

# Continuous Improvement Planning

Session 3: Developing a Continuous Improvement Plan



*SABES Program Support PD Center*  
*May 3, 2024 | 9:30 am - 1:00 pm*



# Introductions



**Jenna Gouin**

Consultant, Program Management  
& Organizational Leadership  
jgouin@worchester.edu



**Alexandra Papagno**

Director  
SABES Program Support PD Center  
alexandra\_papagno@worlded.org



**Jane Brandt**

Project Coordinator & PD Specialist  
SABES Program Support PD Center  
jane\_brandt@worlded.org



**Juliana Campellone**

Project Coordinator  
SABES Program Support PD Center  
juliana\_campellone@worlded.org

## 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

- Jane 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.

**01 a**

# Warm Up & Welcome

# Warm Up



## **Think, Pair, Share**

What would the world look like if you worked yourself out of a job?

# 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

By the end of today, you will be able to

1. Use an inclusive process to choose an area of focus, develop a continuous improvement goal, and write an action plan that are aligned to your program's mission, vision, and values.
2. Write at least one indicator of success for a goal and three measurable benchmarks for an objective.
3. Chart a process and timeline for monitoring and evaluation.
4. Identify potential challenges and strategies for managing change.



# Agenda

- 1 Warm Up & Welcome**
- 2 Values, Vision & Mission**
- 3 Action Planning**
- 4 Aligning Actions to Outcomes**
- 5 Managing Change *or* Team Planning Time**
- 6 Debrief and Closing**



# Some Definitions

**goal**

An observable end result,  
generally broad in scope

**indicator of  
success**

How you know you have  
achieved the goal

**objective**

Actions carried out to achieve  
the objective

**benchmark**

Signs of progress along the  
way to the goal

# Some Definitions

**activity**

A specific measurable result within a timeframe

**input**

Resource: e.g., funding, staff, materials

**output**

Product, e.g., number of graduates, number of classes provided, number of PD sessions attended

**outcome**

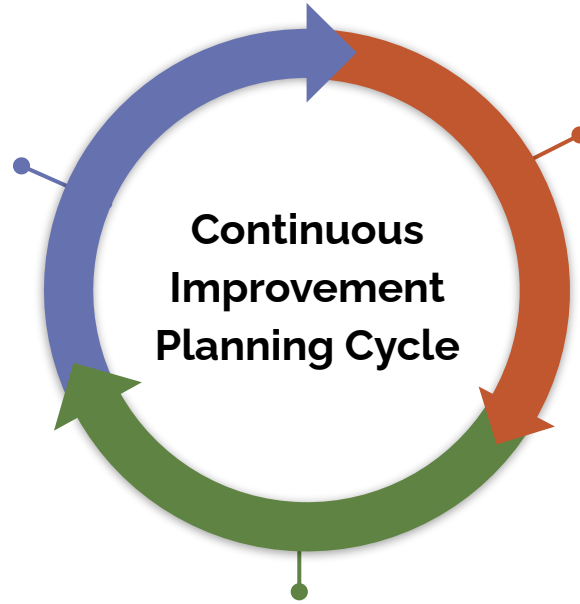
Effects (short, medium, or long-term), e.g., student employment, family moving out of poverty, postsecondary education

01 b

# Let's Review

# The SABES CIP Cycle

**3. Implementation**  
Implement action steps  
Document and evaluate  
implementation



**2. Conducting the Planning**  
Convene the planning group  
Decide on areas of focus  
Obtain and analyze data  
**Develop an action plan**  
**Evaluate the planning process**

**1. Preparing to Plan**

Define the scope  
Set a process and structure  
Identify data sources  
Select team members & partners  
Plan for communication  
Provide orientation and training

# Program Updates: How's it going?

Program	Notes
ABCD	
BCSO	
Bunker Hill	
EBHCC	
SCALE	
HCC	

# Program Updates: How's it going?

Program	Notes
North Shore CC	
BCNC	
CCAB	
Jackson Mann	
Rockland ALC	
IINE	

02

# Values, Vision, & Mission



# Values are what we stand for.

Values guide our actions and priorities.

