

IMPROVEMENT LAB

Facilitator Guide



National Center for
Community Schools

 Children's Aid

WHAT IS IMPROVEMENT LAB?

The “Improvement Lab” initiative, funded by the Bill and Melinda Gates Foundation and launched by the National Center for Community Schools, aimed to empower Community School Directors (CSDs) with the necessary skills and tools to include continuous improvement in their practice. The project utilized group sessions, individual check-ins, and the New Visions for Public Schools Data Portal to increase student attendance, expand continuous improvement practices, and encourage successful school-community partnerships.

THIS GUIDE

The Improvement Lab facilitators led seven sessions to build the capacity of Community School Directors to lead continuous improvement (CI) in their school communities. The session plans they used are shared here to support others in building continuous improvement practices in a community school setting. We would love to hear how you use these resources, so please share your feedback and ideas with us!

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Session 1: Introduction to Continuous Improvement

Ninety Minutes | Virtual

Objectives

- Introduce the plan and purpose for Improvement Lab
- Build engagement
- Assess skills and functions related to chronic absence practice

Time	Item/Activity	Facilitation Notes	Resources
15 mins	Welcome, Introductions	<ul style="list-style-type: none"> - Welcome & Introductions - Review of Agenda 	Slides
5 mins	Norms	<ul style="list-style-type: none"> - Review group norms - Check for understanding - Ask for any additions 	
12 mins	Overview/ Goals	<ul style="list-style-type: none"> - Partners, goals of the grant - Questions? - Why attendance? <ul style="list-style-type: none"> + A powerful predictor of student outcomes + A data point that is available and could indicate a wide range of needs + interventions → address inequities 	
<p>Coach's Note: We decided to choose, in advance, a problem we knew was engaging and relevant for community school directors. Alternatively, the group can come up with a shared problem. Either way, it needs to be something powerful enough that solving it brings them to the table. Consider reviewing performance metrics to find common growth areas.</p>			
10 mins	New Visions Introduction	<ul style="list-style-type: none"> - Introduction to our schools' data system - Data access and opportunities - how to get support 	
8 mins	CI Introduction	<ul style="list-style-type: none"> - Define Continuous Improvement 	
15	Improvement Network Icebreaker	<ul style="list-style-type: none"> - Cameras off, 30 seconds to name as many Olympic sports as possible. How'd we do? - Try again: Breakout into two groups for 60 seconds - Connect exercise to improvement principles (measurable goal, problem-focused, organized as networks) - How it's different from other cases where data is leveraged for improvement - A typical challenge is jumping in with solutions before understanding the problem - Swiffer Example: The company thought the cleaning product formula had to be improved. However, after observing cleaners, they saw that the real problem was ease of use, and they invented the Swiffer to solve this problem. 	

		- Our homework will set us up to better understand our students.	
10	Our Plan / Timeline	- This is an overview of our work. Within this basic structure, we want to be flexible to your feedback as we determine what we need to spend more or less time on as a group and in coaching. - Questions / Comments?	
10	Your Why	If we do this work well: - What does it look like for you? - What does it look like for your students? - Popcorn responses (optional)	
15	Getting Started / Next Steps	- Review the purpose of self-assessment and provide deadline - Positive Variant Homework: Identify 1-2 students who improved their attendance by 10% in a semester or year. Report back on their story: why were they absent, and what changed? - We will follow up with scheduled coaching. Consider including your coach in your attendance team meeting	Self-Assessment
10	Close Out	Closing - One word: how are you feeling about getting started?	Exit ticket
Coaching Follow-up: <ul style="list-style-type: none"> - Feedback/reactions to the first session? - Support in completing positive variant homework 			

Session 2: Understanding the Problem

3.5 Hours | Virtual

Objectives:

- Learn strategies for better understanding our problems
- Prepare a plan to dig deeper into our schools

