6.0 Process Management

The PDSA Process provides a systematic approach for continuous improvement in teaching, learning, student achievement, student and faculty well-being, and support process efficiency and effectiveness. Specific design, decision making, and deployment steps built into support department procedures **(Figure 6.2-1)** and the processes of the Curriculum, Instruction, Assessment, and School Climate System **(Figure 6.1-1)** ensure control, multiple cycles of refinement, and integration with the district's goals, key measures (strategic objectives), pillars, core values, mission, and motto (vision). Multi-level/school site/department teams, a systematic communication structure **(Figure 6.1-7)**, and an annual PDSA review cycle in the CLEP drive organizational learning and innovation, and assure sequencing and linkages within the system.

6.1 Learning-Centered Processes

6.1a(1) Building the capacity for preparing JPS learners for productive, responsible citizenship in an ever-changing world

(the mission of the district) and CLEP mandates from the state determine the District's learning-centered system which includes these key processes---curriculum development, instruction, assessment, and school climate. **(Figure 6.1-1)** The JPS Curriculum, Instruction, Assessment, and School Climate System forms an integrated structure for continuous improvement.

The Curriculum Development Process brings coherence across school sites and more in-depth coverage; it also assures equal access to knowledge for all students. By organizing decision making around the entire period of a child's education, this process creates a sequential body of knowledge and skills that supports teachers in providing a logical progression of learning experiences for students. This systematic approach raises achievement for all students and gives them the skills necessary for the 21st century.

The focus on instruction enhances the capacity for learning for all students because it deepens the ability of teachers to implement classroom management structures that promote student ownership for learning. It also strengthens teachers'
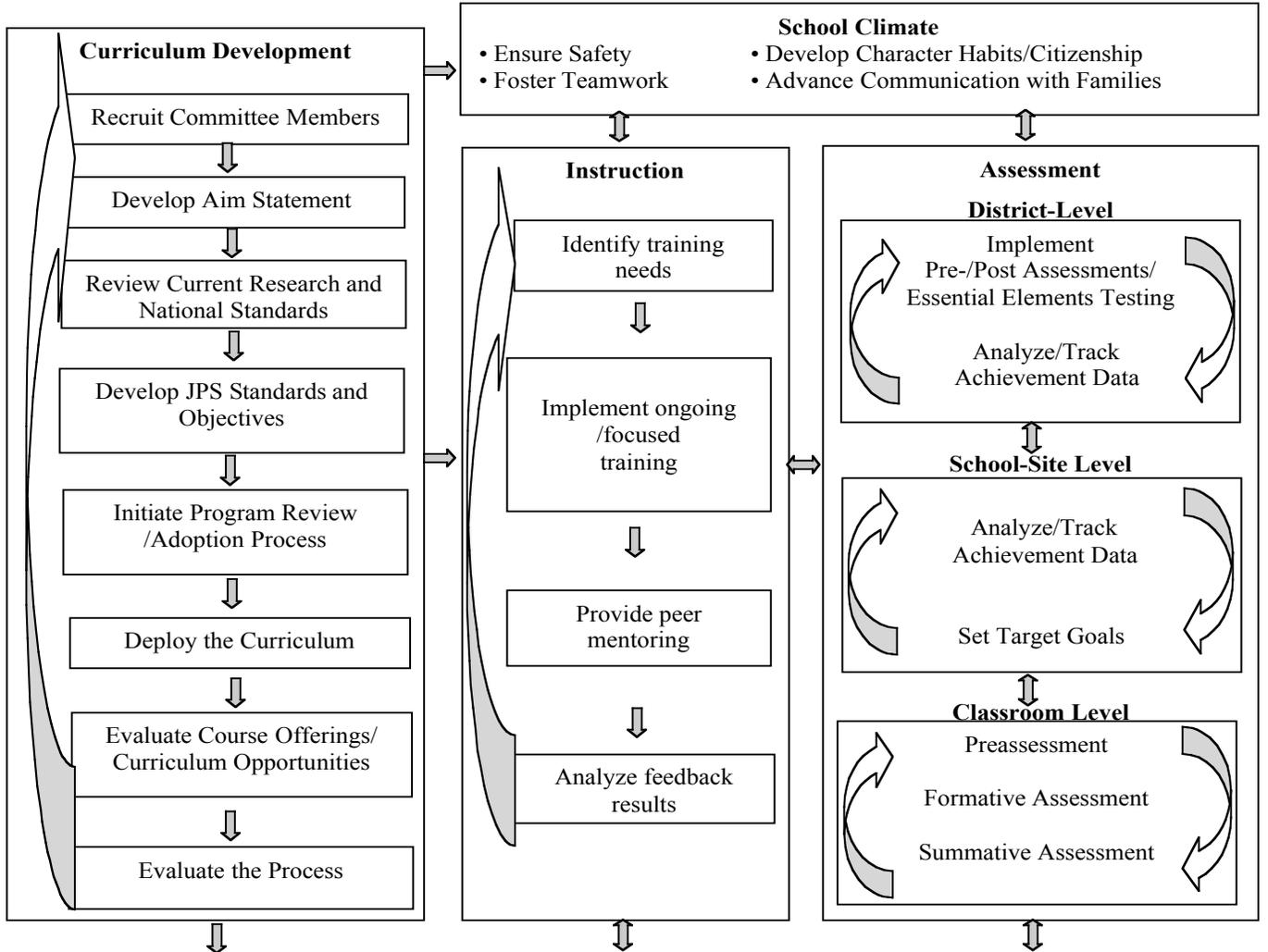