We can come back to our values when we are in doubt.

## Instrumental Values

How we act or behave:

*honest*  
*responsible*  
*asset-based*

## Terminal Values

Our vision for the future:

*education*  
*freedom*  
*family security*

Whitney Gibson, J., Greenwood, R. A., & Murphy, Jr., E. F. (2009). Generational Differences In The Workplace: Personal Values, Behaviors, And Popular Beliefs. *Journal of Diversity Management (JDM)*, 4(3), 1-8.

# Your Values

Join at menti.com I use code **7234 0146**



<https://www.menti.com/a15145y122tw>



## Breakout Activity

Brainstorm 3-5 values that are core to what your team does and how you do it.

You may ask yourself what values you see reflected in your vision from the warm-up.

You may ask yourself what is important to you, your students, and your staff.

*10 mins | plan to share out*

See Handout 2



# Identifying Priorities and Values

## Priorities and Values



**Urgency**

**Importance**

**Feasibility**

**What's missing?**

# Let's Brainstorm.

Mission

•

Vision

•

## Focus on Motivation

# Setting a Vision

What does the world look like when you work yourself out of a job?

- Think about the **why**: what is it that you're working towards?
- What success story do you want to tell about your program when the goals have been achieved?
- A vision should be descriptive and concrete. You should be able to communicate it clearly and easily.
- A vision creates unity of purpose and is a frame for your work. Put your students at the center of your vision.

## Focus on Motivation

# Setting a Mission

What is your role in creating the world that you want to see?

- Think about the **what**: What is your (collective) role in creating the future you want to see?
- What do you do passionately and well? What work is better done by partners?
- A mission should also be descriptive and concrete. You should be able to communicate it clearly and easily.
- A mission creates a common path and purpose. Your work should be at the center.

# Wayne Township Adult Education

## Mission

Wayne Township Adult Education's mission is to serve the needs of the community by providing lifelong learning opportunities, empowering students to learn English, earn their High School Equivalency, or gain access to industry recognized career training and certifications all with the support of passionate, optimistic, and talented adult education professionals and volunteers in a successful school culture where everyone feels valued and belongs.

## Vision

Wayne Township Adult Education's vision is to see all learners reach their personal, educational, and career goals with the support of Wayne Township Adult Education's staff and resources, breaking down the barriers that stand in the way of students having hope of a better future.

[Read more](#)





# Inglewood Adult School

## Mission

The mission of the Inglewood Community Adult School is to serve and empower our adult students to meet personal, educational and career goals; and by providing our adult learner with the academic, technological and transitional resources for college and career pathways.

## Vision

The vision of the Inglewood community adult school is to help our community of adults transition into higher education and employment in high demanding job opportunities; preparing them to become goal-oriented responsible citizens and life-long learners.

[Read more](#)



**Everything must  
be grounded in  
your values and  
roll up to your  
vision.**



# Break

*5 minutes*

03

# Action Planning

**Everything must  
be grounded in  
your values and  
roll up to your  
vision.**



# 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

### Components of an Action Plan

- Goal/s (tied to IPQ)
- Indicators of Success
- Objectives
- Benchmarks

See Handout 2



03 a

# Goals & Indicators

# 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
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Indicators of Success:

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Objective 1:

Benchmarks:

Activity	Who	Timeline	Resources/ Professional Development	Progress Report

See Handout 3





**What  
makes for a  
good goal?**



# Goals Guide Us on the Mission

## Goals

The signposts we expect to see along the path

*May include multiple  
**objectives***

## Indicators

How you will know that you've achieved your goal

*May include multiple  
**benchmarks***

# Choosing Areas for Improvement

## Matrix for Selecting Topics

	Topic/IPQ	Urgency	Importance	Feasibility	Total	Individual Ranking	Group Ranking
1							
2							
3							
4							
5							
6							

See Handout 3



# Let's Practice

## What's Missing?

1. We will increase student enrollment this year.
2. We will create student leadership opportunities.
3. We will develop a new hire orientation process for staff.

