

Building and Sustaining Systems Through Implementation Drivers

Graham Local Schools

Presenters : Emily Shreve, Erin Stinebaugh, Kirk Koennecke, Joe Jude



WHO is Graham?



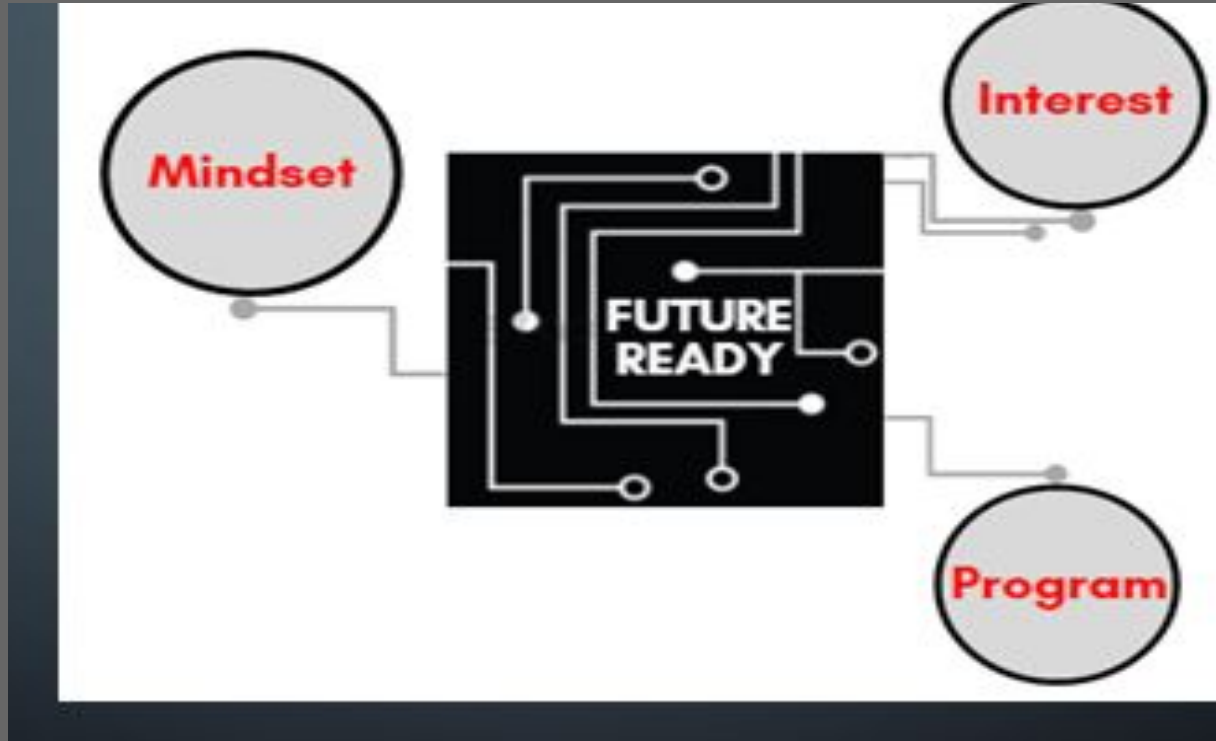
Graham Local Schools is a small, rural school district in St. Paris, Ohio—a village in Champaign County.

Covering 185 square miles, Graham is the fifth largest school district in Ohio by geography, serving 1,980 students across three buildings.

The district has a free/reduced lunch rate of approximately 40%.

46% percent of Graham's kindergarten enter kindergarten-ready.

District's Strategic Plan - Graham 2020



Graham's Challenge



Our district has been low performing for years and a change was needed

There was a sense that it was needed not only for the benefit of students, but for the benefit of teachers, too.

Graham had grown too introverted—too disconnected from our systems.

Graham's Transformational Journey



Graham Leadership and Staff credit #FASTER improvements to being able to:

- Processing, Planning and Producing
- #FASTER Trial and Error within the classroom
- Room to take risks, experiment, discover new best practices
- Growth Mindset - Ability to move on when something falls short of expectations

Graham's Transformational Journey - Cont.



- Avoid being caught up in evaluations, but instead **FOCUS** on what is important
- Ability to **Change, Grow, and Innovate** for what is best for students
- **A PERSONALIZED PROFESSIONAL DEVELOPMENT PLAN**
 - It serves the dual purpose of modeling for educators the kind of personalized learning the district expects for students.

