



SABES Program Support PD Center

Planning for Continuous Improvement

Session 3:

Developing a Continuous Improvement Plan

March 29, 2023

9:30 a.m. – 1:30 p.m.



Contact Information

SABES Program Support PD Center

<https://www.sabes.org/pd-center/program-support-pd-center>

Luanne Teller

SABES Program Support PD Center Co-Director

World Education

Luanne_Teller@worlded.org

617.482.9485

Mina Reddy, EdD

Program Management and Educational Leadership PD Specialist

minareddy@gmail.com



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Welcome Back!

1. Tell us your name and program.
2. Share one adjective that best describes how you are feeling about the planning process at this point.



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How We're Feeling

- Encouraged, excited about conversations
- Overall excited (but nervous)
- Focused
- Excited; goes hand in hand w/ project management
- Collaborative
- Excited to learn about planning
- Excited
- Motivated
- Excited about changes
- Hopeful (that it will all come together)
- Tentative
- Hopeful, grateful
- Excited



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Today's 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.

Today's Materials

<https://www.sabes.org/content/planning-continuous-improvement-resources-2023-cohort>



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Today's Learning Objectives

1. Use an inclusive process to prioritize focus areas for a goal.
2. Develop a SMARTIE continuous improvement goal.
3. Align objectives and activities to the goal.
4. Write at least one indicator of success for a goal and three measurable benchmarks for an objective.
5. Identify at least three potential pitfalls in the planning process and develop a strategy to deal with each.
6. Chart a process and timeline for monitoring and evaluation of the plan.



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- Welcome, Overview
- Prioritizing Areas for Improvement
- Developing a Vision, Goals, and Objectives

Break

- Writing Indicators of Success and Benchmarks
- Research, Pilots, and PD
- Putting it all Together: The Action Plan

Stretch Break

- Progress Reports and Evaluation
- Leadership and Communication for Managing Change
- Wrap Up



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Choosing Areas for Improvement

1. Urgency
2. Importance
3. Feasibility



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Matrix for Selecting Topics for a Plan

	Topic/ IPQ	Urgency	Importance	Feasibility	Total	Individual Ranking	Group Ranking
1	Improving Digital Literacy/building outcomes	2	3	3	8		
2	Student progress						
3	Aligning classes/ services with community need						
4	Career pathways and planning						
5	HSE Class enrollment and retention						



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Small Group Discussion

- Reach consensus on one goal to include in your plan
- Remember:
 - *Urgency*
 - *Importance*
 - *Feasibility*
- How can you imagine this working in your program?



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Vision

What success story do you want to tell about your program when the goals have been achieved?

John Kotter describes an effective vision as:

imaginable, desirable, feasible, focused, flexible, and communicable.

A vision creates unity of purpose and is a frame for your work. Put your students at the center of your vision.



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Definitions

Goal	An observable end result, generally broad in scope
Objective	A specific measurable result within a timeframe
Activity	Actions carried out to achieve the objective
Indicator of Success	How you know you have achieved the goal
Benchmark	Signs of progress along the way to the goal
Input	Resource: e.g., funding, staff, materials
Output	Product, e.g., number of graduates, number of classes provided, number of professional development sessions attended
Outcome	Effects (short, medium, or long-term), e.g., student employment, family moving out of poverty, postsecondary education



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SMARTIE Goals

- ✓ **S**pecific
- ✓ **M**easurable
- ✓ **A**chievable
- ✓ **R**elevant
- ✓ **T**ime bound
- ✓ **I**nclusive
- ✓ **E**quitable



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Making Goals *SMARTIE*

Example 1a: To improve our job placement outcomes

Example 1b: By FY2024, 70% of students will be employed within three months of completing the program *with equitable placement across all demographics.*



Outcome vs. Process Goals

Example 2a: To develop and implement a teacher evaluation protocol

Example 2b: In FY24-25, we will implement a teacher observation protocol for all teachers that includes a process for creating professional learning plans.



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Holcomb Template

By _____, students will

(when?)

(do what)

as evidenced by an increase [or decrease] of

(what indicator?)