Time	Item/Activity	Facilitation Notes	Resources
3 mins	Welcome, Introductions	- The sooner people are talking, the better.	
7 mins	Review Agenda / Recap	- Review the agenda and objectives - Recap learning thus far - Review Norms. Did we miss anything? - Again, define Continuous Improvement. - Check for understanding: <i>Questions so far?</i>	
10 mins	Follow up on coaching, self-Assessment	- Before this session, each site completed a self-assessment and met with their coach once. - Highlight a few things that stood out from the self-assessment, including common themes, bright spots, and the most significant growth areas identified. - Mention the Attendance Works' attendance team self-assessment as an activity that can help with partners and help grow a shared understanding of success and growth areas.	Self-Assessment Form Attendance Works Attendance Team Self-Assessment
<p>Coach's Note: We followed this session with coaching built on self-assessment to learn each school's strengths, support for continuous improvement, and experience with chronic absenteeism. This set a foundation for an individualized experience and customized coaching. Clarity around the coaching schedule and participants is vital from the beginning.</p>			
12 mins	Warm-Up	Groups of 3: On a Jamboard, ask participants to answer this question. What's ONE thing you are doing right now to reduce chronic absenteeism in your school? - Debrief: Take a minute to look at the other strategies up there. We will come back to this - Later in the agenda, we will see how these strategies connect (or not) to the root causes identified in the fishbone activity.	You will need to create a Jambord or similar tool to complete this activity.

10 mins	Understanding our problem	<p>Discuss why understanding the problem is a critical step in continuous improvement.</p> <ul style="list-style-type: none"> - An essential step in CI (problems when we do not - Swiffer) - Every system is perfectly designed to get the results it gets. Seeing the system is a way of targeting inequities (pg. 5) - Clearly define the problem area with an equity-lens - Using data to distinguish chronic absenteeism 	
16 mins	Positive Variant Share Out.	<p>Before this session, participants were asked to identify 1-2 positive variants or students who were chronically absent and improved.</p> <p>Ask a volunteer to be a notetaker in the graphic organizer.</p> <p>"I will ask each school to talk about a student who was chronically absent and then saw improvement. This is the goal. Please try to keep your share out for one minute. We are all listening. As you listen to the volunteer, please jot down the causes of absenteeism and drivers of improvement."</p> <p>Volunteer summarizes findings.</p> <p>The facilitator can move some of the root causes to the fishbone activity to get the group started.</p>	Graphic Organizer
5-7 mins	Digging Deeper Plan Intro	<p>Intro to Digging Deeper Plan</p> <ul style="list-style-type: none"> - "As we go through our agenda today, we will pause a few times and ask you to jot down key questions and ideas for how you could dig deeper at your school. After this meeting, your coach will follow up to help you refine your plan & put some of this into action." - Give an example <p>Questions?</p>	Digging Deeper Template V2
10 mins	BREAK		

5 mins	Root Cause Intro	<ul style="list-style-type: none"> - Introduce root cause - Introduce fishbone activity to visually map root causes and reach a shared, more complete understanding of the problem. 	Carnegie Facilitator Agenda
45 mins	Fishbone Activity Include Digging Deeper Reflection Time	<p><i>Groups of four</i></p> <p>[5 mins] Silent brainstorm.</p> <p>[15 mins] The volunteer starts with one root cause and asks for similar ideas.</p> <ul style="list-style-type: none"> - Pause to observe why this is challenging and some facilitator moves: getting clarity, connecting ideas, parking lot - Jump in to help with themes and ask "why" when we get to a cause that feels surface-level. <p>[15 mins] What are the themes emerging? What do we call them? Volunteers share the main bone labels. <i>Let us call this a draft. It's imperfect and incomplete.</i></p> <p>[5 mins] Reflection (In the chat) - <i>Let's go back to strategies we shared in the icebreaker - what root causes are they targeting?</i> Point out areas of alignment and bones that we didn't address in the icebreaker.</p> <p>[5 mins] Popcorn debriefs: <i>What are some lingering questions? Data you'd like to see at your school. What do you need to get this done?</i></p>	Fishbone Activity organizer: A shared document to jot notes or virtual post-its.
5 mins	Research	Research can also help us understand our problem and investigate root causes and perspectives. For example: <ul style="list-style-type: none"> - Attendance in the first month can be predictive of CA all year - Root causes from research - How does this compare to our fishbone - Do we need to add anything? 	Resource Folder with copies of any research discussed