Figure 6.1-1 The JPS Curriculum Development, Instruction, Assessment, School Climate System forms an integrated structure for continuous improvement and learning excellence.

skills in planning engaging lessons using research-based instructional strategies, assessing learning in multiple ways, and differentiating instruction based on students' readiness levels, interests, and learning profile preferences.

The process of ongoing assessment provides performance data related to AYP and API, mandates of NCLB and Oklahoma School Accountability legislation. Analysis of performance data by district administrators, principals and teachers determines site target goals for improving student achievement. Ongoing assessment also drives daily instruction and gives teachers knowledge of student mastery of skills and concepts. Pre-assessment (finding out) determines students' current levels of readiness or interest in order to plan for appropriate instruction. Formative assessment (keeping track) helps teachers accumulate data about student progress to continue instructional decision making. Summative assessment (making sure) measures students' mastery of skills and concepts. Multiple assessment strategies enhance student ownership for learning i.e., self-evaluation, learning/ enthusiasm charts, exit cards. Progress reports, quarterly report cards, and twice yearly parent/ teacher conferences keep parents informed about students' achievement.

Continuous improvement in school climate addresses students' well-being needs. The SERT and each school's Safe School procedures ensures the safety of students, staff, and visitors on a daily basis. Parents are key stakeholders in student success and their involvement is achieved through information meetings, ongoing communication, participation on school committees, and opportunities to volunteer. Student enthusiasm for learning and growth in organizational/ leadership skills are maximized through integration of the TRIBES agreements, Schools Attuned strategies, classroom guidance, the CAPS program for academic/career planning, use of student agendas, service learning opportunities, character education experiences, and recognition of accomplishments.

6.1a(2) A key requirement of learning-centered processes is that they create a systems focus **(Figure 6.1-1)** for preparing JPS learners for productive, responsible citizenship in an ever-changing world (the district's mission). Other requirements come from many sources i.e., federal and state mandates, national standards for each academic area, research in best practice educational strategies, district goals, ongoing analysis of student achievement, and student and stakeholder needs and expectations. **(Figure 6.1-2)** Each learning-centered process addresses differences in student learning rates and styles. **(Figure 6.1-3)** Information on student segments/individual students is developed through a variety of instruments. Results from these instruments enable administrators and teachers to adapt instruction to ensure that all students are engaged in active learning. **(Figure 6.1-4)**

Key Process 6.1a (1)	Description	Key Requirements 6.1a (2)	Key Measures 6.1a (4)
Curriculum Development Process	▪ Development of curriculum standards/ objectives ▪ Deployment of a coherent, consistent curriculum	▪ To develop coherence in standards/ objectives across the District and ensure equal access to a sequential body of knowledge and skills for all students ▪ To increase rigor in learning	▪ Deployment and use of the curricula continua across school sites and grade levels (AOS) ▪ Growth in AP enrollment (equity) and excellence (mastery scores)*
Instructional Process	▪ Implementation of sustained, intensive, classroom-focused training ▪ Deployment of research-based teaching strategies	▪ To increase teacher skill in effective classroom management, use of research-based instructional strategies, and the ability to differentiate instruction	▪ Improvement in student achievement* ▪ Number of professional development points* ▪ Number of certified personnel trained in differentiation strategies*
Assessment Process	▪ Development of assessment tools ▪ Deployment of a cycle of tracking/ analyzing data/ setting target goals	▪ To provide knowledge of how students are doing to enable the district/school sites/teachers to set goals and develop action plans for improvement in student learning	▪ Improvement in student achievement*
School Climate Process	▪ Improvement in student/staff well-being, safety, and teamwork ▪ Advancement of family involvement and communication	▪ To involve students and staff in experiences that promote well-being, build confidence in implementing emergency procedures, and increase use of collaborative learning ▪ To increase opportunities for family involvement and communication	▪ CLEP goals (AOS) ▪ Survey results* ▪ Safety results* ▪ Volunteer hours* ▪ Percentage of teachers developing Web pages and newsletters*