# Setting SMARTIE Goals

- S** pecific
- M** easurable
- A** chievable
- R** elevant
- T** ime-bound
- I** nclusively set
- E** quity-driven



## 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 FY25-26, we will implement a teacher observation protocol for all teachers that includes a process for creating professional learning plans.



## Action Planning

# Setting Goals

What resonates with you  
and your team?

See Handout 4

- SMART/SMARTIE Goals
- OKR Goals
- PACT Goals
- CLEAR Goals
- FAST Goals
- One-Word Goals
- Holcomb Template



# OKR Goals

For setting measurable objectives

**O**bjective: *What is the big, ambitious goal?*

**K**ey **R**esults: *What achievable results will get you to that final goal?*



A single-word  
method that sums  
up the goal.



# One-Word Goals

For simple, highly-  
motivating goals



# PACT Goals

For emphasizing an overarching purpose as a driving force

**Purposeful:** *Why do you want to accomplish this?*

**Actionable:** *How will you take action?*

**Continuous:** *What steps will you take to ensure this goal is part of your long-term plan?*

**Trackable:** *How will you measure success?*

**C**ollaborative: *How will you involve others?*

**L**imited: *Is the goal achievable within a reasonable amount of time?*

**E**mootional: *What emotions are associated with trying to meet the target?*

**A**ppreciable: *Does this goal make sense to everyone involved?*

**R**efinable: *Does the goal have room to be improved as you progress?*



# CLEAR Goals

To encourage  
collaboration



# FAST Goals

To encourage  
innovation and  
performance

**F**requently discussed: *Do you regularly talk about the goal with your team/partners?*

**A**mbitious: *How challenging is the goal?*

**S**pecific: *Is the goal clear?*

**T**ransparent: *Is the current performance visible for everyone to see?*

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



# The Holcomb Template

Tailored to learning  
and outcomes



# Breakout Activity

Review the alternatives to SMART/SMARTIE goals in your handout.

Which one best aligns with your team and process? Why?

Use it to rewrite the following goals. Include at least one indicator.

*15 mins | plan to share out*

See Handout 4



# 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.*

# 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.

## 2. 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.

## 3. 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.



# 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

See Handout 2



03 b

# Objectives & Benchmarks

# 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)

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Indicators of Success:

- 
- 

Objective 1:

Benchmarks:

Activity	Who	Timeline	Resources/ Professional Development	Progress Report

See Handout 2



# How do we know that we're moving in the right direction?

## Objectives

Smaller steps towards a larger goal

*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

Signs of progress along the way to your objectives

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

**what do you think makes  
for strong objectives and  
benchmarks?**

# Writing Indicators & Benchmarks

## **Indicators of Success**

How you know you've achieved your 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 your goal



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





## Breakout Activity

Choose a goal from Handout 5 or your program's goal.

Write 1-2 objective/s and 1-2 corresponding benchmark/s.

*10 mins | plan to share out*

See Handout 6



# Examples

## 1. Program XYZ will increase student enrollment this year.

- Program XYZ 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**.
- Program XYZ 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**.

### Indicators of Success:

- As evidenced by ABE enrollment of (program specific target or greater) at the conclusion of each enrollment period.
- As evidenced by ESOL enrollment of (program specific target or greater) at the conclusion of each enrollment period.

### Benchmark:

- ★ New ads are placed in local free mailers
- ★ A new social media page for the program is developed.

# Examples

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

## Indicators of Success:

→ As evidenced by five ABE students and five ESOL students participating in the Council.

