

Mission-Centered Improvement Planning

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Menti – Introductions





Materials for today

http://bit.ly/ICSS_improvement





*Charters have the **operational autonomy to think fresh and implement new ideas**, free from the usual constraints. And they have a strong incentive, thanks to real accountability, to get better results. **They must perform or die.***

-Mike Petrilli, Fordham Institute



Menti - Buzzwords

- PDSA
- Root Cause Analysis
- Evidence-based
- Continuous Improvement Cycles
- Other buzzy stuff



A Challenge

Let's talk
about
improvement
without citing
performance
data





Menti - ~Choose your own adventure~

Rate the following statement

I am very familiar with components of the typical improvement planning cycle





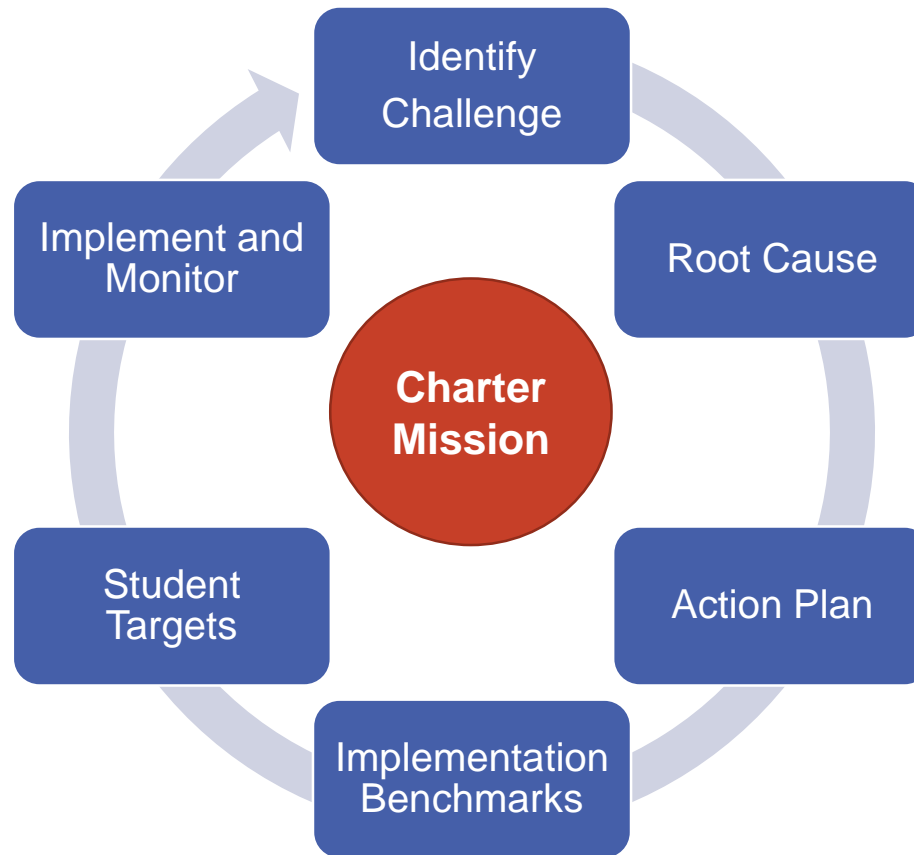
**Choose your own adventure
track #1:**

**Improvement planning
basics**





Continuous School Improvement





Continuous School Improvement with MTSS

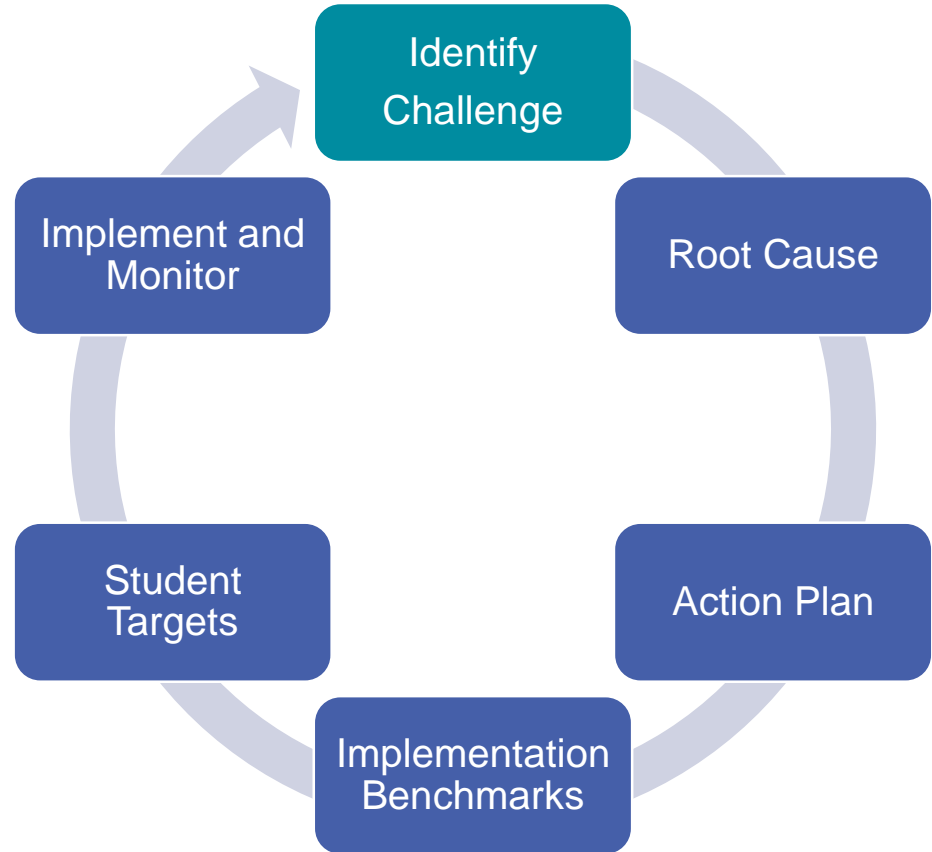
1. Identify Challenge

What problem are you trying to solve?



Common Challenges

- Seeing beyond test scores





Continuous School Improvement with MTSS

2. Identify Root Cause

What is truly causing the problem you observe?