Figure 6.1-2 Learning process descriptions, key requirements, & key measures define a system for continuous improvement.
* = In Category 7   AOS = Available on-site

Process	Addressing Differences in Student Learning Rates/Styles
Curriculum Process	Program evaluation rubric to rate how a particular program provides for individual differences, enabling the district to adopt programs that address the needs of diverse populations
Instructional Process	Gifted services, a comprehensive special education program, a five-year professional development focus on differentiation training, the ongoing work of CRIs and principals, and the course evaluation process for determining the need for expanding Advanced Placement courses and alternative program opportunities
Assessment Process	Adjusting daily instruction to accommodate learning style preferences and needs for re-teaching, extra practice, and enrichment; ongoing analysis of assessment data, setting target goals for all student segments
School Climate Process	District goals of promoting inclusiveness for all students and of improving appreciation of diversity; TRIBES in the elementary, middle school and alternative school classrooms; Schools Attuned strategies in high school classrooms

Figure 6.1-3 Addressing Individual Differences in Learning Rates and Styles

Assessment/Process	Frequency	Student Segment
Kindergarten Screening	Yearly	Readiness for 1st grade
Basic Reading Inventory	Twice yearly	1st-4th grade students with reading problems
Gates MacGinitie Test	Yearly	1st-2nd grade students with reading problems
CogAT	Twice yearly	Identification of students who are gifted
CRTs	Yearly	Assessment of academic skills of all students; data on student segments
Site Intervention Team	Ongoing	Students exhibiting academic or behavioral difficulties
IEP Review	Ongoing	Students on individual education plans
Pre/Post Assessments	Twice yearly	Individual progress during the year and from year to year

Figure 6.1-4 Collecting and Tracking Data on Student Segments/Individual Students

6.1a (3) The JPS Curriculum, Instruction, Assessment, and School Climate System forms an integrated structure for continuous improvement in teaching, learning, and student and faculty well-being.

- The broad representation of administrators, teachers, and parents from each school site develops key leaders and involves stakeholders in a shared governance structure.
- The PK-12th grade breadth generates a seamless flow in the curriculum, instructional practices, and assessment methods, and ensures a sequential body of knowledge and skills and equal access for all students.
- The year-long development process builds in focus, rigor, knowledge of best practice teaching in the field, flexibility, and objectivity. This national role model was presented at the National Quality Education Conference in October 2004.
- Because of the integration of instruction into the system, the JPS professional development program is sustained, intensive, and classroom focused; all professional development proposals are evaluated through the lens of building capacity for differentiating instruction and using research-based teaching strategies for improved student learning.
- The inclusion of assessment has increased ongoing assessment, reduced cycle time for intervention when students are at-risk for learning, and led to implementation of pre/post testing, essential elements weekly quizzes, in-depth analysis of standardized test scores, and an emphasis on pre-assessment, formative, and summative assessments.
- School climate is an integral component of the system.

The SERT, Safe School Committees, leadership teams, and monthly administrators' meetings are the primary avenues for addressing school climate requirements. The SERT meets monthly; its focus is continuous improvement in emergency preparedness. Safe School Committees make recommendations to the principals regarding unsafe conditions at the school sites. Leadership teams at school sites (administrators, teachers, parents) use the CLEP and the PDSA cycle to set, review, and revise goals for staff and student well-being, development of character habits, teamwork, inclusiveness, and family involvement.