15 mins	BREAK		
25 mins	NVPS Data Inquiry Include Digging Deeper Reflection Time	This section reviewed how to access data in the New Visions Portal to understand better who is absent (subgroups). Participants should feel comfortable logging in to whatever system and viewing data in available reports and visuals. [5 mins] On your own - go back to Digging Deeper Plan - what do you want to ask the data?	
20 mins	Empathy Activities	<ul style="list-style-type: none"> - Why Empathy? - Define empathy - Share an example in a fishbowl by asking a volunteer to interview another participant using open-ended questions. - Ask participants to reflect on how questions demonstrated some empathy interview norms. 	Empathy Slides Empathy Interview Tools
10 mins	Digging Deeper Planning	If time allows, give a few minutes to prep for empathy interviews (use the digging deeper graphic organizer to jot down questions and target audiences)	
7 mins	Closing, Eval	<i>In the next meeting, we will assemble our theories for improvement based on a greater understanding of the problem.</i>	Exit Ticket
Coaching Follow-up: <ul style="list-style-type: none"> - Work on digging for a more profound template to plan root-cause activities - Debrief root cause activities - Respond to any feedback, questions, or concerns 			

Session 3: Creating a Theory of Change

3.5 hours | Virtual

Objectives:

- Reflect on our understanding of the problem (chronic absenteeism)
- Discuss how we generate change ideas and learn together
- Introduce Plan-Do-Study-Act cycles
- Prepare for planning with teams

Time	Item/Activity	Facilitation TPs/Notes	Resources
15 mins	Icebreaker	<ul style="list-style-type: none"> - Welcome back! - Icebreaker: Introduction, Good or New 	<ul style="list-style-type: none"> - Participant Agenda
3 mins	Where are we now?	<ul style="list-style-type: none"> - Outcomes/artifacts - Today's agenda/norms 	
22 mins	Reflecting on our problem	<ul style="list-style-type: none"> - Quick refresher: Core improvement Questions - Instructions and reminders about the three ways we planned using digging deeper - Breakout: <ul style="list-style-type: none"> + <i>How did you dig deeper? What activities?</i> (Independently record - 3 mins) + Share in your group: <i>How did digging deeper further our understanding of the problem?</i> 	<ul style="list-style-type: none"> • Jamboard or Graphic Organizer • Reference: Fishbone from Session 2
15 mins	Debrief	<ul style="list-style-type: none"> - The facilitator shares noticings about the diverse approaches to digging deeper and the different outcomes - Discussion <ul style="list-style-type: none"> + <i>How could we create habits to dig into problems?</i> + <i>Did looking at the systems change our lens or challenge assumptions? How?</i> + <i>What's something from digging deeper we think we might do again? Or what might we do differently?</i> - Facilitators prepare an example using something from Jamboard/graphic organizer. 	
10 mins	Where do we go next?	<ul style="list-style-type: none"> - Virtual Survey: DOE readiness check (pg.39) - Consider what is feasible, necessary, etc. 80-20 rule is... - What is important? Look for common understanding with overlap between perspectives: fishbone and survey or empathy or data - Problem statement example 	NYC Public Schools Improvement Science Handbook
10 mins	BREAK		

5 mins	Exploring Change Ideas	<ul style="list-style-type: none"> - We are shifting to the 2nd Core Improvement question: <i>What change might I introduce and why?</i> - Change Idea - definition and examples. <ul style="list-style-type: none"> + These are not big plans/strategies. Your change idea could be a different way of greeting students in the morning, a specific letter you send to parents or a basketball game before school. It's a small test of change. + Where do change ideas come from? Practice knowledge, research scan, our understanding of the problem, creative thinking/design + Think about the last new thing you tried. Where did that idea come from? - Today, we will explore <i>Research Scan</i> and <i>Creative Thinking/Design</i> as generative strategies when stuck. This can be the first step in getting to a change idea. 	
30 mins	Exemplar Review	<p>[10 mins] Exemplar Review</p> <ul style="list-style-type: none"> - Exemplar Review can be one way of doing a Research Scan - Tiering System & Attendance Playbook <ul style="list-style-type: none"> + Related to chronic absenteeism, the attendance playbook from Attendance Works can be a great resource. + Overview of Tiering System - Universal, Targeted, Intensive + Example (if helpful?) <p>[15 mins] Present Practices</p> <ul style="list-style-type: none"> - Present three practices to be explored in breakout groups (i.e., positive messaging, pg. 10 of the attendance playbook) - Reference pages in attendance playbook with practices we will focus on that lend themselves toward drilling down to change ideas that could be implemented in PDSA cycles <p>[10 mins] Breakout Groups</p> <ul style="list-style-type: none"> - Review one exemplar practice independently - Discuss as a group and record thoughts in Exemplar Review graphic organizer 	

