

ARTIFACT #4: LLIFT-P3 System Improvement Map (June 2019)
Derived from Fishbone Diagrams and Scan Activities/Documentation

Bryk & Gomez remind us that while a Fishbone diagram supports diagnostic brainstorming about the system that produces current outcomes, the **System Improvement Map** is more analytic. It typically organizes root causes into the four interacting subsystems in the columns below, and it identifies different organizational levels from the classroom on up to the governing systems within which schools operate (Bryk & Gomez, 68-70). The next step after this is to create a **Driver Diagram** that represents a “theory of practice improvement,” a plan of action that is informed by the System Improvement Map below.

Problem of practice: High-churn (HC) schools are difficult to lead to improved student learning outcomes.

Instructional System	Instructional Information Infrastructure	Human Resource System	Governance
<ul style="list-style-type: none"> ● Early literacy learners experience transitions and other educational disruptions that impede their progress ● Patterns of chronic absenteeism tend to begin in PreK ● Accountability for and continuity in early learning is lacking ● Early education/PreK lacks culture of and resources for formative assessment ● Students who transfer in are usually well below grade-level in reading and mathematics ● Assessment tools and practices are inconsistent across schools in the early elementary grades ● Student churn requires repeating diagnostic and teaching strategies, disrupting teaching continuity for <u>all</u> students ● Students learning growth must exceed one-year expectations on NWEA to close attainment gaps ● Teachers must have the skill to work with struggling readers who are two or more years behind as well as support proficiency for more advanced learners 	<ul style="list-style-type: none"> ● Data systems and supports specific to HC conditions are lacking at the school and network level to assess, acknowledge and respond to the T&L challenges that teachers, students, & families experience. ● Data on tier 2 and tier 3 interventions for mobile students is not accessible to receiving schools ● Data/information on mobile families/students is much more difficult to collect, track, access, etc. than for stable families/students. ● Accountability system does not prioritize data collection on literacy and mathematics learning in P-2 ● P-3 teachers are not learning to use collaborative cycles of inquiry that incorporate data on student learning P-3. 	<ul style="list-style-type: none"> ● Leaders don't see/name churn as an impediment to school improvement and student learning ● High-churn schools are not recognized as an important training context for principal preparation/development ● No programmatic efforts exist to prepare principals for distinctive challenges of HC schools ● There is no system-wide entry planning process or Leadership Development Plan (LDP) specific to HC schools and the P-3 T&L continuum ● Not all principals in high-churn schools are sufficiently mission-focused for such schools; “fit” not adequately assessed prior to assuming leadership positions ● Principal supervisors may lack leadership experience 	<ul style="list-style-type: none"> ● Enrollment in PreK is citywide, encouraging transitions to different schools between Prek and Kindergarten ● System-level policies have unintended consequences that adversely affect HC schools (e.g., moving in and out of charter and neighborhood schools) ● Charters contribute to churn by expelling high-need students ● Leaders do not use data related to HC schools to make decisions about resource allocations and policies, contributing to systemic inequities ● The field of school reform lacks coherent and elaborated practice frameworks for leadership of HC schools

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<ul style="list-style-type: none"> ● Concerted efforts to develop teacher capacity are often compromised by teacher mobility ● Teacher/family partnerships do not adequately support student engagement and literacy learning ● Schools are not adequately pro-active in reaching out/providing support to families experiencing different kinds of hardship or challenges ● A safe and orderly environment (culture and climate) requires ongoing attention under churn conditions ● Behavioral & mental health issues across the school community can disrupt/distract from the learning environment ● HC challenges SEL capacity (adults and students) and MTSS capacity of a school ● It is difficult for principals to be effective instructional leaders in HC schools due to the demands from areas such as: culture and climate, attendance, behavioral/mental health, etc 		<p>under HC conditions and/or with the P-3 T&L continuum.</p> <ul style="list-style-type: none"> ● Principal coaching (quality of) is not sufficiently attentive to P-3 leadership in HC schools ● System-level social-emotional and learning supports for principals of HC schools are lacking/weak ● P-3 teacher training does not prepare teachers for these challenging school assignment; training context matters ● Hiring, support, development and retention of teachers is not intentionally provided for HC schools ● School engagement with community agencies and resources is not systematically developed to ensure effectiveness of and continuity in school-community partnerships over time ● Training of principals to engage community leaders/members is lacking ● Schools are unsupported in responding to extreme challenges of high-need student populations 	<ul style="list-style-type: none"> ● The accountability system is not designed for HC schools, contributing to systemic inequities ● Accountability system does not support pathways for HC schools to improve grade-level achievement ● Network supports for development of principals at different stages of leadership of HC schools are lacking or not implemented ● Dramatic differences in P-3 curriculum, instruction, and assessment and in pacing system-wide create discontinuities in student learning when moving from school to school
CHALLENGES AT:	Classroom level 	Organizational Level 	Governance/Field Level