

Key Components of Continuous Improvement

This document illustrates the key components of continuous improvement. It shows the difference between teams maintaining the status quo and those committed to continuous improvement.

When approaching improvement focused only on the status quo, some short-term compliance may be met, but ongoing improvement cannot be achieved. When the approach is of a growth mindset, ongoing improvement and relationships are made while building the capacity and sustainability.

Key Components	Status Quo	Commitment to Continuous Improvement
Equity	<p>The goal of equity work is focused on equality, meaning all students receive the same support.</p> <p>Equity work is done in isolation and not embedded throughout the work.</p> <p>Programs and practices in your district may inadvertently privilege some students over others.</p>	<p>Equity is giving all students what they need while paying attention to persistent inequities such as disparities in discipline, achievement and opportunities.</p> <p>Equity criteria, intentionally used to steer the planning process, includes conversations around access, participation, representation and outcomes.</p> <p>When decisions are made team members think about unintended consequences for some students.</p>
Compliance	<p>There is a singular focus on doing only what is required and making no change.</p>	<p>Teams focus on improvement to address the needs of students and the organization.</p> <p>Accountability and compliance are part of the process but not the sole focus.</p> <p>There is an intentional focus on multiple perspectives that are valued and validated.</p>
Vision	<p>The vision is narrow, unclear and established with little input from stakeholders.</p>	<p>Teams develop a vision that includes doing everything possible to improve instruction and learning for all students.</p> <p>They use evidence to inform the vision that is created by integrating a variety of stakeholder viewpoints, and ensure the vision clarifies how every child has an equitable opportunity to succeed.</p>
Leadership	<p>There is a top-down leadership that focuses on completing requirements.</p> <p>Areas of emphasis often change as leaders change, and there is less opportunity for sustainable improvement</p>	<p>Leaders create safe, inclusive spaces that identify, acknowledge, and enable shared decision-making that supports students and adults.</p> <p>Leadership team members have knowledge and understanding of equitable practices and implementation; and skills for involving community members in meaningful ways.</p>

DRAFT

Step 1: Establish a Leadership Team of Stakeholders	Questions	Tasks	Sub Tasks or Considerations	Resources
Guiding Questions:	Who will be involved in the process? How will we engage stakeholders?			Record of Continuous Improvement
Who will develop the leadership team?	Assign a facilitator.	Assign someone to lead the development of the leadership team. If this person will not be the primary facilitator of leadership team work, ensure someone else is assigned the role of facilitator.		Leadership team rubric.
What stakeholder perspectives should be represented on the leadership team?	Define stakeholders to join the team.	Define stakeholders to join the team. Include multiple internal and external stakeholders who are directly affected by the system being improved. Ensure that the perspectives of historically underserved populations are represented appropriately.		
How will leadership team members be recruited?	Build the team	Determine a process to recruit, select, and appoint leadership team members (including stakeholders) who are reflective of demographics of students served and all functions critical to team tasks.		
How will the leadership team function?	Determine schedules, norms, roles and responsibilities.	Determine schedules, norms, roles and responsibilities. Take stakeholders' needs into account when scheduling and conducting meetings.		
How will the leadership team embed equity throughout the process?	Develop an equity-focused mission and vision.	Develop a shared definition of equity. Use the equity definition to guide the creation of a mission and vision. Connect the leadership team's mission and vision to the local World's Best Workforce (WBWF) strategic plan.		MDE definition, 10 equity commitments, 4 equity criteria, etc. Mission and vision development tool (TBD).
How will we communicate and celebrate progress?	Create a communication plan.	Ensure the communication plan includes steps to relay information and collect feedback about progress to and from participants and key stakeholders.		
	Choose a way to celebrate.	Ensure that the celebration is appropriate and welcoming for all.		

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April 25, 2018 Denfeld High School

ROUNDTABLE DISCUSSION GUIDELINES

Respect and equal opportunity sharing are the watchwords for the event. We encourage all participants to share or state they will pass before anyone speaks twice.

All participants should avoid dominating or campaigning—by campaigning we don't mean just campaigning for office but also don't campaign for a pet idea or pet peeve to the exclusion of listening to other points of view. Give time for everyone to share before speaking again. A guideline of no more than 3 minutes for each share is suggested.

After the meal, the group will discuss steps forward to solutions to the issue. A notetaker will record solutions. The group will select the most able person to report these ideas to the whole room.

If an elected official is ready to commit to act on these solutions, they are requested to do the report out and make a verbal commitment.

ENHANCED COMMUNICATION

Councilor Sally Trnka:

Communication between the School Board, Administration and the Communities at large have been inadequate. Examples"

- The Educational Equity Advisory Committee of the School Board has not had a quorum for many months.
- Decisions to deselect To Kill A Mockingbird and Tom Sawyer from the curriculum were made without community discussion.
- The location of the annual school board retreat was changed at the last minute to the Aquarium which lacks bus service or free parking. The public was not notified or encouraged to attend this important vision setting meeting.
- The administration does not ask for input about or share basic information with the board about programs and plans and instead asks only for approval after they have been developed.

How has the school district succeeded in opening communication with low income and communities of color in the past?

Cruz Mendoza:

What can be done to develop new channels of communication with the community?

What are barriers that can be addressed?

Group:

How can community leadership be supported by the schools?

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The Issue: What issue did your group examine?

The Team: Who was present during your conversation?

The History: What is currently being done in Duluth to address this issue?

The Status: Have there been recent improvements on this issue and what is unresolved?

The Accountability: How can Duluth citizens, community organizations and elected officials continue working together on this issue?

The Solution: What needs to be done first and when should it be done?