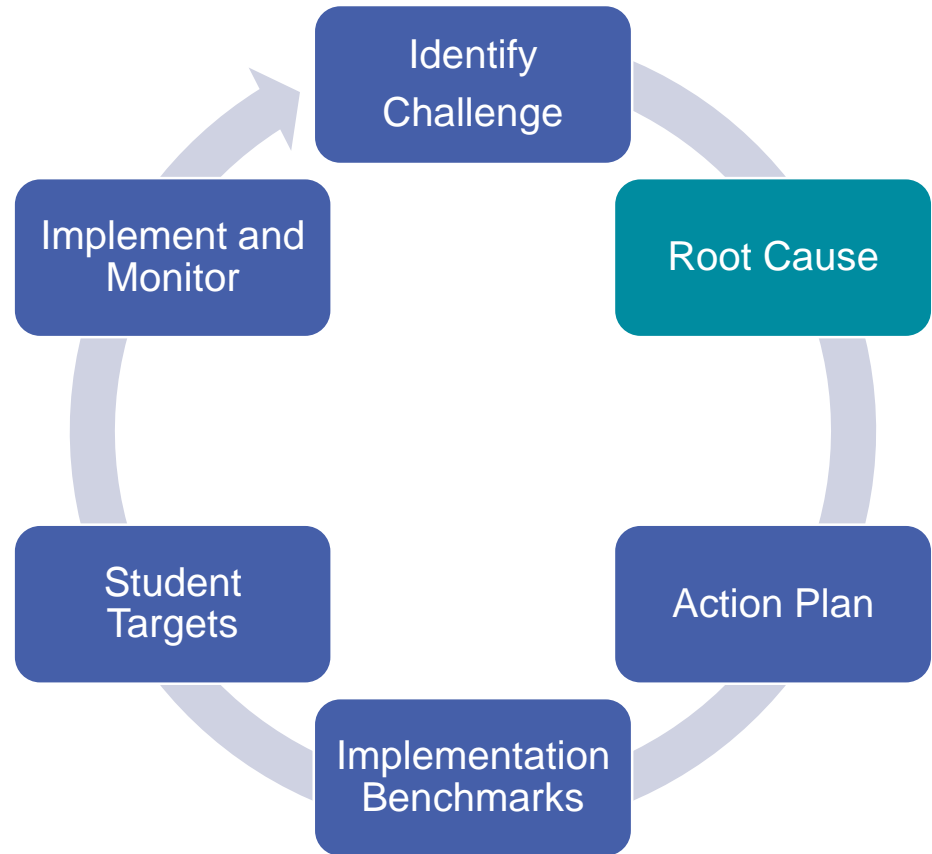


Common Challenges

- Tendency to jump to solutions
- “Lack of” Root Causes



Driver Diagram





Continuous School Improvement with MTSS

3. Create Action Plan

Ask: What will your school look like when this programming change is fully implemented?

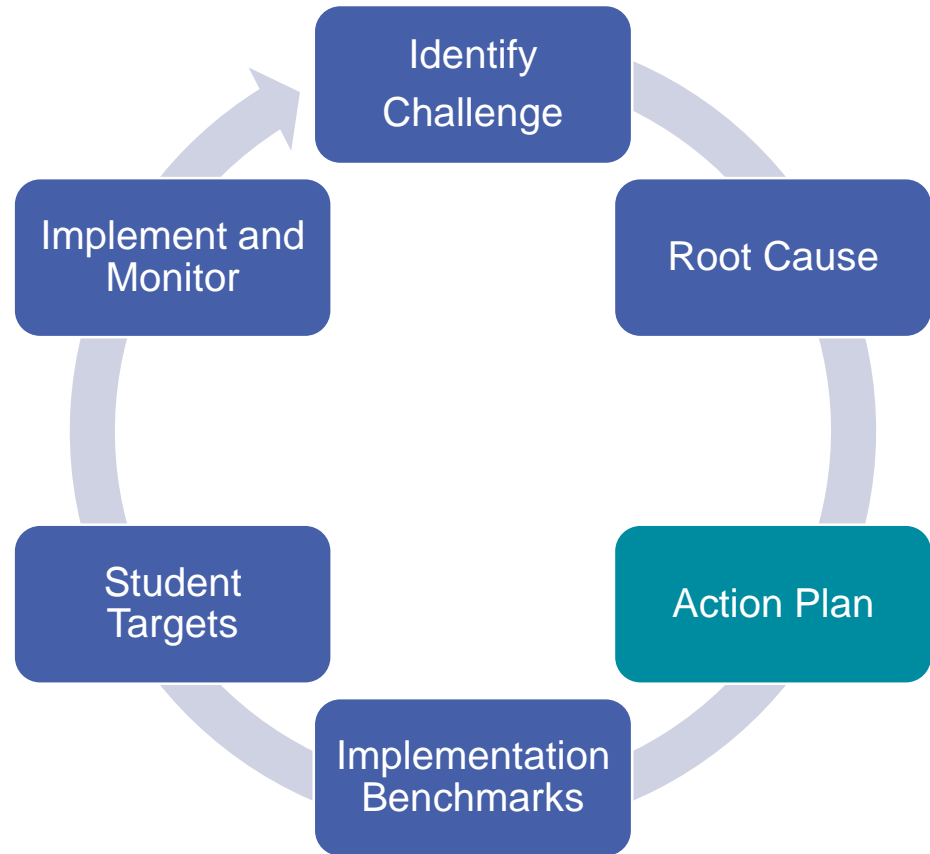


Common Challenges

- Preferred Solutions
- See the system you're working in



Education research clearinghouses





Continuous School Improvement with MTSS

4. Implementation Benchmarks

What adult behaviors need to change before we can say this programming has been put into effect?

How will you measure that?