		<ul style="list-style-type: none"> - Note the questions you will use to assess how well the intervention matches your root cause - Break into groups <p>[5 mins] Whole Group Reflection</p> <ul style="list-style-type: none"> - Share out reflections from all groups using a graphic organizer as a guide - Meta: Reflections on the process of evaluating exemplar practices <ul style="list-style-type: none"> + How might you solve other problems? + How might you engage in research in other ways? 	
20 mins	Brainwrite activity	<ul style="list-style-type: none"> - Brainstorm as a group and lift all perspectives - even the quiet ones. - Using Jamboard or graphic organizer: - [1 min] Each school puts a Pos on their jam board slide. The root cause or problem they are considering selecting. - [10 mins] They brainstorm 1-2 post-its with their change ideas. We spend ten minutes jumping to other people's boards and commenting on their ideas - emojis, calling out what we like, asking questions, adding ideas. - [10 mins] Debrief with a partner: Any promising ideas bubbling up? - Conclusion: We've taken intentional steps to pause, not jump to solutions, and take stock of the potential solutions in the room and beyond. At this point, we may have an idea we want to try 	Jamboard
10 mins	BREAK		
15 mins	PDSA Introduction	<ul style="list-style-type: none"> - Example (building off an idea from the first activity with a volunteer) - Theory of change template - Introduce the planning template (We will discuss more in coaching). The expectation is that you complete a draft plan by [date] - Define Rapid Cycle 	
10 mins	Measurement Intro	<ul style="list-style-type: none"> - We cannot improve what we cannot measure. Improvement question #3: <i>How do we know our change is an improvement?</i> - Hammer + flashlight example: we often use data to grade or "hold accountable," but CI 	

		<p>means using data like a scientist - to experiment and monitor what happens</p> <ul style="list-style-type: none"> - Types of measures: outcome, primary driver, process (did it happen?), balancing - Think about some of the process measures you need 	
25 mins	Assigning and monitoring interventions with data	<ul style="list-style-type: none"> - [Brief presentation on how to track interventions in data systems] 	
10 mins	Next Steps	<ul style="list-style-type: none"> - Take a stab at filling out the plan template with teams - Peer coaching (Paired sites in the next two weeks) - As needed, individualized support sessions with data experts to set up measurement - Next meeting date 	<ul style="list-style-type: none"> • Tuning Protocol • Planning Template
5 mins	Evaluation		<ul style="list-style-type: none"> • Evaluation
<p>Coaching Follow-up PEER Coaching Session: Paired two sites on 1-hour call to help each other develop/finalize plans for their first PDSA by sharing ideas, identifying barriers, and giving feedback. Facilitators use a tuning protocol.</p>			

Session 4: Network Check-in

Virtual | 2 hours

Objectives:

- Realize some of the benefits of networked improvement by sharing plans (and any progress in implementation) for peer feedback and support.
- Discuss *Rituals* for sharing learning and celebrating successes using evidence.
- Build skills and understanding of how we can strengthen our plans.
- Prepare the next steps in launching and monitoring the work.