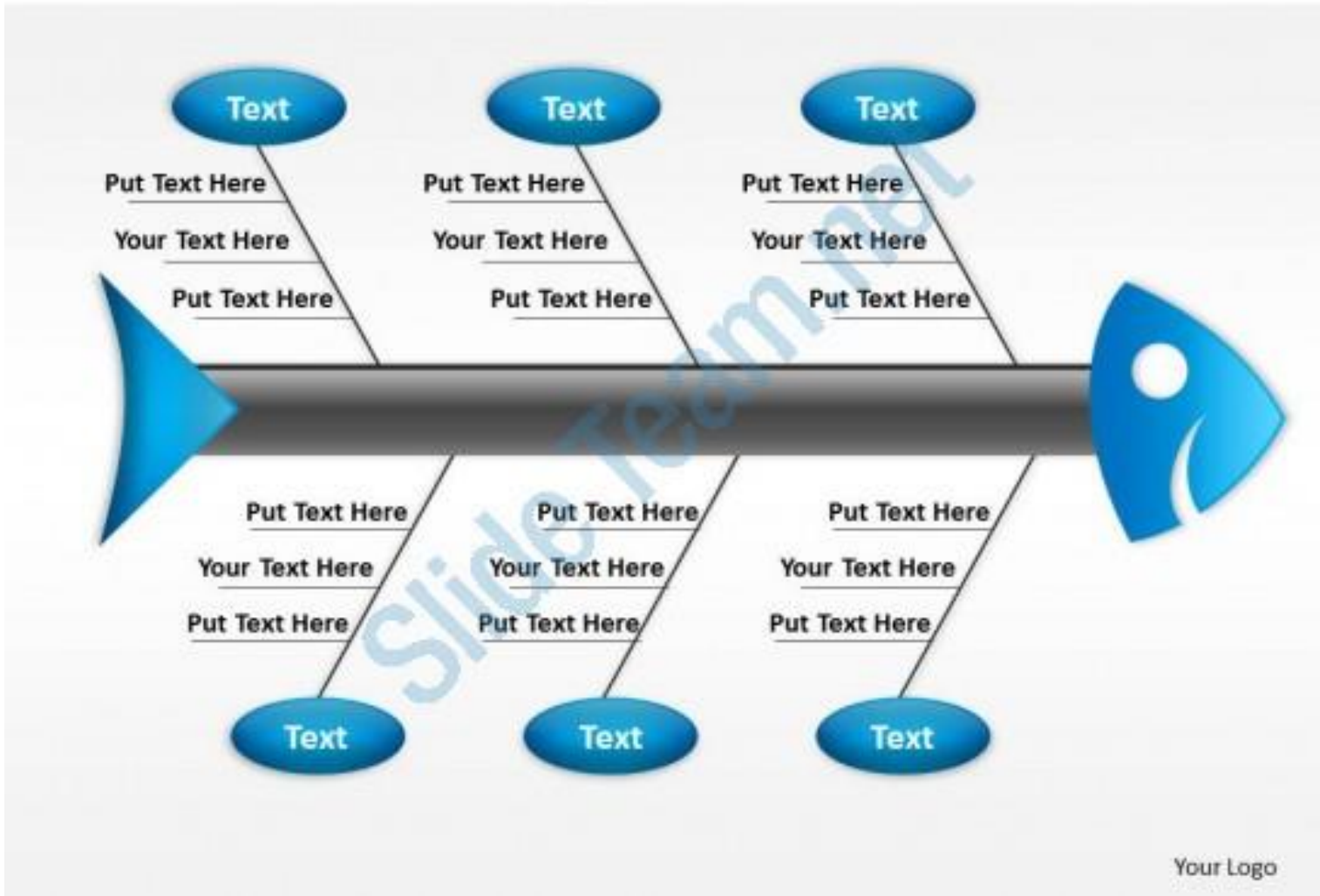
as demonstrated by or on _____.

(what evidence?)