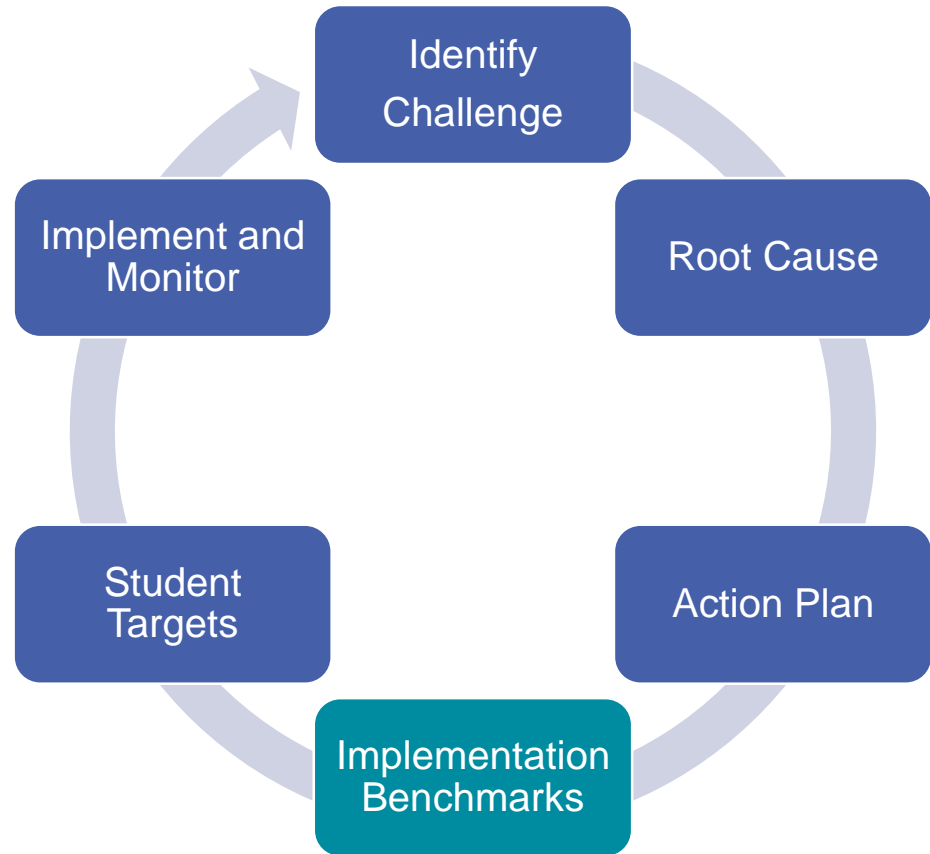


Common Challenges

- This step in general



Implementation planning worksheet



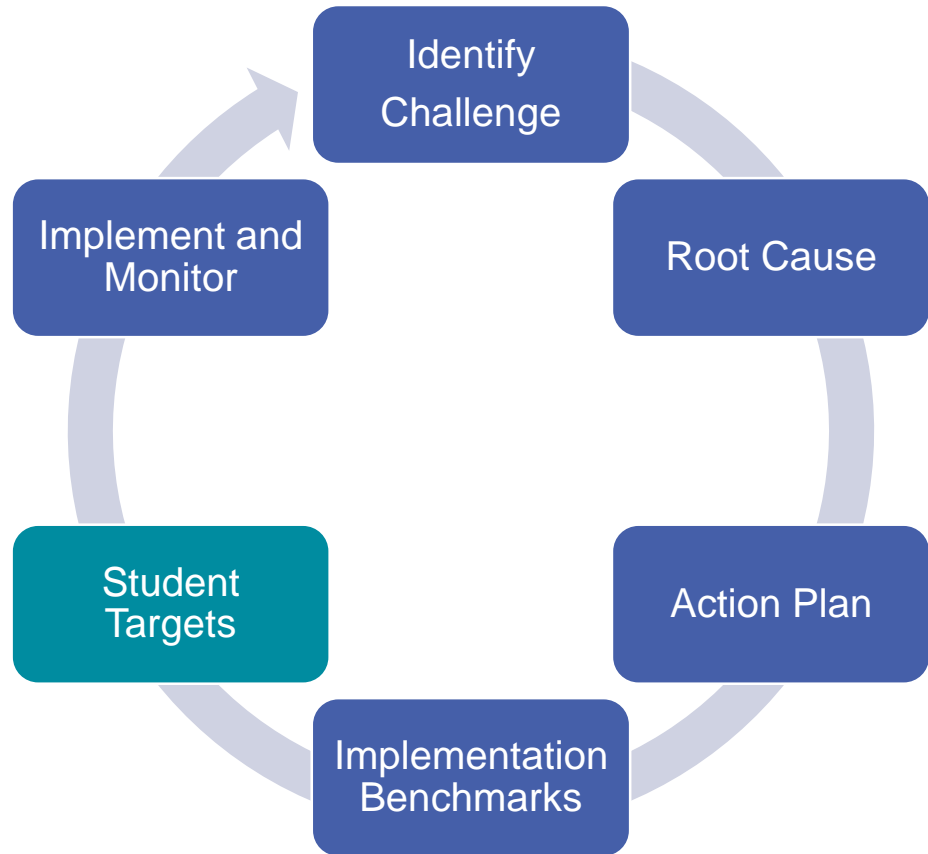


Continuous School Improvement with MTSS

5. Student Targets

What change in student outcomes will you expect to see after full implementation?

How will you measure that?



Common Challenges

- Seeing past state tests



Interim Assessments, Unit assessments, Survey results, Behavior tracking



Continuous School Improvement with MTSS

6. Implement and Monitor

- It won't be perfect the first time around.