Time	Item/Activity	Facilitation TPs/Notes	Resources
15 mins	Welcome & Framing	<ul style="list-style-type: none"> - Welcome back! Agenda, objectives, housekeeping - Icebreaker: Improvement Lab New Year's resolution - what do you want to learn here? - Group Norms - our icebreaker and objectives reflect the norms for peer sharing and learning/growth mindset - Revisit the timeline 	Updated fishbone
5 mins	Understanding our (shifting) Problem	<ul style="list-style-type: none"> - Things change: <i>We want to acknowledge this is a tough time. We discussed whether continuing the work would feel like a burden or support, and we hope the next two hours reinforce how CI can work, even in challenging times. CI is about designing our work to address human needs, and needs have changed: show the fishbone as a living document.</i> - Acknowledge that attendance may have dropped for good reasons (due to the pandemic surge). There may have been other ways students were engaged remotely, but it did not "count." Downward trends are not always bad or a reflection of our work. 	
10 mins	Theory of Change	<ul style="list-style-type: none"> - Theory of Change Madlibs to help us make sure our plans are linear, logical, and meaningful. - <i>Could a few people share what root cause you are zeroing in on for your first PDSA?</i> - The facilitator shares a good and bad example of how to fill out the Theory of Change. It all needs to align with your root cause. 	
40 mins	Peer Share	<ul style="list-style-type: none"> - The power in networked improvement. <i>What you are doing in your first PDSA may feel small and "not enough," but the power is you are also</i> 	<ul style="list-style-type: none"> • Why a NIC

		<p><i>learning from five other schools tackling the same problem. As we learn about what works, you can grow those practices in your school, and we can spread them from one school to another.</i></p> <ul style="list-style-type: none"> - <i>Last time we met, we introduced a template to plan your improvement idea, and we each had an opportunity to reflect on initial drafts in peer coaching. Today, to further refine plans, we want to share some prompts to help address some common pitfalls and give you time to reflect and discuss plans with your peers. Common pitfalls are things like weak ties between the change idea and root cause, lack of specificity around steps (who does what when), lack of measure of process and driver</i> - Give them the template with prompts. Then break out into pairs (facilitators giving space and floating towards the end) <ul style="list-style-type: none"> + <u>First</u>, (15 mins) just introduce your plan. Where are you? Take some time to get to know each other and why you have that plan. + <u>Second</u>, (15 mins) look at the prompts - can we answer these? <p>Each pair shares out:</p> <ul style="list-style-type: none"> - A takeaway: One thing you learned or improved? - One thing that is challenging about this. 	<ul style="list-style-type: none"> ● Planning Template with Prompts
15 mins	<p>Measurement</p> <p>How will we know change is an improvement?</p>	<p>[5 mins intro, video]</p> <ul style="list-style-type: none"> - Quickly review measures: process, driver, outcome. We want to move from seeing measures as an accountability hammer to seeing them as a flashlight. - <i>While you may be in distinct stages of your PDSA, we want to make sure we are answering that 3rd Improvement Question: How will I know if the change is an improvement? Here is an example so that we are better prepared to do it together in coaching.</i> - Workshop a measure from someone's plan, filling out the TOC and then the Measures chart. 	

		<ul style="list-style-type: none"> - Highlight that there are diverse ways to measure. - CI is a scientific approach - measures are crucial to answering Question #3. 	
10 mins	Monitoring	<p>The Study</p> <ul style="list-style-type: none"> - Setting the time and space is key - <i>What are some questions you are already asking in Attendance teams (or could be asking) to know if something is working?</i> - Review the PDSA tool and expectations. <ul style="list-style-type: none"> + Coach should join for the first time using this tool. + This could fit into an existing meeting, or it may change based on who is involved in the work of your first PDSA. 	PDSA tracking tool
10 mins	Next Steps	<ul style="list-style-type: none"> - PDSAs this year: they may happen at contrasting times, and that is fine. - Prepare with your team to launch into your first PDSA if you have not already done so. - Schedule <u>time</u> for your first "Study" - invite your coach! - As needed, schedule support sessions with data specialists. 	
5 mins	Reflections & Exit Ticket	<ul style="list-style-type: none"> - Exit ticket 	

Session 5: Network Check-in

2 hours | Virtual

Objectives:

- Reflect on progress and challenges to date in reducing chronic absenteeism
- Share lessons learned from our PDSAs and reflection
- Make connections between needs assessment and continuous improvement