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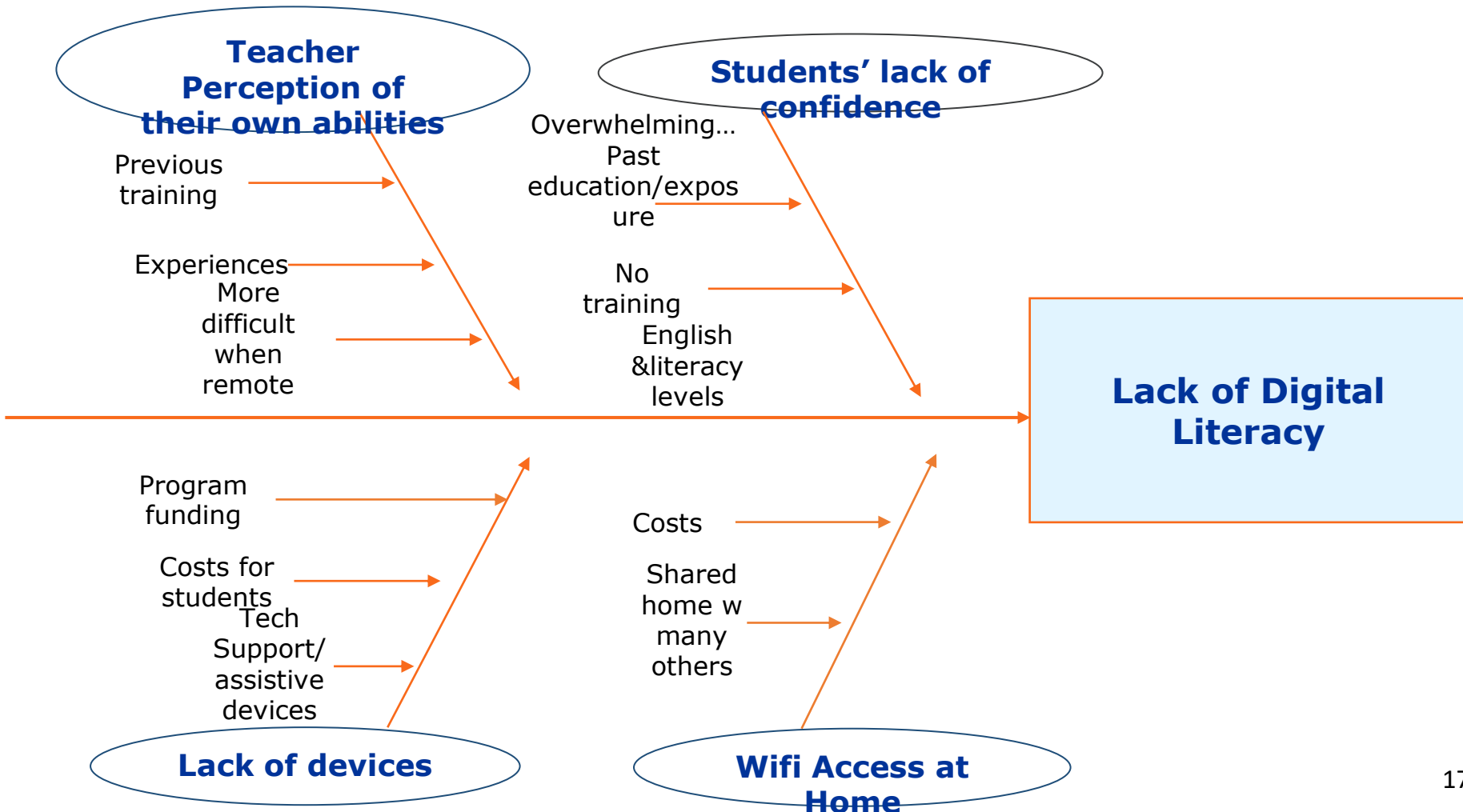
Fishbone Diagram : Cause Analysis





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Fishbone Diagram Template: Cause Analysis





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Small Group Discussion



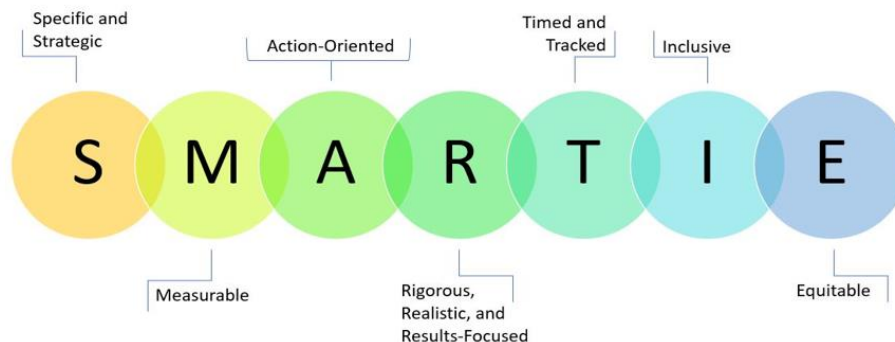
1. Mark the causes that the program has no influence over with an **X**.



2. Circle the ones that the program could tackle and that are significant.



3. Turn those into objectives to lead to the goal.



15 minute break





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Indicators and Benchmarks

Indicators of Success:

How you know you have achieved the goal

Feedback from the SABES ESOL PD Center confirms that alignment between our curriculum and the MA ELPS is in place.

Benchmarks:

Signs of progress along the way to the goal

Rubrics for each level are completed, and areas of strength and gaps are identified.



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Small Group Discussion

Using one of the draft objectives/goals you've been working on...

1. Practice writing ***one indicator*** for the goal
2. Write ***2-3 benchmarks*** for an objective
3. For at least one of the benchmarks, identify at least ***one source of data*** you could use.



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Questions?



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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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Professional Development Plans

Example of center-wide professional development

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

Putting It All Together: The Action Plan

Handout 5: Putting it All Together: Continuous Improvement Plan Template

Program Name _____

Fiscal Year/s: From _____ to _____

Goal _____

IPQ (Check one or more)

1: Program Design	4: Curriculum	7: Advising and Student Support Services	10: Fiscal and Data Accountability
2: Equitable Access	5: Instruction and Assessment	8: Organizational Support	
3: Career Pathways Collaboration	6: Student Progress	9: Educational Leadership	

Indicators of Success:

-
-

Objective 1:

Benchmarks:

Activity	Who	Timeline	Resources/ Professional Development	Progress Report



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Activities

Make a logical progression of activities.

