



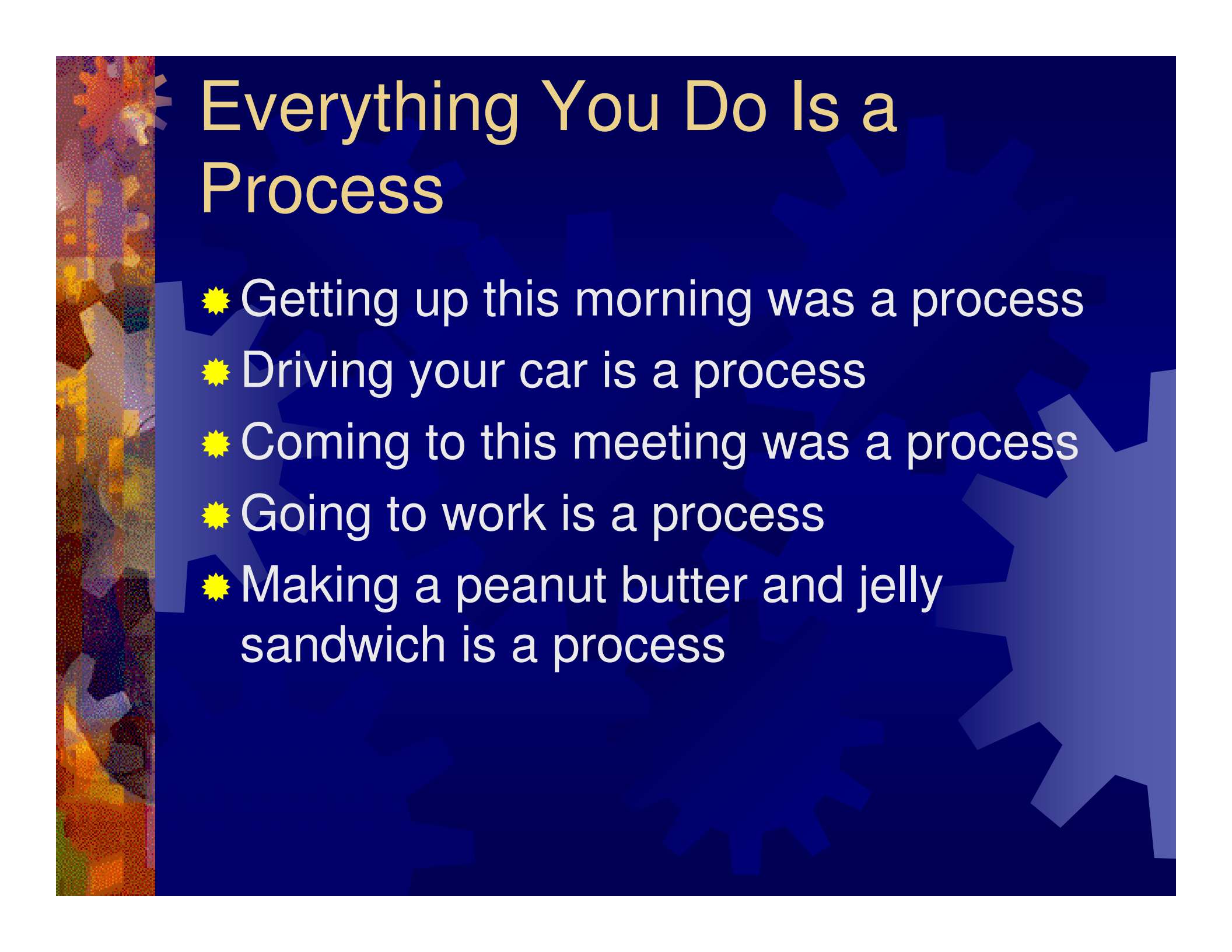
Better Processes = Better Results

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Purpose and Outcomes

- ✦ Understand the power of an aligned process approach in improving results
- ✦ Determine applications for your business or district/school



Everything You Do Is a Process

- ✦ Getting up this morning was a process
- ✦ Driving your car is a process
- ✦ Coming to this meeting was a process
- ✦ Going to work is a process
- ✦ Making a peanut butter and jelly sandwich is a process



Finding the BEST process

- ✦ Any process can be done effectively and efficiently...or NOT
- ✦ Most people don't know whether they're doing it the best way or not

is the key to our success



Principles of Process

- ☀ All work is process work.
- ☀ Any process is better than no process
- ☀ A good process is better than a bad process
- ☀ Even a good process must be correctly executed
- ☀ Even a good process can be made better
- ☀ Every good process eventually becomes a bad process



