Who are we?

Christine M. Gibowicz - Director of Curriculum & Instruction

Jeff Talbert - Superintendent

Jason Dixon - Director of Student Services
Who is in the room?
Our OIP Essential Question:

How can we use OIP to positively impact students?

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
Step 0 = Organize for collaborative work

**The Ohio 5-Step Process**

- **STEP 1**
  Collect and chart data.

- **STEP 2**
  Analyze data.

- **STEP 3**
  Establish shared expectations for implementing specific changes.

- **STEP 4**
  Implement changes consistently.

- **STEP 5**
  Collect, chart, and analyze post data.
THE WHY
Culture Building
CULTURE IN ALLIANCE CITY SCHOOLS

What is culture and why is it important?
Culture is what we believe, how we behave, and the experience our behavior produces for others. It is the foundation on which our education community is built. Every day, our actions contribute to our culture, for better or for worse. Our core values provide the standards for how we behave within our own 20 square feet. Our culture helps align everyone in the district around a common set of values and behaviors that ultimately determine how we provide the educational experience for our students, staff, and community.

20 Square Feet™
20 Square Feet is a metaphor to explain an individual’s specific sphere of influence and control. Inside that 20 Square Feet are our own personal beliefs and behaviors. The way each of us behaves within our 20 Square Foot and the impact we have on each other is what makes up the ACS Culture.

Repping the A
The “Repping the A” chart is a blueprint for our culture. It makes clear the specific behaviors ACS requires from everyone to execute our educational strategy. It also highlights the results we expect to achieve when those behaviors are present. Our goal is to create an educational environment where all people engage in behaviors that produce positive outcomes.
Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
Core Value #1

All Students can learn at high levels

- Students learn best when inspired to take ownership of their own learning.
- It is our responsibility to instill in our students the belief in themselves and a sense of hope.
Core Value #2

Teachers/Staff are leaders and designers of engaging work.
Core Value #3

All people deserve to be treated with dignity and respect. Strong relationships increase student achievement and improve attendance and discipline.
Our students are our primary clients.

- We are responsible for the prevention of student failure.
All Aviators will graduate prepared for life, college and careers.
Our mission is for all students to reach their fullest potential and become productive citizens through staff who establish high expectations; a safe, positive, and engaging learning environment; and content that supports critical thinking, collaboration, communication and creativity.
Children, and the adults who work with them, need to be immunized against the negative psychological consequences of failure and difficulty.

Teach them FADAF:

- Failure
- And
- Difficulty
- Are
- Feedback
The Why?

Team Time

- In groups of 2-4
- Discuss your district’s current WHY and where your WHY could be improved
- Place individual or group questions on post-it notes

Source: Christine M. Gibowicz, Alliance City Schools' Curriculum Department
THE HOW
There's strength in the core!
OIP Shared Leadership Structure

DLT Workgroups:
- Subcommittees
- Core Team
- District Leadership
- ALL IN Team
- Lead Teachers
- Parent Group

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
DLT 4x yr + Retreat
(2nd Thursday)
Chris Gibowicz

Teacher Subcommittee
CCIP Goal 1
Portia/Jeff/Rob

Content Subcommittee
CCIP Goal 2
Michelle Balderson

Student Subcommittee
CCIP Goal 3
Jason Dixon

BLT’s Meet on 1st and 3rd Thursday

Core is a workgroup designed to support the work of the DLT and curriculum. Meeting are the 2nd and 4th Mondays

Parent Group
Next Level 2017-2018 ACS Norms:

1. Be Here Now
2. Assume Positive Intent
3. Ground statements in evidence
4. Responsibility to take a risk (Experience Discomfort)
5. Focus on what you can control.

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
Systems & Structures in the world of OIP?

