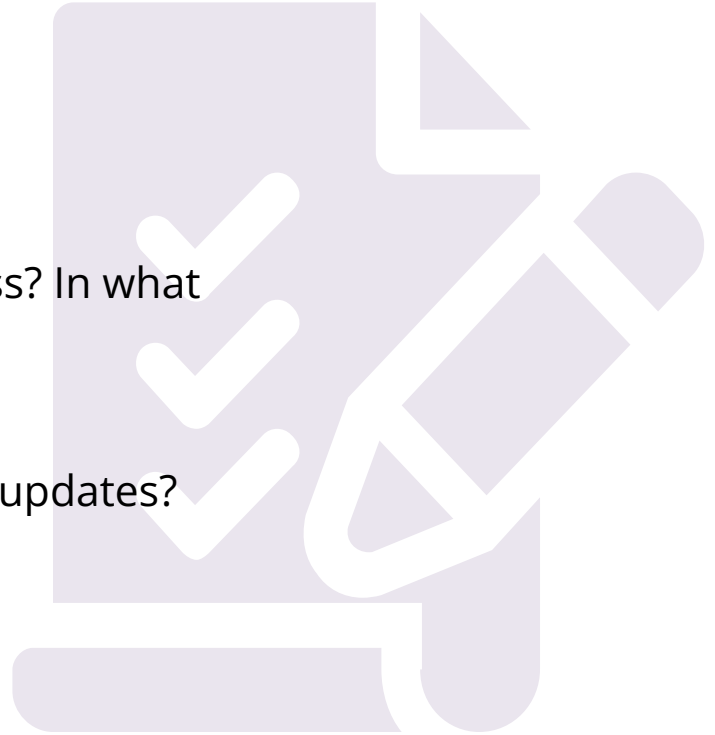
Notes from discussions on core issues and root causes:

Updates

Monitoring Progress

Questions to Ask Yourself

- How do you define progress?
- How often should you review your progress? In what context? *e.g. as a team vs. individually*
- How will you provide time for the review?
- Who is responsible for providing progress updates?



Monitoring Progress

Tips & Considerations

- Allocate time in team meetings to review progress on a regular basis (bi-weekly, monthly).
- Use the CIP as a communication tool (preferably in Google, as it updates in real time and is shareable).
- Encourage all team members to provide their own updates (this creates ownership of assigned tasks).
- Create a shared calendar amongst staff with deadlines specific to CIP goals.
- Encourage staff PD to align with a CIP goal.

03

Reflection



Building a Reflective Practice

Tips & Considerations

- **Reflecting is part of the process.** It's essential to continuous improvement and the missing link between Study and Act in PDSA.
- **Reflecting together builds psychological safety** by creating opportunities for people to share opinions and safely offer critical feedback. Psychological safety promotes collaboration and innovation.
- **Reflecting is a muscle.** The more often you do it and the more you push yourself to think critically, the easier it will be to get everyone to participate meaningfully.
- Whenever possible, decide whether you are reflecting on **outcomes** (what did we achieve?) or **process** (how did we achieve it?) and frame the conversation accordingly.

Building a Reflective Practice

Why and when to reflect?

Why?	When?
To ground in vision or purpose	Anytime, but especially before beginning continuous improvement, evaluating progress, or making other major decisions
To check in and see how people are managing their work or responding to change	Regularly, during individual check-ins and team meetings
To evaluate processes and fine-tune individual practices or the ways that your team works together	As you complete individual action steps or other projects
To monitor progress and evaluate your theory of change	As you complete objectives or initiatives, and at other predetermined points in your implementation process: consider aligning with the school year



Breakout Activity

Complete a Plus/Delta on the work
that you've done through this
course so far.

Share with your group.

25 mins | *plan to share out*

See Handout 2



Building Your
Reflection Toolkit

Reflection Routines

Here are some routines to build your reflective muscle by checking in and reflecting on **process**.