- Your context may change, so programming should respond
- Long-term programming change can take multiple years before student outcomes significantly change

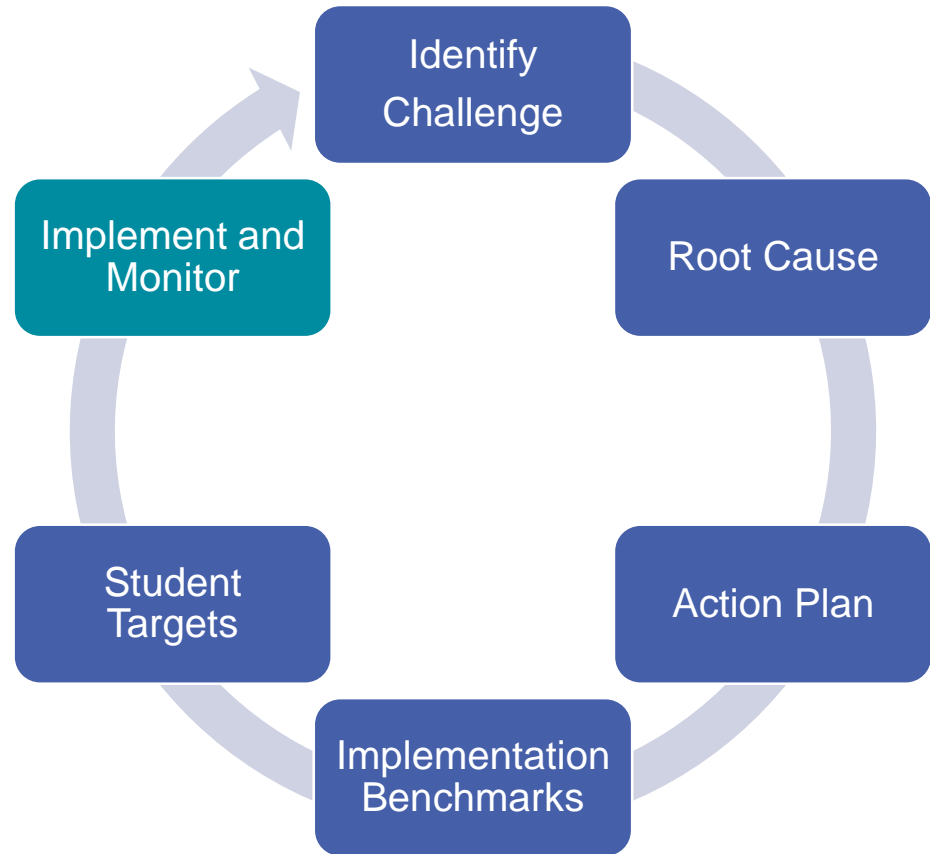


Common Challenges

- Patience – we want our kids to improve ***NOW!***



Watch your benchmarks! Short-term leading indicators can tell you you're on the right track.





**Choose your own adventure
track #2:**

Let's dig in





Discussion

- This year, we are trying to (goal for improving outcomes)
- By (what you are doing)
- Because (why do you think this will work?)
- We'll know we're on the right track by...