- Are all the prior steps are accounted for?
- Do the activities lead to the objective?
 - What would we need to do to attain that objective?
 - What needs to happen before that step?
 - What staff development is needed and when?
 - What data will we collect and when?
 - Data on implementation
 - Data on outcomes



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Persons Responsible

Who will ensure that the activity is carried out?



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Timeline

- Is it realistic?
- Are the activities spread out the over the full scope of the plan?
- Is it a single year or multi-year plan?
- Does the timeline reflect the span of activities?



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Resources/Professional Development

- SABES and other PD
- Connections with partners
- Standards documents/templates
- ACLS Guidelines and IPQs
- Funding for staff to attend PD
- Funds to purchase equipment/materials
- New staff

Putting It All Together: The Action Plan

Program Name: We're All About Our Learners

Fiscal Year/s: FY19-20, from May 1, 2019 – June 30, 2020

Goal: By June 30, 2023 review, revise, and finalize ESOL curriculum units demonstrating alignment with the new Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS) through the use of in-house rubrics and support from the SABES PD Center for ESOL.

IPQ (Check one or more)

1: Program Design	4: Curriculum	7: Advising and Student Support Services	10: Fiscal and Data Accountability
2: Equitable Access	5: Instruction and Assessment	8: Organizational Support	
3: Career Pathways Collaboration	6: Student Progress	9: Educational Leadership	

Indicators of Success:

- ESOL staff will reach consensus that units are aligned with relevant standards and benchmarks found in the MA ELPs.
- Feedback from the SABES PD Center for ESOL confirms that alignment is in place.

Objective 1: Using our internal curriculum alignment rubric, review each ESOL Level Curriculum to crosswalk current standards alignment with those outlined in the new MA ELPs.

Benchmarks: Rubrics for each level are completed, and areas of strength and gaps are identified.

Activity	Who	Timeline	Resources/ Professional Development	Progress Report
Attend SABES ESOL PD Center online overview of the new ELPS	Director, Sally S., (lead ESOL teacher)	5/30/23	ESOL Professional Standards: An Introduction (online) (Staff PD time already in FY23 budget)	All ESOL teachers have been engaged and registered for the online May offering
Convene ESOL team and plan meetings for review; reach out to SABES ESOL PD Center for guidance and to request that they review our draft revisions in early FY24	Sally S.	7-1-23	Funding for PD time for staff; Check ESOL PD Center offerings	Sally has agreed to take on this task; teachers for the team have been 30 identified
Complete review of draft curriculum units	Sally S.	11/22/23	Feedback from staff on curriculum	



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Small Groups

Using the blank CIP form, begin to complete each section.

If needed, you can find the form here:

<https://www.sabes.org/content/planning-continuous-improvement-resources-2023-cohort>



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Setting Timelines for Progress Reports and Evaluation

Reflection:

- How often should you review your progress?
- How will you provide time for it?
- How will you set up reminders?



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Strategies

- **Quarterly:** Full review
- **Annually:** Full evaluation and next steps decisions
- **Staff Meetings:** Staff need to be involved in progress reports and evaluations; include updates in regular staff meetings, program planning, or post-planning meetings
- **Calendar:** Add dates to discuss in the program calendar in the beginning of the year with the timelines.
- **PD Planning:** Ask staff to connect their PD plan to one of the goals of the CIP.



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Leadership and Communication for Managing Change

- Pay attention and respond to the emotional aspects of change among staff
- Provide structures for listening to staff and for experimentation
- Provide professional development
- Learn from other programs and partners
- Make multi-year plans with realistic timelines
- Advocate for what works best for ABE

NELRC Webinar Managing Change in the Context of WIOA 2018



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Leadership and Communication for Managing Change

- Discuss the scenario with your team
- Propose processes and solutions
- Report to the whole group



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Next Steps

- Apply the planning process in your program
- Include broad participation at key points
- Write a draft plan
- Review, revise, and finalize the plan
- Connect with Luanne or Mina for feedback during the process



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Wrapping Up

I. Large Group Discussion:

- How are you feeling?
- Where do you see the opportunity in all this?
- What still feels unclear or challenging?

II. Coming Soon:

- Contact us if you need help.
- Look for two polls:
 1. Sharing/Community of Practice check in meeting?
 2. In the fall: PCI Summit

III. Session Evaluation Form:

<https://www.surveymonkey.com/r/SS5DM3M>



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