Try incorporating these into your meetings and check-ins:

- Plus/Delta
- Peaks/Pits
- Roses/Buds/Thorns
- Nuts/Berries
- Chalk Talk

See Handout 3



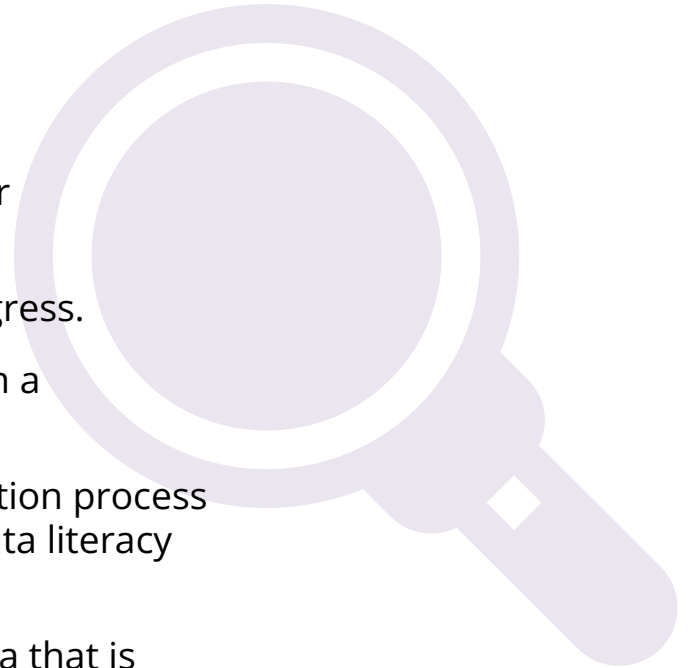
Using Data to Reflect

Tips & Considerations

In Session 2, we talked about using data to choose your overall focus and conduct root cause analysis.

Data should also be a core part of evaluating your progress.

- **Use data to look for answers** and get away from a performance-driven, good/bad mindset.
- **Go slow to go fast:** Building data into your reflection process grounds your reflection in evidence and builds data literacy over time.
- **Choose the right data:** remember to choose data that is related to your goals and measurements, and a mix of quantitative and qualitative data.



Building Your
Reflection Toolkit

Activities for Reflecting on Data

Here are some activities to try that work particularly well with data sets. They are generally better for reflecting on **outcomes**.

- Dot voting on themes
- Scavenger hunts
- Data walks
- 3-2-1 Protocol
- ORID: Observations, Reflections, Insights, Decisions

See Handout 4



Building Your
Reflection Toolkit

Activities for Reflecting on Data

Games and activities are the first step. It is also crucial to encourage and allow time for **deep thinking**.

Here are some questions to ask during activities and games to promote deeper thinking:

- Why do you think your answer may be correct?
- Where were we correct and incorrect?
- What surprises us?
- Are these results what we want/expect?
- What could be the reasons leading to these results?
- What could have deterred us from achieving the expected results?

Setting the Stage for Data

Tips & Considerations

- Set the right tone: it's about learning and improvement, not “gotcha”
- Make it fun and engaging
- Use a variety of modalities for communication and participation:
 - Visual aids (pictures, graphs, newsprint)
 - Small group and partner activities
 - Structured opportunities to lead
- Build in time for reflecting and digesting information

Preparing to Reflect

Everyone should have in advance:

- The overall goals and working theory of change
- The questions to be explored
- The data report with findings
- The meeting agenda

Learning for Action (2017). *Environmental Education: Better Results Toolkit*.
<https://learningforaction.com/environmental-education-better-results-toolkit>

Building Your
Reflection Toolkit

Moving to Action

Remember that study and reflection are preparation for action. Once you have reflected on outcome and process, make a decision:

Adopt: Permanently adopt whatever change you have made

Adapt: Adjust the change and try again

Abandon: Try something new

If you're having trouble making a collective decision, see Handout 4 for consensus-building protocols and activities.

