

# Implementing a Continuous Improvement Process Video Series Descriptive Transcript

This descriptive transcript is intended to support web accessibility for the [Video 2: Set the Foundation](#) in the video series, *Implementing a Continuous Improvement Process: A Video Series to Support the Use of REL Appalachia’s Continuous Improvement Resources*.<sup>1</sup>

Table 1. Video 2: Set the Foundation

Audio	Visual
<p>These resources include a description of a five-phase continuous improvement process, along with templates and links to additional resources. You can access the full set of materials by clicking on the links in the description of this video below.</p>	<p>Screenshots of the <i>Continuous Improvement Coaching Facilitators’ Workbook</i>.</p>
<p>Taking time to fully examine school data and context is essential for continuous improvement.</p>	<p>A graphic depicting the five-phase continuous improvement process cycle with the following phases: 1) Set the Foundation; 2) Plan; 3) Do; 4) Study; 5) Act.</p>
<p>This phase helps your team set a strong foundation for improvement, as a weak foundation can lead to failure in one or more critical components.</p>	<p>The Set the Foundation phase is highlighted in the five-phase continuous improvement process cycle.</p>
<p>Once the data are analyzed, The <i>Five Whys</i> process is an activity teams might use to get to the root of the school's problem of practice. When using the <i>Five Whys</i> process, remember to focus on reasons within a school’s control such as school policies and instructional practices, rather than reasons beyond the school’s purview such as student characteristics and family backgrounds.</p>	<p>The <i>Five Whys</i> tool template is shown. The first "why" has space to write reflections on data, and each subsequent "why" has space to write reflections on the prior response regarding why a problem might exist in a system.</p> <p>A document icon is shown indicating that this content can be found on page 6 of the <i>Continuous Improvement Coaching Facilitators’ Workbook</i>.</p>
<p>The second step for setting the foundation is to create a theory of action. A theory of action describes how a school’s inputs such as resources and actions will lead to desired outcomes. Typically, teams use a backward-</p>	<p>A sample theory of action with an identified problem statement, inputs, key components and short-, mid-, and long-term outcomes to improve college- and career- readiness is shown.</p>

<sup>1</sup> This descriptive transcript was developed for the *Implementing a Continuous Improvement Process* video series following World Wide Web Consortium (W3C) and W3C Web Accessibility Initiative standards. See: <https://www.w3.org/WAI/media/av/transcripts/#descriptive>

Audio	Visual
<p>design process to develop their theory of action, so begin by identifying long-term and medium-term outcomes for students. The short-term outcomes identify how educators will change their practice.</p>	<p>The problem statement is: “Students are not prepared for postsecondary transitions due to inadequate development of academic and nonacademic competencies.”</p> <p>Inputs include: common vision of improvement, school leadership, improvement teams, time invested in teacher PD, and improvement specialist. Key components to improve college- and career-readiness are centered on academic challenge and engagement and include professional learning for teachers and enacted instructional practices.</p> <p>Short-term educator outcomes are “teachers increase student partnerships and connections” and “teachers improve academic engagement and rigor in instruction.”</p> <p>Mid-term student outcomes are “students improve sense of belonging and attendance in school” and “students increase academic engagement and monitor learning.”</p> <p>Long-term student outcomes are “students improve academic achievement” and “students improve transition readiness.”</p>
<p>The last step for setting the foundation is to select an evidence-based practice to implement. The improvement team should identify a practice that is well aligned with a school’s problem of practice, local context, and resources. If possible, seek practices that have strong evidence of improving outcomes for students similar to yours and from similar communities.</p>	<p>A sample theory of action with an identified problem statement, inputs, key components, and short-, mid-, and long-term outcomes to improve college- and career- readiness is shown.</p> <p>The problem statement is: “Students are not prepared for postsecondary transitions due to inadequate development of academic and nonacademic competencies.”</p> <p>Inputs include: common vision of improvement, school leadership, improvement teams, time invested in teacher PD, and improvement specialist. Key components to improve college- and career-readiness are centered on academic challenge and engagement and include professional learning for teachers and enacted instructional practices.</p> <p>Short-term educator outcomes are “teachers increase student partnerships and connections” and “teachers</p>

Audio	Visual
	<p>improve academic engagement and rigor in instruction.”</p> <p>Mid-term student outcomes are “students improve sense of belonging and attendance in school” and “students increase academic engagement and monitor learning.”</p> <p>Long-term student outcomes are “students improve academic achievement” and “students improve transition readiness.”</p>
[Music]	<p>Logos of the five organizations that participated in the REL Appalachia continuous improvement coaching project: the Kentucky Valley Educational Cooperative, Jackson Independent School District, Johnson Central High School, Magoffin County High School, and Perry Central High School.</p> <p>The IES disclaimer is also displayed on the screen: “This video was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-C-0004 by Regional Educational Laboratory Appalachia administered by SRI International. The content of this video does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.”</p>
[Music]	<p>List of references cited during this presentation:</p> <p>Institute of Education Sciences. (2015, February 11). Root cause analysis: How adaptive leaders use root cause analysis to collaboratively solve student achievement needs [video]. YouTube. <a href="https://www.youtube.com/watch?v=81iB75kjag8">https://www.youtube.com/watch?v=81iB75kjag8</a></p> <p>Shakman, K., &amp; Rodriguez, S. M. (2015). Logic models for program design, implementation, and evaluation: Workshop toolkit (REL 2015–057). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast &amp; Islands. <a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf</a></p>

**Audio**

**Visual**

Yamaguchi, R., Dempsey, K., Suarez, S., Campbell, A., Park, C. J., & Schaefer, V. (2020). Regional Educational Laboratory Appalachia: Facilitators' workbook for continuous improvement coaching. SRI International.

[https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/continuous-improvement-coaching\\_facilitator-workbook\\_Acc.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/continuous-improvement-coaching_facilitator-workbook_Acc.pdf)

---