

This meeting is being recorded

# Community Review and Big 4 Webinar

Alaska Department of Education and Early Development  
Brittnay Bailey, School Improvement Program Administrator  
Christy Roe, School Improvement Specialist

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# Mission, Vision, and Purpose

## Mission

An excellent education for every student every day.

## Vision

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

- Alaska Statute 14.03.015

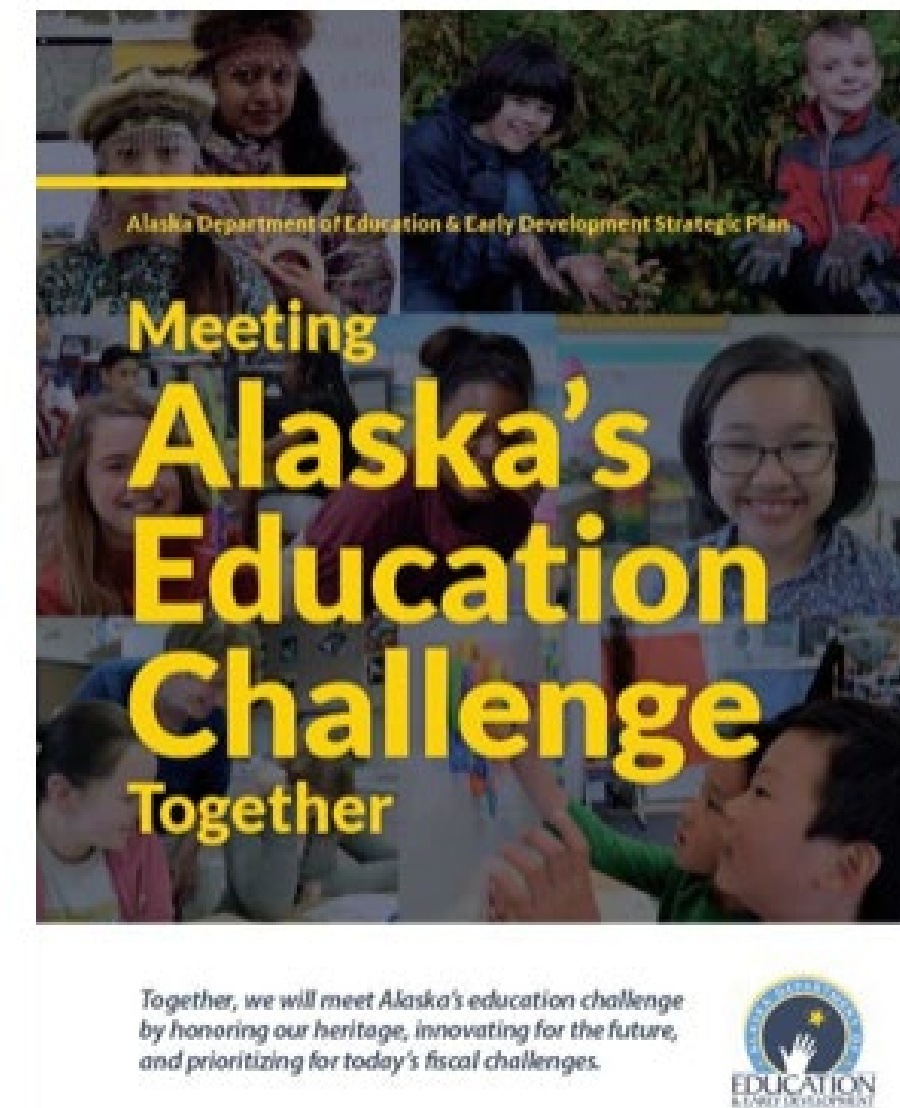
## Purpose

DEED exists to provide **information, resources,** and **leadership** to support an excellent education for every student every day.