See Handout 5



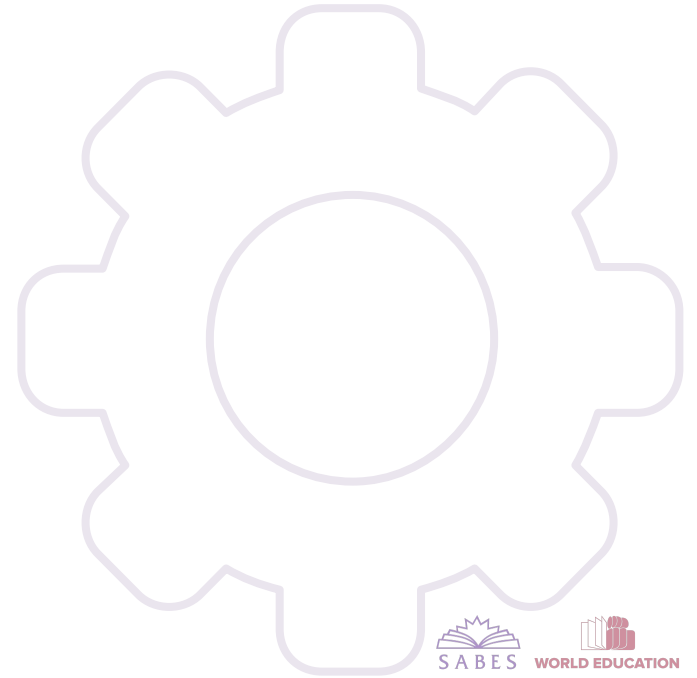
Break

04

Managing Change

Managing Change

What has worked for you?



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.



The Seven Stages of Change

Thoughtfully Leading Large-Scale Change

1. Becoming Aware
2. Denial
3. Frustration
4. Depression
5. Exploration
6. Acceptance
7. Commitment

New Leaders (2023, February 21). *New Leaders Blog*. Five Insights for Leading and Managing Change in Your School. <https://www.newleaders.org/blog/five-insights-for-leading-and-managing-change-in-your-school>



Managing Change

Define the vision.

“The why behind the change is also a critical part of defining what success looks like when the initiative has been completed.”

New Leaders (2023)



Managing Change

Seek input and listen.

- Ask for input! This is the most valuable component of the change process.
- Everyone who is impacted by the change needs the opportunity to share their opinion and insights.
- Allow for experimentation.
- Take your time gathering the input and use a variety of mediums to obtain it.

Managing Change

**Remain
flexible.**

- Whether the change is unexpected or planned, change is still change!
- Help your team build resilience and then distribute that leadership amongst your team.
- Shared ownership means leading change is no longer a top down effort.

Managing Change

Cultivate momentum.

Three ways to cultivate momentum:

- Instill urgency
- Promote commitment
- Achieve quick wins

New Leaders (2023)



Managing Change

A Few More Strategies

- Pay attention and respond to the emotional aspects of change.
- Provide professional development.
- Learn from other programs and partners.
- Consider multi-year plans with realistic timelines.
- Advocate for what works best for ABE.

NELRC Webinar: *Managing Change
in the Context of WIOA, 2018*



05

Case Studies



Breakout Activity

Explore strategies for building ownership/buy-in and managing change through case studies.

25 mins | *plan to share out*

See Handout 6



06

Debrief & Closing

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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

Continuous Improvement Planning Series

Fall 2024 Sessions

Coaching

Program-Based Coaching

Jenna and Alex are available to provide feedback on your plan, answer questions, troubleshoot issues help you think through big questions, and more.

Summit

MCAE Network

May 7, 2025 (tentatively)

Join us to share your work and what comes out of it! Programs will be invited to present or host a poster during a session at MCAE Network.

Homework

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

Complete Section 5 of the **Planning Template** (Session 1, Handout 7) or make a plan to do so

Create a plan for monitoring and reflecting on progress.

Reach out to Jenna and Alex for coaching





Thank you!

For more information or support, please
contact the Program Support PD Center

Director Alexandra Papagno:

alexandra_papagno@worlded.org