Time	Item/Activity	Facilitation TPs/Notes	Resources
7 mins	Welcome	Overview of agenda, quick icebreaker	Slides Participant Agenda
3 mins	Quick Attendance Update	Share anonymized data to show the variation in chronic absenteeism by school and subgroup. Point out interesting trends (i.e., <i>You won't be surprised to see we're all moving in a positive direction as the pandemic eases up.</i>)	
20 mins	Warm-Up	Embracing and learning from failure is the most difficult part of CI, but it's a key ingredient. Acknowledging what doesn't work is as important as identifying what does. Share an example of something the facilitators have tried that didn't work. [10 mins] Jamboard: <i>What is one attendance strategy that you or your team tried that didn't work? How do you know?</i> [10 mins] Discussion: <i>What is the comfort level in your school for trying something and failing? How can we support a growth mindset with our teams?</i> Take notes on the slide.	Jamboard
15 mins	Paired reflection	Have participants share how their improvement work is going in pairs. 2 minutes: Fill out Mad Lib on your own We're going to ask you to share with the group, but we want to give you a few minutes with a partner to gather your thoughts and prepare to answer the following questions: - ONE thing you've tried this year (ideally from your PDSA)	Slide with Mad Lib

		<ul style="list-style-type: none"> - What did you think would happen? - What actually happened? - What came from that? Did you adapt, adopt, or abandon the practice? <p><i>[Set up cross-site breakouts and send Mad Lib in the chat]</i></p>	
30 mins	Cross-School Sharing	<p>One person per school shares (~5 minutes each). Folks can chime in with clarifying questions. As you listen, think about (1) Something you want to learn more about, (2) Feedback or a suggestion, and (3) other thoughts.</p>	Google Docs or other space where listeners can jot down responses to prompts
15 mins	Discussion	<p>Give them 2 minutes to review the graphic organizer.</p> <p>Popcorn things they were listening for.</p> <p>If it's quiet, we could...</p> <ul style="list-style-type: none"> - Share the success we've seen in coaching that wasn't mentioned. <p>As a pilot, we built opportunities to get feedback on the process.</p> <ul style="list-style-type: none"> - Ask for feedback on the PDSA tracking tool: <i>It's really important in the first year of this lab to get your feedback along the way. So, are we using the PDSA tracking tool? If not fully, how are we reflecting? Are there any risks of not having a protocol for our "study"?</i> (Not being able to articulate to others what you tried / what the data was) 	
20 mins	CI principles and your Assets & Needs Assessment	<p>Purpose: Think of ways you can apply the tools and practice you've learned</p> <p>[SLIDE] Needs & Assets (AN) + Community Forum (CF) (5 min)</p> <ul style="list-style-type: none"> - Ask participants to provide an update - POLL: <i>Assets and Needs: How's it going? (Emoji)</i> - POLL: <i>Community Forum: Level of excitement!</i> - POLL: Have you started thinking about your community forum? - Discuss Briefly 	

		<p>[SLIDE] CF + AN + CI [5 min]</p> <ul style="list-style-type: none"> - Start with CI Questions - What connections do you see between these questions and the AN and CF Processes? - How can these be applied? - Discuss <p>[SLIDE] A Culture of Continuous Improvement</p> <ul style="list-style-type: none"> - Former Community School Director shares a story of CI at his site for context - How can this grow into a culture of CI? - What steps can you take to integrate but not overwhelm? - Write an action commitment to bring CI to your teams! 	
5 mins	Resources / Next Steps	<p>Share a few “favorite resources” and purpose:</p> <ul style="list-style-type: none"> - Data matrix - use this activity for your <i>Study</i> to see the connection between intervention and outcome - Brainwrite Activity to help brainstorm new ideas while ensuring all voices are heard - Soliciting Stakeholder Feedback Ideas from New Profit 	
5 mins	Closing & Exit Ticket		Exit Ticket

Coaching Follow-up

The next coaching session was an interactive way to update the initial assessment participants had done of their own competencies and the conditions that support CI at their schools. Instead of a survey of Likert-scale questions, participants could move competencies and conditions around on a [Jamboard](#) on a sliding scale from Need to Grow to Doing it Well. Participants were more receptive to this format than a traditional approach, which helped bolster the discussion. See more [here](#).