# Strategic Priorities: Alaska's Education Challenge

## Five Shared Priorities:

- Support all students to read at grade level by the end of third grade.
- Increase career, technical, and culturally relevant education to meet student and workforce needs.
- Close the achievement gap by ensuring equitable educational rigor and resources.
- Prepare, attract, and retain effective education professionals.
- Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



[education.alaska.gov/akedchallenge](http://education.alaska.gov/akedchallenge)

# Roles and Responsibilities

## SCHOOL

Engage in Empowerment Process:

- Form a Team
- Thorough Needs Assessment
- Create a Plan
- Implement Plan with Fidelity



## DISTRICT

Support the school(s) through:

- Providing a District Liaison who acts as point-person between schools and DEED
- School Improvement Plan Review, Approval, and Monitoring of Implementation
- Submit documents and budget to DEED by the end of May



## DEED

Support districts through:

- Policy and Process
- Technical Assistance
- Funding and Support

# Agenda

Community Review  
Four Big Conclusions  
Q&A



# Community Review

- The School and Community Leadership Team shifts gears and now engages families and community leaders and members in a review of the data and key learnings identified by the Team and faculty. Input is gathered on community and family assets and challenges that could impact the school's overall performance.
- Resources
  - [Agenda](#)
  - [Form](#)
- Facilitation Ideas

# Community Review Agenda

Time	Person Responsible	Agenda Item	Minutes (Summary of Key Points)
3 mins	Facilitator	<b>Welcome and Meeting Opening</b> (Opening routine)	
10 mins	Facilitator	<b>Review Meeting Purpose and Agenda</b> (Quick agenda walkthrough)	
2 mins	Process Observer	<b>Review Ground Rules</b> (See Facilitation section under Community Review in Playbook)	
20 mins	Facilitator	Share Data and Key Conclusions with Community (Key learnings from Profile, Practice, and Program Reviews)	
35 mins	Facilitator(s)	Conduct Community Review (Community Review Form)	
20 mins	Facilitator	Consensus on Key Points (if small groups occurred)	
	Facilitator	<b>Close the Meeting</b> (Closing routine)	

**Purpose:** Share data and discoveries (Key Conclusions) with the community and get feedback

# Community Review Form

Looking Beyond Community Review Form

School: \_\_\_\_\_ Principal: \_\_\_\_\_  
 ESSA Designation: \_\_\_\_\_ Date and Time: \_\_\_\_\_

Key Influential Factors on Schools/Education	Possible Considerations	Community Responses
Is there broad community opinion that <b>schools and community partners</b> should work together to address student achievement? How do we know?	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Common vision of education</li> </ul>	
How might our <b>school community culture and partnerships</b> be influencing school and student performance?	<ul style="list-style-type: none"> <li>• Student data</li> <li>• Faculty and staff data</li> <li>• Program data</li> <li>• Practice data</li> </ul>	
How does the <b>community and its resources</b> support its school? How do community partnerships enhance existing school-based services and resources?	<ul style="list-style-type: none"> <li>• Academic supports</li> <li>• Social/emotional supports</li> <li>• Student and staff wellness</li> </ul>	
How does the <b>school and its resources</b> support community programs designed to address community issues?	<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Support</li> <li>• People</li> </ul>	
How are <b>school community partnerships</b> coordinated? What structures are in place to ensure <b>effective communication and collaboration</b> ?	<ul style="list-style-type: none"> <li>• Partnership framework</li> <li>• Communication plan</li> </ul>	
How are <b>school and community partnerships</b> evaluated and sustained?	<ul style="list-style-type: none"> <li>• Results framework</li> <li>• Annual reflection and review of results</li> </ul>	





# Community Review Facilitation

- Send out communications early and often to get the word out
  - Newsletter
  - Fliers in community spaces
  - Facebook posts
  - Emails
  - VHF announcements
- Hold in conjunction with Title 1 community meeting or other community events
- Collect Community Feedback through
  - post it notes on posters
  - google form
  - jamboard

# Four Big Conclusions Review

- Once data have been collected, analyzed, and synthesized by reflecting within and gathering input beyond the school, the School and Community Leadership Team summarizes the key learnings, identifies strengths or assets and weaknesses or challenges. Four big conclusions are identified and prioritized using the Big Conclusions Form.
- Resources
  - [Agenda](#)
  - [Form](#)
- Facilitation Ideas

