



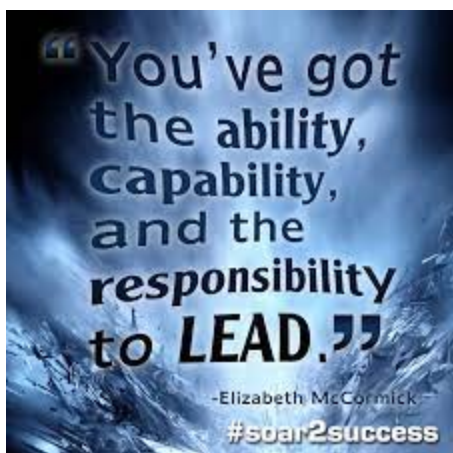
# Waunakee Community School District

## The Role of Continuous Improvement Planning Teams to Leverage Higher Student Outcomes

Continuous improvement is essential work to ensure that every school is a thriving school that prepares every student to be college, career, and community ready. To move this vision to reality, there must be systems in place to enact change, monitor progress, and celebrate our success.

**Continuous Improvement Teams (CITs)** will play a critical role in this process. These teams will be more than operational communicators. Our CITs will perform several important functions within our schools to help us reach Board approved district achievement goals. The expectations are as follows:

- First and foremost, create the School Improvement Plan (SIP), the driving force behind the district's theory of action and building upon our previous work. Created by the team in consultation with the staff, and district office, the SIP is an annual plan that defines what the school will focus on to take its practice and performance to the next level for the upcoming and future school years.
- CITs will receive ongoing professional development to build leadership capacity to develop, implement, monitor, and adjust the SIP.
- CITs will work with district office leadership to ensure the execution of the strategies outlined in the SIP.
- Successfully implementing the SIP involves CITs having explicit conversations around high yield impact strategies to impact academic achievement.
- CITs should also be a model PLC or team so that they can use those strategies and skills to support other teams at their school. CITs will meet twice a month as determined by the team for a total minimum of 3 hours. A stipend will be provided to support your work on our CIT's.
- CITs in collaboration with the Educational Services Team sets the tone for use of data and problem-solving at each school site. The teams will use data to inform the development of the SIP and to monitor implementation and outcomes throughout the year. They should also serve as a model for effective data use, analysis, and action planning for other school teams. Your leadership does matter and improved student outcomes will increase because of your efforts.



## Defining CIT Roles & Responsibilities

### Purpose

Each team member has the responsibility to contribute positively to the progress of the SIPT. To maximize the positive impact, effectiveness, and efficiency of the group, team members must know and understand one another's roles and responsibilities

CIT members are responsible for advancing the mission and vision of the district/school to ensure that all students are college, career, and community life ready. As such, team composition should reflect the needs of the school and every effort should be made for CITs to be representative of the school's student body. Your CITL (Continuous Improvement Team Leader) will review this expectations sheet so members can understand their roles.

### How to Use

As a team, discuss the roles in the tool listed below and their associated responsibilities. Every CIT needs one person serving in each role, and that person can be anyone on the CIT. All members of the team are engaged participants. This means that as a team member, you agree to adhere to working agreements and group norms, seek and provide data as needed, contribute positively to group outcomes, clarify the decision-making process, and balance participation.

**The principal has a unique role on the CIT**, which includes:

- Providing overall school improvement leadership to the ongoing development of the CIPT, including the recommendation of team members to district leadership
- Ensuring the focus and quality of the team's work and monitoring the implementation of decisions, paying particular attention to the effects of decision making for all students
- Providing clarity about the decision-making process, the level of authority of the team, and the communication to all staff
- Developing group member facilitative leadership skills, seeing that meeting work follow-through occurs, and working with the facilitator to employ good group processes
- Providing group members with training and professional learning so that all members are able to facilitate difficult conversations, analyze data and ensuring that the meeting the needs of all learners vision "lives" in our schools

- Asserting key ideas, challenging potential "groupthink" tendencies, and clearly stating "non-negotiables" for the school

As such, the principal should not take on any of the roles listed below:

Role	Description
Recorder	Records basic ideas and documents decisions and actions as facilitator paraphrases. Records publicly so the group can see running notes.
Timekeeper	Monitors time spent on each agenda item and signals group when running over and nearing the end of the meeting.
Facilitator	Remains neutral to content and clarifies role when switching to advocate. Keeps the group on task. Directs processes. Encourages balanced participation. Protects participants and ideas from attack. Contributes to agenda planning and ensure an agenda is set prior to each meeting.
Data Point Person/Team	Uses WiseDash Local Data Dashboard, NextPath, common formative assessments and other data tools to support the work of school and teacher teams. Compiles data and provides preliminary analysis to team members prior to team meetings. Is familiar with assessment tools and student data including assessment results, attendance, and behavior. Disaggregates data so that the progress of all students can be monitored and accelerated. Supports other users with assessment literacy. Supports teacher teams in their use of data. Works with district office staff to identify user-friendly reports. Provides insight to members of the Educational Services Team regarding professional development needs aligned with data literacy as a tool to impact and increase outcomes for all students.
External Communicator	Shares monthly updates with school faculty and with other Professional Learning Community work to support the implementation of the school's SIP. Communicates with staff, families, and school community in a culturally and linguistically competent way to share progress and celebrate results.

Continuous Improvement Teams will begin meeting in the month of September 2 x's per month on designated days as agreed upon by the team. Creating a calendar in advance for the entire school year is recommended. Each team will meet 3 hours per month.

Members of continuous improvement teams will be identified no later than August 29, 2025. Each school team should make a copy of this document, label it with the school's name and complete the chart below once the composition of school teams have been determined.

Continuous Improvement Teams will implement research based instructional and/or behavioral strategies. .

Responding to PLC questions should also be a part of the discussion.

What do we want students to know and learn? (**Standards**)

How are we going to know when they have learned it? (**Formative Assessments**)

What are we going to do when they have not learned the standard? (**Differentiation/Intervention**)

### What are we going to do when they learn the standard? (Enrichment)

A maximum of 10 people can be a part of the team and will receive a stipend of \$1,000 to participate.

Participants of continuous improvement teams may be asked to report results at Cabinet and/or Board meetings.

Each school will implement a continuous improvement team for the 25-26 school year. This work will be supported by Central Office administrators in areas that are applicable to each Director's work. For example, budget questions should be directed to Steve Summers or Allie Newton; instructional support Amy Johnson for K-6, Tim Schell for 7-12, Lisa Jondle, Student Services and Tiffany Loken, Special Education.

### Continuous Improvement Team Members

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