Session 6: Network Check-In & Reflections

Virtual | 2 hours

Objectives:

- Reflect on progress and challenges to date in reducing chronic absenteeism
- Share lessons learned from our PDSAs and reflection
- Plan for scaling and sharing of lessons learned

Time	Item/Activity	Facilitation TPs/Notes	Resources
10 mins	Welcome	<ul style="list-style-type: none"> - Overview of agenda - Pass it: Quickly share your name, role, feeling, or something (other than chronic absenteeism) you're working on improving. - We will be accessing school folders today, so let's make sure everyone can access them. 	Contact List School Folders
25 mins	Data inquiry	<p>[4 mins] Orientation to data. A note on equity: I try to be careful when presenting data disaggregated in these ways to say this data shows us the outcomes of a system, not characteristics of a certain group - if the system is designed to get these outcomes, I hope this data helps us reflect upon the system.</p> <p>Clarifying questions?</p> <ul style="list-style-type: none"> - YTD Chronic Absenteeism trends - CA by subgroup - Comparison of YTD and 18-19 <p>Break out into small groups, and facilitators spread out.</p> <p><i>In pairs, look at this data and follow protocol. You can open the slides so that you can scroll between slides.</i></p> <p>Protocol prompts include:</p> <ul style="list-style-type: none"> - What? Describe the data. What are the facts? - So What? Make sense of the facts. - Why is this interesting? Surprising? Important? - Now What? What actions make sense? What else do we want to know? <p>Debrief: <i>Anything from your conversation resulting in a good "Now What"?</i></p>	Jamboard or protocol School-Level Data Files in School Folders
15 mins	Per share and reflection	New pairs without facilitators	Mad Lib Prompt

		<p>Make connection to PDSA. <i>You may have done 2 or 3 of the pieces here - that's okay, we're learning.</i></p> <p>Use the Mad Lib to discuss a recent attendance intervention with a partner.</p>	
25 mins	4-3-2-1 Protocol	<p>Then, complete the 4-3-2-1 protocol. Participants can reflect on CI practices and/or a specific attendance intervention.</p> <p>Reflect on how having a plan and data would strengthen our reflections here.</p> <p>Share out: <i>What is something from this year that you want to make sure happens next year?</i></p>	4-3-2-1 Protocol
20 mins	Scaling and sharing	<p>Introduce Scaling</p> <p><i>You just talked about things you want to preserve for next year. How do we future-proof it?</i></p> <p>Sharing: storytelling components (DOE pg. 170): <i>what are you thinking about who you should share with and how?</i> This will help us understand the audience you have in mind as we document what we've learned.</p>	
10 mins	Next Steps	<ul style="list-style-type: none"> - Documentation - Scheduling - Wrap up with your coach in June - Self-assessment 	
10 mins	Closing	<p>We're grateful for your willingness to work with us this year and appreciate the work you do every day. We want to close with a moment to share appreciation, even with folks not in the room doing this work.</p> <p>Closing: You're on the radio. You have 15 seconds before Rihanna comes on. Shout out to someone who is your partner in this work, whether they are here or not.</p>	Exit Ticket

Coaching Follow-up

Participants complete the [4-3-2-1 reflection protocol](#) in coaching. This was useful in creating one-page summaries of their work that could be shared. This documented reflection was also a useful tool to bring back up at the beginning of the new school year to retain lessons learned.

Session 7: Reflection & Planning

In Person | 3.5 hours

Objectives:

- Celebrate successes
- Review the year and get feedback on the Improvement Lab
- Learn from other efforts
- Start planning for the following school year and get feedback on ideas