● Google Team Drive
● 4 DLT Meeting per Year with Work Groups in between Meetings
● BLT Subcommittee Teacher Leaders report out at each DLT
● Alternates report out for absent DLT members
● District Private Calendar with google invites sent to all members

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
<table>
<thead>
<tr>
<th>When</th>
<th>Teacher</th>
<th>Content</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLT Retreat 1</td>
<td><strong>Engagement</strong> - Google Classroom Plan, Building Student Survey Creation; Core Values</td>
<td>Collins Writing</td>
<td>PBIS</td>
</tr>
<tr>
<td>DLT Retreat 2</td>
<td>NA</td>
<td>Reading Achievement and Gap Closing</td>
<td>NA</td>
</tr>
<tr>
<td>October DLT</td>
<td><strong>Engagement</strong>- DLT’s Adult implementation survey (Given 8/16/17), BOY Student Engagement Survey Results, iWalkthrough; <strong>Core Values</strong>- DLT’s Adult implementation survey (Given 8/16/17)</td>
<td>Collins Writing= Beginning of the Year Writing Sample Results, Reading Achievement and Gap Closing, Math Achievement and Gap Closing</td>
<td>Beginning of Year BLT Implementation PBIS</td>
</tr>
<tr>
<td>December DLT</td>
<td><strong>Engagement</strong>- Techvemberfest Follow up; <strong>Core Values</strong>- Check in use of press pause and get your mind right</td>
<td>BOY Writing Probes Created, Reading &amp; Math 5 Step</td>
<td>Discipline and Attendance</td>
</tr>
<tr>
<td>February DLT</td>
<td><strong>Engagement</strong> - MOY Student Engagement Survey; <strong>Core Values</strong>- DLT’s Adult implementation survey</td>
<td>MOY Writing Probes Created, DLT Adult Implementation Survey, Reading &amp; Math 5 Step</td>
<td>Mid-year Discipline and Attendance Data report, DLT’s Adult implementation survey</td>
</tr>
<tr>
<td>May DLT</td>
<td><strong>Engagement</strong>- EOY Student Engagement Survey, iWalkthrough, Adult implementation survey; <strong>Core Values</strong>- Adult implementation survey</td>
<td>WOY Writing Probes Created, Adult implementation survey, Reading &amp; Math 5 Step</td>
<td>Adult implementation survey</td>
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DLT Leaders in Action

DLT Communication Loop to BLT 2016-2017

Christine Gibowicz  Jeffery Talbert
3 Types of Data:
1. **Count Data** - Student Data ACS Assessment Calendar (Quantitative) & Teacher Created Formative Assessment
2. **See Data** - Adult Implementation data (Qualitative)
3. **Hear Data** - Surveys (Qualitative)
### ACS 2014-2019 CCIP District Goals

#### Goal 1
By 2019, Alliance City Schools will align all of its systems and structures to create an environment that supports high quality teaching and learning.

#### Strategy 1.1
Alliance City School District Staff will implement the Ohio Improvement Process with fidelity across all buildings and grade levels.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Monitoring Evidence Data Sources</th>
<th>Persons/Group Responsible</th>
<th>Timeline Begins</th>
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<tbody>
<tr>
<td><strong>1.1.1</strong> Develop, implement and revise district forms to improve the communication of data &amp; information between Teacher Based Teams (TBT), Building Leadership Teams (BLT), and District Leadership Team (DLT).</td>
<td>DLT/BLT/TBT Forms Agendas/Minutes</td>
<td>DLT</td>
<td>2014-2019</td>
</tr>
<tr>
<td><strong>1.1.2</strong> Develop and implement embedded professional development (PD) to improve the effectiveness of each TBT.</td>
<td>Agenda/Powerpoints Exit Tickets/ Surveys Practice Profiles</td>
<td>DLT</td>
<td>2014-2019</td>
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<td><strong>1.1.3</strong> Train key DLT/BLT members in effective district and building progress monitoring using Instructional Rounds/Learning Walks/iWalkthrough.</td>
<td>Agendas/Powerpoints Exit Tickets/Surveys</td>
<td>DLT</td>
<td>2016-2019</td>
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#### Strategy 1.2
Alliance City Schools will use technology to impact the quality, content and structure of teaching and learning to promote academic achievement and prepare students to learn and work in a 21st century global society.