Technology, organizational knowledge, the potential need for agility, and cycle refinements are built into the JPS Curriculum, Instruction, Assessment, and School Climate System. **(Figure 6.1-5** and **Figure 6.1-6)**

Teamwork and a systematic communication structure address sequencing and linkages among school sites and departments, and drive organizational learning and innovation in the system. **(Figure 6.1-7)**

6.1a(4-5) Analysis of key measure results and specific design, decision making, and deployment steps built into the system are used by process leaders to control and improve learning-centered processes. In-process measures, formative and summative assessments, and stakeholder input are used in managing learning-centered processes. **(Figure 6.1-8)**

Technology	E-mail, Web page resources, word processing/spreadsheet/presentation software, assessment software systems
Organizational Knowledge	A systems focus, the PDSA Process, and quality tools (force field analysis, fishbone, brainstorming, affinity and Pareto processes, small group to whole group consensus, priority matrix voting)
Potential Need for Agility/ Cycle Time Refinements	Monthly monitoring, ongoing analysis of data, monthly C & I and principal meetings, collaboration with the director of professional development, use of two-way radios during safety exercises/ incidents, debriefing following safety exercises/incidents

Figure 6.1-5 Using Technology and Organizational Knowledge; Addressing Agility Needs and Cycle Time Refinements

Cycle refinements have been continuous. **(Figure 6.1-6)**

Curriculum Development	Fall 1997: K-6th grade Fall 1998: Addition of PK Fall 2003: Addition of 7th-12th grades
Instruction	Fall 2004: Expansion in the number of CRIs from 1 to 6; addition of 7th-12 grade representation at C & I monthly meetings
Assessment	2004: Mathematics pre/ post assessments, essential elements 2005: Language arts pre/post assessments, essential elements 2006-2010: Assessment: all subject areas
School Climate	Fall 1999: TRIBES begun at one school 2000-2004: TRIBES implemented PK-8th November 2000: SERT established 2000-2004: SERT policies added.

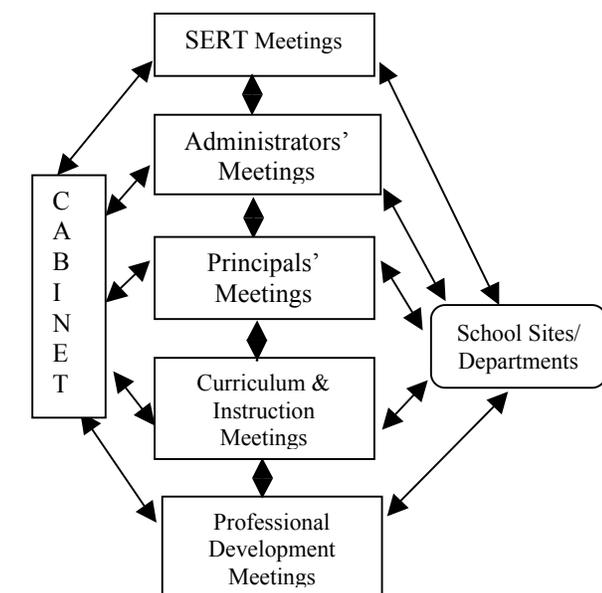*Figure 6.1-6 Reviewing Cycle Refinements*

Figure 6.1-7 Ensuring communication flow among teams and departments

Curriculum Development	■ Monthly/yearly review of the process ■ Classroom observations and feedback from principals, teachers, and families ■ Review of student achievement data and AP enrollment and excellence data
Instruction	■ Concerns brought to the monthly C & I meetings ■ Review of professional development feedback data and participation levels ■ Review of student achievement data
Assessment	■ Ongoing review of assessment data (daily, weekly, monthly, yearly)
School Climate	■ Review of safety data ■ Review of data on discipline referrals, incidents of harassment/ bullying ■ Review of data from patron surveys ■ Monitoring of volunteer hours ■ CLEP PDSA Process

Figure 6.1-8 Using In-Process Measures, Stakeholder Input, Formative/Summative Assessments

6.2 Support Processes and Operational Planning

6.2a(1) Key support processes are determined to be those that enhance the capacity for preparing JPS learners for productive, responsible citizenship in an ever-changing world. **(Figure 6.2-1)**

6.2a(2-5) The PDSA Process for continuous improvement provides the framework for support services to keep current with key requirements, meet the potential need for agility, maintain and refine performance expectations, reduce costs and prevent errors, and find ways to increase overall efficiency and effectiveness. **(Figure 6.2-1)**

6.2a(6) Support service directors use their control strategies to gather, track, and evaluate data and initiate the PDSA Process with the employees to create action plans for improvement. To drive organizational learning and innovation, resulting improvements are communicated through weekly Cabinet meetings and monthly administrators' meetings.