*The predominant cause of failure lies...in how we **organize the work** that we ask people to carry out*

- Learning to Improve: How America's Schools Can Get Better at Getting Better



Plan, Do, Study, Act

ACT

- Continue and adjust? Continue and expand? Abandon all hope?

STUDY

- Analyze data
- Compare what actually happened with what you thought might happen



PLAN

- What's wrong? What will we do differently (change)?

DO

- Implement change idea.
- Collect data on implementation.



Plan, Do, Study, Act

What's the real problem? Tools:

- Driver diagram
- ICEL/RIOT

Choosing a strategy tools:

- [Regional Educational Laboratory Program](#)
- [What Works Clearinghouse](#)
- [Results First Clearinghouse](#)
- [Developing or Adapting Improvement Strategies](#)
- [Contextual Fit Evaluation Tool](#)





Plan, Do, Study, Act

Do Now:

- Look at your school's mission/vision
 - What are the characteristics of a student who leaves your program and has fulfilled your school's mission/vision
- What's currently happening with students?
- How do you know?





Plan, Do, Study, Act

Tools:

- 60-day Program Improvement Planner

Implementation is where things fall apart!

- What adult behaviors need to change as a function of the strategy?
- Are all of the adults in your building the same? Trick question: NOPE





Plan, Do, Study, Act

Do Now:

- What will need to change in adult behavior and systems in your building?
- Name ONE adult behavior that will need to change. Make a plan.





Plan, Do, Study, Act

Tools:

- Board dashboard
- Governance Needs Assessment
- *RIOT/ICEL*





Plan, Do, Study, Act

Do Now:

- Using the RIOT framework, which category would give you the best information to evaluate the adult behavior change you just identified?





Plan, Do, Study, Act

Tools:

- Back to Driver Diagram



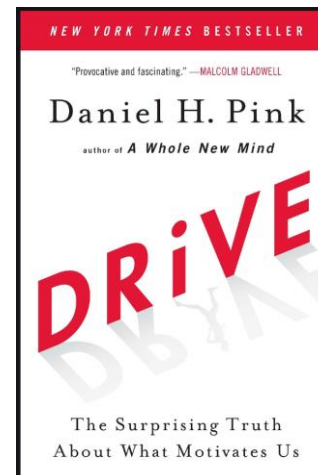
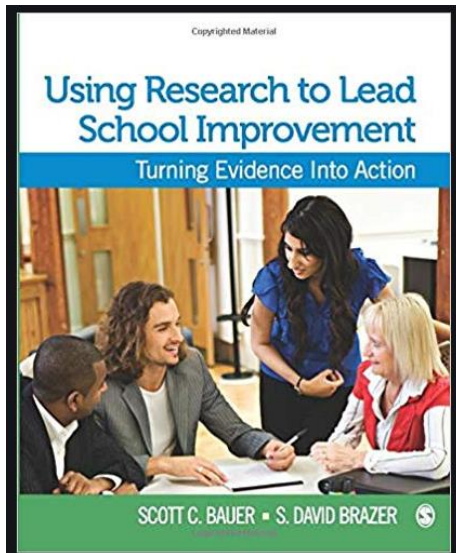
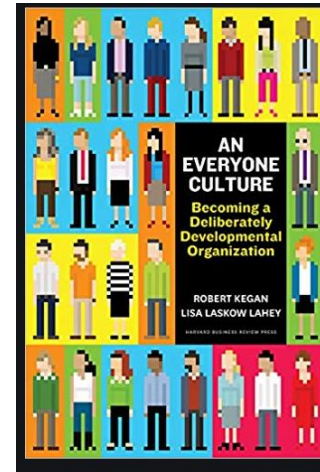
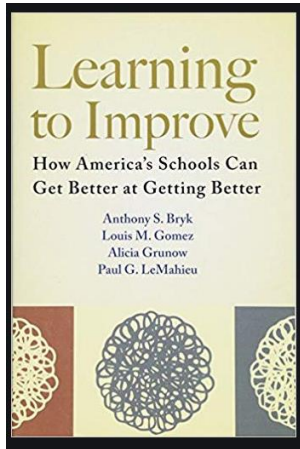
One of the best ways to learn about a system is through efforts to change it

- Learning to Improve: How America's Schools Can Get Better at Getting Better





Books I like lately





Thank you!

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