Time	Item/Activity	Facilitation TPs/Notes	Resources
15 mins	Breakfast, Welcoming		Name tags
20 mins	Welcome, Icebreaker	<p>Welcome!</p> <p>Icebreaker - Introduce yourself, share a win from your work this year</p> <p>Review Agenda</p>	
10 mins	Rapid Recap	The facilitator shared a “rapid recap” with a playful line graph to demonstrate some of the highs (trying new plans) and lows (pandemic resurgence, spring fatigue). This highlighted familiar challenges and acknowledged learning and progress.	Handouts: A paper packet of key CI resources with 1-pagers that highlight the work of each individual site.
30 mins	Gallery Walk	<p>Participants break out into groups of 2-3 and start at different stations to review resources and answer reflection questions.</p> <p>Station #1: Understanding the Problem: <i>Fishbone diagram, Empathy Interview, NV Data Protocol + attendance trend charts</i></p> <ul style="list-style-type: none"> - Are these activities important? Why or why not? - Who needs to do these activities? - What is something you learned from root cause analysis in your school that has changed your understanding of CA and/or your teams’ understanding? <p>Station #2: Plan-Do-Study-Act: <i>Planning Template, PDSA visual, Reflection Template, Tuning Protocol</i></p>	<p>Printed questions/documents.</p> <p>Poster Paper, markers, DOTS</p> <p>Gallery walks callouts</p>

		<ul style="list-style-type: none"> - How does planning work at your school? How does it compare or differ from the planning template? - How do you (or could you) create dedicated time to reflect regularly on your efforts to decrease CA? <p>Station #3: CI Competencies and Conditions</p> <ul style="list-style-type: none"> - Identify an area where your school does well. Can you share a specific example? - Identify an area where your school needs to grow. Ask your partner for any advice. - How can the Improvement Lab better support improvers in these conditions and competencies? - Put a green dot where you are doing well and a red dot where you want to continue to improve 	
15 mins	Debrief	Discussion: Whip-around: What is this activity making you think about?	
10 mins	Break		
50 mins	Driver Diagram activity	<p>[7 mins] Framing:</p> <ul style="list-style-type: none"> - Revisit fishbone and how this informed our Theory of Change (ToC). <i>The ToC we did for our PDSAs was one slice of our overall strategy. Today, we'll work on a driver diagram, which will give us a fuller picture of how we can reduce absenteeism. It's important to do this after we've done the work to better understand the problem.</i> - <i>A DD provides an overview of HOW we're going to improve attendance, can include ALL stakeholders, and builds common understanding.</i> - <i>The DD is an imperfect brainstorm and might look different at your school.</i> - <i>We start with Our Aim: Decrease CA from last year. At your school you would be more specific/measurable and put numbers. If this is our aim, one thing we tried to do was (change the idea). Why? What are we trying to impact? What will the change do? Talk through one thread.</i> 	

		<ul style="list-style-type: none"> - Share other PRIMARY drivers (all listed on separate pieces of paper). [Note: these are not exhaustive and don't have to be]: (1) Academic engagement, (2) belonging and community, (3) meeting basic needs, (4) parent engagement, (5) data & improvement systems, (6) safety - [5 mins] React to Primary Drivers: <i>huddle with someone next to you - is this good enough, or any glaring omissions/issues? Would these BIG drivers impact the root causes in our fishbone? We are willing to add or edit.</i> Acknowledge that the drivers are related/overlapping - [15 mins] Brainstorm Secondary Drivers: Break into groups of 2-3; each group comes up and takes 1-2 Primary drivers to work on. <i>Brainstorm secondary drivers for each of these primary drivers (they may even relate to other drivers, too).</i> - Tape up the Primary drivers along with the Secondary driver stickies on the wall. - [10 mins] Define change ideas. <i>Go back into your groups and share a few potential change ideas for your secondary drivers.</i> Share an example. Put stickies on the wall - [10 mins] Someone from each group shares out - [3] <i>How was this activity for you? Is this something that would be useful to use with your school team?</i> 	
<p>Check out the Driver Diagram we generated in this session.</p>			
15 mins	Peer Planning	<p>Find a new partner you haven't worked with today:</p> <p><i>What's a driver you want to focus on in the fall? Share your ideas with a partner and hear their feedback.</i></p>	
5 mins	Planning	<p>Preview future coaching and meeting schedule and goals.</p>	

10 mins	Closing	In a circle: Write down advice to your future self & put it in the jar. Once everyone is ready, we will do a quick share out. Advice is always helpful when we hear it a couple of times, so in a month or so, we'll send you an email reminder of your advice.	Stickies, jar/hat
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