6.2b(1) To ensure adequate budgetary and financial resources are available to support school operations, the Finance Department completes a yearly in-depth budgetary plan for approval by the BOE. The budget plan is based on a review of historical data, calculation of costs from new education initiatives/mandates from the state, and analysis of revenue projections.

6.2b(2) Assessment of financial risks and continuity of operations in the event of emergencies are ensured through the district's fund balance goal and the monthly internal reviews conducted by the associate superintendent, executive director of finance, and director of accounting. Budget adjustments are made depending on the state of the economy.

The reviews include but are not limited to historical data, revenue projections, adjusted expenditures, diversification of the District's investment portfolio, and weekly monitoring of state revenue collections used to fund public education.

Daily communication between the Superintendent and Finance Department leaders and ongoing communication with the BOE also ensure continuity of operations in the event of emergencies.

Spport Process 6.2a (1)	Key Requirements 6.2a (2)	Control Strategies 6.2a(3)	Key Measures 6.2a (4)
Goal: Focus on Finances			
Finance 7.3a(1)	To meet federal/state/local mandates, demonstrate fiscal responsibility, maintain a 6% fund balance/stakeholder trust	• Internal process controls • Upgrades in financial software • Monthly reports to BOE	• # of positive audit reports* • Maintenance of 6% fund balance* • $ in new revenues* • # of successful bond elections*
Maintenance 7.5a(2)	To comply with federal/state/local laws/codes, ADA standards, provide accessible, well-maintained buildings, decrease energy costs	• Internal/external inspection processes • Ongoing energy cost analysis • Monitoring/tracking TMA work requests	• # of positive inspections*(AOS) • Level of stakeholder satisfaction* • Data indicating reduced energy costs*
Information Technology 7.5a(2) and 7.6a(4)	To comply with federal/state mandates/deadlines, increase standardization, reduce incidence of malfunction, meet curriculum objectives	• Review of approval levels • Daily monitoring • Systematic process for review of new technologies	• Compliance levels* • Down time* • New technologies reviews (AOS) • Tech team requests (AOS)
Printing/ Warehouse Services 7.5a(2)	To provide high quality/low cost products, maintain accurate inventories	• Use of the E-APEC system • Ongoing cost analysis • Setting daily priorities	• Accurate inventory information* • Cost reductions* • Meeting priority lists (AOS)
Goal: Focus on Students			
Health and Nutrition 7.5a(2) and 7.6a(4)	To comply with federal state laws, health/safety codes, USDA meal requirements; maintain stakeholder satisfaction	• Daily, weekly, monthly monitoring • Ongoing review of visitor feedback cards	• Positive inspection ratings* • Cost reductions* • Level of stakeholder satisfaction*
Transportation 7.5a(2) and 7.6a(4)	To meet state mandates, maintain effective policies/ on-time delivery, reduce accidents, meet stakeholder expectations	• Internal/external reviews • Systematic routines-maintenance, delivery time, accident occurrences • Monthly review of conduct notices	• Compliance levels* • Accident rate trends*
Goal: Focus on Safety			
Campus Police 7.4a(1)	To maintain a safe and secure school environment, increase visibility of campus police	• Weekly review of reports, school site visits schedule • Annual survey of principals	• # of monitoring systems* • Stakeholder satisfaction levels*
Goal: Focus on Curriculum			
Human Resources 7.4a(2)	To comply with federal/state laws and BOE policies, ensure an effective hiring/performance appraisal system	• Ongoing monitoring, communication, training • Systematic process for continuous improvement	• % of highly qualified personnel* • Level of policy adherence (AOS)
Communication 7.2a(1) and 7.3a(1)	To meet stakeholder expectations, lobby for supportive legislation	• Daily communications • Weekly update of lobby efforts	• Stakeholder satisfaction levels* • Results of lobby efforts (AOS)
Community Education/ JPSF 7.5a(1)	To meet stakeholder expectations, demonstrate fiscal responsibility	• Daily monitoring of programs • Monthly/quarterly meetings • Review of the grant process	• # of stakeholders served* • $ invested in JPS* • # of programs/grants funded*
Figure 6.2-1 Support processes requirements, and control strategies define a systematic management approach for continuous improvement. * = In Category 7 AOS = Available on-site			