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<td><strong>1.2.1</strong> Utilize technology standards and 21st century skills through the use of the Aviator Profile and lesson design qualities.</td>
<td>Walkthrough data TBT Forms Surveys</td>
<td>All</td>
<td>2015-2019</td>
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Summer 2 Day DLT Retreat Objectives:

- Build on DLT’s work from last year.
- Empower and Support ACS’ Shared Leadership Culture. (Social Power)
- DLT/BLT use 5 Step Process to impact students.
- Develop accountability and idea sharing by BLT’s presenting.
- Communicate Systems and Structure Changes: Team drive, 5 step form options
- Embody Core Values with a belief in what’s possible.

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
Data Retreat
DLT Retreat: Teamwork
DLT Retreat: Teamwork
Data Retreat - BLT 5 Step Forms

Roles:
Facilitator:  Building Principal
Reports to BLT:  DLT Subcommittee Content Leader
Notetaker:  Completes BLT Steps 3-4 in Team Drive

Label 5 Step Form:  BLT “School”  Collins Writing 8/8/17

Task:  BLT Discusses DLT Subcommittee’s Plan and expands on the plan for building specific needs in Steps 3-4. (Turn table tent upright when task is complete.)

Accountability:  Content Subcommittee Teacher Leader Reports out to DLT Retreat.

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
| Create a Data Calendar for TBT Meetings | TBT Norms  
(See Slide at end of powerpoint) | My WHY  
(See Slide at end of powerpoint) |
|----------------------------------------|----------------------------------------|
| Discuss Roles Needed  
(See Slide at end of powerpoint) | Free Choice  | Spring 2017 Practice Profile Goal Discussion  
TBT Practice Profile LINK |
| BLT Human Knot  
(See Slide at end of powerpoint) | DISC Protocol  
(See Slide at end of powerpoint) | Our Own Lesson Design Preferences  
(See Slide at end of powerpoint) |
Step 0 = Organize for collaborative work

STEP 1
Collect and chart data.

STEP 2
Analyze data.

STEP 3
Establish shared expectations for implementing specific changes.

STEP 4
Implement changes consistently.

STEP 5
Collect, chart, and analyze post data.
Step 0 Preparing for Collaborative Work

3 Key Tasks:

● **Establishing Structures**
  ○ Commit to the 5 Step Process and note taking form
  ○ Build Strong Teams with a clear communication Loop DLT - BLT - TBT
  ○ Make time for Collaborative Work

● **Setting the Tone**
  ○ Shared Leadership
  ○ Set expectations for effective meetings
  ○ Set Norms
  ○ Identify work style preferences

● **Taking Stock**
  ○ Create a data inventory
  ○ Create an inventory of instructional initiatives
**BLT Team Time Choice Board**

*Use when finished with Team Time task before other teams or for BLT or TBT Meetings*

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<th>BLT Norms</th>
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<td>(See Slide at end of powerpoint)</td>
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Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department

[www.alliancecityschools.org](http://www.alliancecityschools.org)
### BLT Team Time Choice Board

*Use when finished with Team Time task before other teams or for BLT or TBT Meetings*

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www.alliancecityschools.org
BLT Norms (Step 0)

- Select Facilitator
- Using the ACS Norms as a guide, which norms are needed for your BLT/building?
- How will BLT’s and TBT’s monitor if Norms are Followed?
- Identify what will happen when these norms are not followed?
Human Knot