# Four Big Conclusions Agenda

Time	Person Responsible	Agenda Item	Minutes (Summary of Key Points)	
2 mins	Facilitator	<b>Welcome and Meeting Opening</b> (Opening routine)		
2 mins	Facilitator	<b>Review Meeting Purpose and Agenda</b> (Quick agenda walkthrough)		
2 mins	Process Observer	<b>Review Norms</b> (Post Norms visible in meeting room)		
15 mins	Facilitator	<b>Review key learnings from <i>Looking Within and Looking Beyond</i></b> (Completed Profile, Practice, Program, and Community Review forms)		
80 mins	Facilitator	<b>4 Big Conclusions</b> (Four Big Conclusions Form)		
2 mins	Facilitator	<b>Close the Meeting</b> (Closing routine)		
10 mins	Note Taker	<b>Actions Identified to be Completed*</b>	<b>Due Date</b>	<b>Person(s) Responsible</b>
		Complete 4 Big Conclusions Form		
2 min	Facilitator	<b>Next Meeting Reminder</b> (Date and Time)		
5 mins	Process Observer	<b>Process Observation Reflection</b> (Process Observer reports out with specific examples on how the team followed the norms)		
	Facilitator	<b>Adjourn</b> (Close the meeting with agreed upon routine)		

**\*Action Items Review:** Note Taker adds items during the meeting and reviews all action items, with due dates and person(s) responsible at end of meeting.

Post meeting, review the meeting minutes with the Note Taker. Send the minutes to the School and Community Leadership Team members.



# Four Big Conclusions: Root Cause

## 5 Whys

Figure 4. 5 Whys Root Cause Analysis



# Four Big Conclusions Form

- What are the data telling us about
  - the students, the school, and the community?
  - the school’s instructional system
  - community needs, engagement, and supports?
- What are the root causes related to key learnings?
  - What key learnings rise above others?

Assets  
Using the key learnings, list the 3 greatest assets of the school and/or community.

Assets	Justification
1.	
2.	
3.	

Challenges  
Using the key learnings, list the 3 greatest challenges that are within the school and/or community’s control to address.

Challenges	Justification
1.	
2.	
3.	

Big Conclusions  
Prioritize 4 BIG CONCLUSIONS within the school and/or community’s control.

Big Conclusions	Justification
1.	
2.	
3.	
4.	



# Four Big Conclusions Facilitation

- Establish a Facilitator, Timekeeper, and Process Observer - it can be easy to get lost in the weeds
- Prepare documents to go through root-cause analysis to ensure conclusion addresses a ROOT CAUSE and not a symptom
- Conclusions need to be ACTIONABLE and within the scope of the school

# Context Matters

- We are not expecting miracles or even huge changes
- This is the start of an enduring process - we will not get it 100% on the first pass
- There are sites where the worst things imaginable are happening in real time

# Questions?





# Upcoming Dates and Events:

- April 11: Webinar on Creation of a 3-Year Plan and Budgets
- April 18-19: ESEA Workshop in Anchorage
- April 27-28: CSI 5% Spring Convening in Anchorage
- April 28-30: SOR Symposium in Anchorage
- May 31-June 15: FY24 Plans and budgets due in GMS
- June 30: FER closure for FY23
- Sept 18 & 19 2023 - Fall Convening in Anchorage at the Egan Center

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# Contact Information

## **Brittnay Bailey**

School Improvement Program Administrator

[brittnay.bailey@alaska.gov](mailto:brittnay.bailey@alaska.gov)

(907) 269-6754

## **Christy Roe**

School Improvement Specialist

[christy.roe@alaska.gov](mailto:christy.roe@alaska.gov)

(907) 269-6767

# Stay Connected



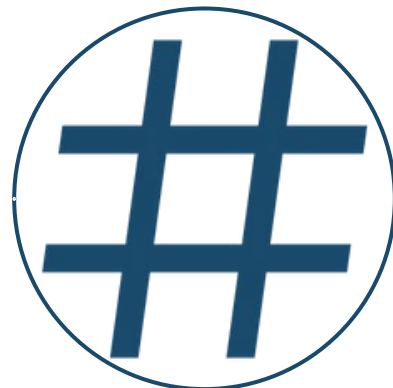
## Website

- [education.alaska.gov](http://education.alaska.gov)



## Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



## Social Media

- @AlaskaDEED @AlaskaDEED on Twitter, Facebook, Instagram, Flickr, and Vimeo



Slides and Recording will be available on the [SRS webinars](#) page in the next few days