## Benchmark:

- ★ Participation in SABES Student Leadership PD opportunities.
- ★ Interviews with other programs who have student leadership activities embedded in their programs.
- ★ Interviews with students regarding their interests as it relates to leadership opportunities.

# Examples

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

## Indicators of Success:

- As evidenced by a formal new hire orientation process for teachers.
- As evidenced by a formal, new hire orientation process for advisors.
- As evidenced by a formal, new hire orientation process for administrative staff.

## Benchmark:

- ★ Review of district human resources policies as it relates to the onboarding process of new staff.
- ★ Review of IPQ-8 as it relates to organizational support
- ★ Ongoing conversations with Program Specialist regarding process development.

# Break

*5 minutes*

04

# Aligning Actions to Outcomes

04 a

# Choosing Activities

**Everything must  
be grounded in  
your values and  
roll up to your  
vision.**





# 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.



# 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)

# 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*

04 b

# Activity Planning & Timelines

# Activity Planning

## 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)

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Indicators of Success:

- 
- 

Objective 1:

Benchmarks:

Activity	Who	Timeline	Resources/ Professional Development	Progress Report

See Handout 2



# Activity Planning

## Choosing Activities

**Create a logical progression of activities.**

- Are all the prior steps are accounted for?
- Do the activities lead to the objective?
- What data do we need to collect and when?
- Have you included time to reflect and learn?
- Have you allowed extra time?

# Activity Planning

## Choosing Team Members

### Who will ensure that each action item is carried out?

- How can these items align with professional goals or lead to professional advancement?
- What do staff need to do each item? What do they need to feel empowered?

# Activity Planning

## Setting a Timeline

### What timeline will you assign for each activity?

- Is it realistic?
- Are the activities spread out the over the full scope of the plan?
- How can you integrate monitoring into existing meetings and work?



# Activity Planning

## Resources & Professional Development

### What do you need and who can help you?

- 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

05

# Your Choice



## Breakout Activity

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

*or*

Work with your team on filling out your Action Plan.

*30 mins | plan to share out*

See Handout 7



# Reflection

Setting Timelines for  
Progress Reports &  
Evaluations



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

# Strategies

## Setting Timelines for Progress Reports & Evaluations

**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.

# Managing Change

## Leadership & Communication Strategies

- 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

# Managing Change

Leadership &  
Communication  
Strategies

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



# Breakout Work

Options:

Work on your CIP using the template.

Make a plan for how this will work in  
your program.

*25 mins | plan to share out*





06

# Debrief & Closing

# Session 3 Learning Objectives

By the end of today, you will be able to

1. Use an inclusive process to choose an area of focus, develop a continuous improvement goal, and write an action plan that are aligned to your program's mission, vision, and values.
2. Write at least one indicator of success for a goal and three measurable benchmarks for an objective.
3. Chart a process and timeline for monitoring and evaluation.
4. Identify potential challenges and strategies for managing change.

# Debrief



## Think, Pair, Share

- What was this like for you as a learner?
- How can you imagine this working at your program?
- What feels like the greatest opportunity?



# Next Steps

- Complete [Session 3 Exit Ticket](#) and the [Course Evaluation](#) (~5 mins)
- If your program doesn't have a mission, vision, and values, consider assembling a team to develop these.
- Assemble your planning team to choose an area (or multiple areas) of focus, begin to develop goals, and begin to write your action plan.
- Create a plan for monitoring and evaluation.
- Check in with your accountability partner and with your facilitators/coaches

# Planning for Continuous Improvement Series

Congratulations!



**Session 1**

**Preparing to Plan**

March 29, 9:30 am - 1:00 pm



**Session 2**

**Leading with Data for Continuous Improvement**

April 12, 9:30 am - 1:00 pm



**Session 3**

**Developing a Continuous Improvement Plan**

May 3, 9:30 am - 1:00 pm





# Thank you!

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

Director Alexandra Papagno:

[alexandra\\_papagno@worlded.org](mailto:alexandra_papagno@worlded.org)