Graham's OLAC Modules of Support



- **Shared Leadership or Distributive leadership Modules**
- **Reshaped our culture of shared accountability to expand beyond district and building administrators**
- **Tapping into ideas, creativity, skills, and initiative of ALL people**
- **OIP modules**
 - **Helps us provide protocols and more efficiently allocate time for professional conversations**

Graham's ImpleMAP Summary of Report



- WHY (Purpose)
- WHO
- WHAT

“WHAT WE LEARNED”

The leadership of Graham schools demonstrated many strengths.

Some strengths included:

- **Support and investment from district leadership to build leadership capacity**
- **District leadership empowered a culture of trial and learning (growth mindset)**
- **All members demonstrated shared accountability for the outcomes of their students and the shared support for staff (e.g. “Brag Tags”, “Falcon Fipper of the week”)**

“WHAT WE LEARNED”

- **District team was very intentional about making the decision to adopt FIP and Literacy Collaborative so that it fit the needs of their students and aligned with their capacity**
- **Since the district team devoted time and effort in rethinking and assessing the FIP impact at the time, the district engaged developing Practice Profiles (defining what FIP “looks like” in practice), the roll out of FIP was more efficient and effective**
- **The process of Practice Profile development also led to each building clearly articulating the work within each building, which then made FIP implementation common across the system**

Collaboration vs collective impact

Collaboration

Convene around
Programs/Initiatives

Prove

Addition to
What You Do

Advocate for Ideas

Collective Impact

Work Together to
Move Outcomes

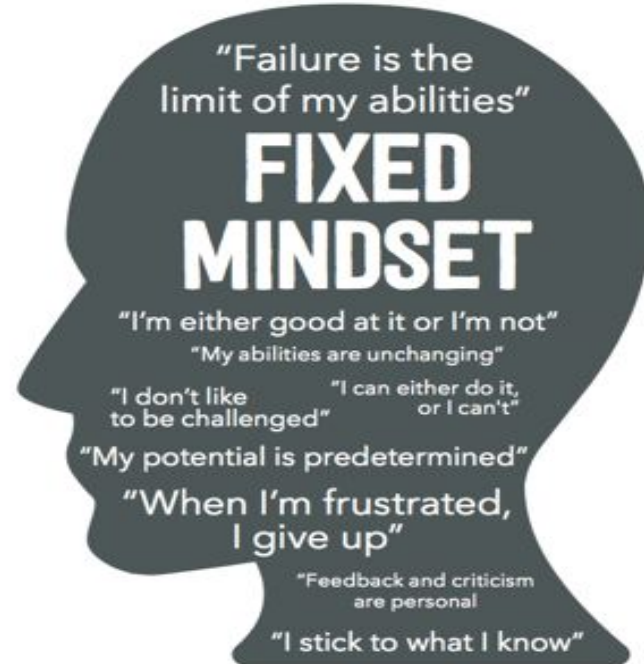
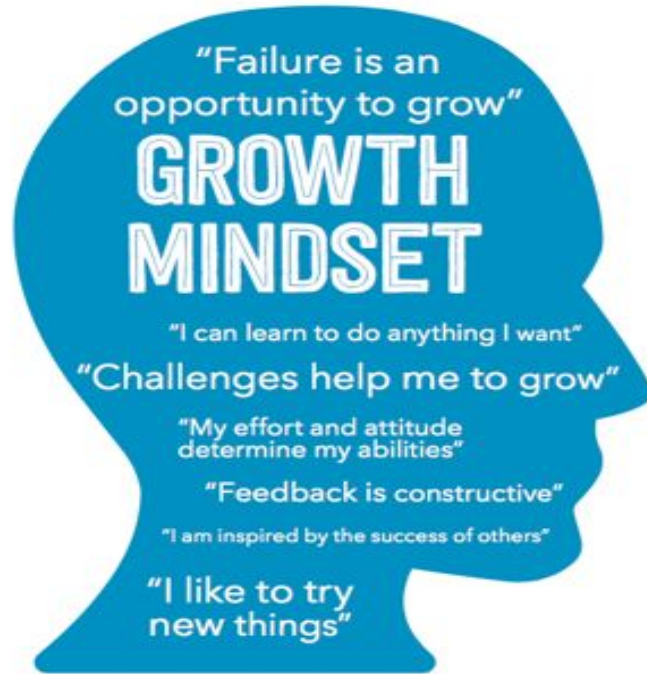
Improve

Is What You Do

Advocate for What Works



Growth Mindset vs. Fixed Mindset



Graham's BLT



- WHY (Purpose)
- WHO
- WHAT

Graham's TBT



- WHY (Purpose)
- WHO
- WHAT

Questions / Small Group Guided Discussions



- *WHY* would you do this?
- *WHO* could do this at your district?
- *WHAT* could you do at your district?

Closure / Wrap -up



- WHY (Purpose)
- WHO
- WHAT