For Example...Going to Work

2.1.1.1 Turn off alarm clock

2.1.1.2 Pet Dog

2.1.1.3 Start coffee

2.1.1.4 Get the newspaper

2.1.1.5 Go to restroom

2.1.1.6 Check e-mail

2.1.1.7 Wake up 1st daughter



Going to Work

2.2.1.8 Start Breakfast

2.2.1.9 Wake up 2nd daughter

2.2.1.10 Pack 2 lunches

2.2.1.11 Wake up husband

2.2.1.12 Serve breakfast

2.2.1.13 Get dressed for work

2.2.1.14 Get in car; drive to work



The Power of Focus





Key Strengths noted in Work Process Management and Improvement

- **Standardized processes for curriculum and operations to reduce variability in delivery of programs**
- **Plan – Do – Study – Act used to improve learning processes in all learning areas**

Plan-Do-Study-Act

District Plan-Do-Study-Act

School Plan-Do-Study-Act

Classroom Plan-Do-Study-Act

Student Plan-Do-Study-Act



The District Reading PDSA



feeds into

TCE's School Improvement Plan

P

PLAN: Identify the gap and the approach

Overall SMART Goal (*Two year projection*): By 2012, TCE will increase ABC overall proficiency from 63% to 77% as measured by NC EOG Assessments.

Data Analysis. Answer the question below using any data and/or information you have about your performance.

In order to meet your Overall Goal, what is the most important area that needs improving and why? (If you have data that helped you answer this question, please copy and paste it into this box.)

READING TREND DATA SUMMATIVE			MATH TREND DATA SUMMATIVE		
2008 Percent Proficient	2009 Percent Proficient	2010 Percent Proficient	2008 Percent Proficient	2009 Percent Proficient	2010 Percent Proficient
K = 78	K = 90	K = 86	K = 96	K = 89	K = 97
1 = 88	1 = 78	1 = 92	1 = 91	1 = 86	1 = 87
2 = 71	2 = 62	2 = 72	2 = 78	2 = 75	2 = 70
3 = 29	3 = 43	3 = 44	3 = 60.7	3 = 70.1	3 = 76
4 = 42	4 = 53	4 = 58	4 = 71.8	4 = 70.0	4 = 82
5 = 48 Avg. 39	5 = 52 Avg. 50	5 = 60 Avg. 53	5 = 66.3 Avg. 62.8	5 = 79.8 Avg. 73.6	5 = 77 Avg. 78
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Target SMART Goal (*One year projection based on the answer to question 2 above*):

- By 2011, TCE will increase ABC reading proficiency from 53% to 60% as measured by NC EOG and K-2 Summative PA.
- By 2011, TCE will increase ABC math proficiency from 78% to 83% as measured by NC EOG and K-2 Summative PA.

READING TARGET GOAL (5-6%)		MATH TARGET GOAL (5-6%)	
2010 Percent Proficient	2011 Percent Proficient GOAL	2010 Percent Proficient	2011 Percent Proficient GOAL
K = 86	K = 91 (as measured by PA)	K = 97	K = 100 (as measured by PA)
1 = 92	1 = 97 (as measured by PA)	1 = 87	1 = 92 (as measured by PA)
2 = 72	2 = 77 (as measured by PA)	2 = 70	2 = 76 (as measured by PA)
3 = 44	3 = 50 (as measured by EOG)	3 = 76	3 = 81 (as measured by EOG)

which is found in...

Classroom Plan-Do-Study-Act



and ultimately part of

a student's Plan-Do-Study-Act

Generalizations

The image shows a student's handwritten notes on a piece of paper titled "Generalizations". The notes are organized into several sections:

- Flowchart:** A diagram with three boxes at the top labeled "Cuck", "Wholly", and "Bird". Arrows from "Cuck" and "Wholly" point to a box containing "Beluga whales". An arrow from "Bird" points to a box containing "lots of nose".
- List of Words:** A list of words written in red ink:
 - about
 - usually
 - generally
 - everything
 - almost
 - already
- Another List of Words:** A list of words written in red ink:
 - most
 - many
 - all
 - few
 - lots
 - often
 - never
 - only
 - sometimes
- Other Notes:** There are other handwritten notes and diagrams on the paper, including one that says "do back" and another that says "back".

RESULTS of our FOCUS

District Plan-Do-Study-Act

School Plan-Do-Study-Act

Classroom Plan-Do-Study-Act

Student Plan-Do-Study-Act





Turnaround Results!!

The background is a dark blue field filled with various sizes of semi-transparent blue gears. On the left side, there is a vertical decorative strip with a colorful, abstract, and textured pattern in shades of orange, yellow, and brown.

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