- Select coach
- Coach

- **Ideas to consider:**
  - Did your notion of what untangled meant change as you worked on this activity?
  - What problem solving strategies did you use to try and untangle your knot? What difficulties did you encounter and how did you deal with them?
  - If you decided you were not able to untangle your knot, what made you decide you would not be able to do so? Are you sure your group could never untangle your knot? Why or why not?
  - Did everyone contribute equally? Was their one person who emerged as the leader? Who emerged as a follower?
  - Is the role you took today as leader, follower, equal contributor similar or different than you usually take during TBT, BLT, PLC meetings? Why or why not?
  - What implications does this activity have for your work together in TBT, BLT, PLC meetings?
DISC

- Discuss with your team if you perceive yourself as a D, I, S or C using DISC handout. [Link](#)
- Task vs. people?
- Fast vs. slow?
My “Why”? (Step 0)

- Select Facilitator & Timekeeper
- Each member of the BLT explains Why he/she has a passion for working with students.
- Select 1 person’s “Why” to be shared with the whole group.
Collaboration & TBTs at AHS 2016-2017

Why?

- We were seeing a 64% gap between ELA scores in both ELA 9 & 10. Significant gaps existed in other EOC tested courses.

- New teachers were going to be teaching in 2 EOC tested courses.

What we did?

- This is really important work, you can do it, we will help you.

- Dedicated additional morning time and teaming for co-planning with TBT
Collaboration & TBTs at AHS 2016-2017

- Emphasis on common assessments and curriculum maps/pacing guides
- PD to support TBT work

What we saw.

- The average gap between teachers in ELA I & II decreased by 23%
- Two ELA teachers saw 29% and 23% increases in the percent of students proficient or above. (14% increase in the cohort from ELA I to II)
- Our 2 new teachers: Biology and Govt % proficient scores increased by 2% and 3%
Team Time

- In groups of 2-4
- Discuss your district’s current HOW and where there are opportunities for improvement
- Place individual or group questions on post-it notes

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
The What
OUR WORK
Work that relates to the academic portion of the CCIP

**Levels of Engagement**
- Schlechty Leadership Training
  - Getting our leadership to understand and own the design qualities
  - Creating an iwalkthrough schedule at each building

**RTI**
- Creating a multi-tiered system and tracking the data
- Enlisting our School Psychologists to help staff determine proper interventions
- Student Success Plans -

**Instructional Leaders - Coaches**
- Building capacity through the shared and distributed leadership model
- Coaches at buildings K-5

**Collins Writing**
- Creating a systematic structure for writing across the content
- DLT content subcommittee with BLT reps. train the trainer
Standards Based Report Card
● Implementation of a new standards based report card at grades 1-3

Mastery Grading
● Moving towards a complete mastery grading model at the middle school
  ○ Compliance vs. Mastery
  ○ Grading Policy
  ○ Retakes & Redo’s

I.B. at the Middle School
● Year two of Candidacy
● Set to become an Authorized World School in 2019
**Instructional Rounds**
- Creating a problem of practice
- Completing the rounds process with all stakeholders
- Creating that open door culture

**Closing the Achievement Gap**
- Purposeful diagnostics (BOY, MOY, Eoy)
- Performance Grouping based the data
- Allowing time for intervention - Aviator time

**Curriculum**
- Reading Curriculum review committee
- Curriculum maps & Pacing guides
- Transition time built in for buildings to collaborate
Community Partnerships
- University of Mt. Union
  - Raider Buddy
  - Mentoring Program at the middle school and high school
  - Teaching college level education courses in our buildings
  - Pre service and student teachers

Social Justice Team
- SPDG Grant
  - Equity Training
  - Equity Audit - Access for ALL
  - ALLiance ALL IN

Care Team
- Every School has a icare team
- Family Support Specialists
- Child & Adolescent Behavioral Health
- AIT Teams - New HB 410

Work that relates to our climate & conditions portion of the CCIP
TBT’s bring ALL of the FLight Plan Together!

Content Subcommittee
Collins Writing in All Content Areas

Student Subcommittee
PBIS - All Buildings

Teacher Subcommittee
Engaging Lesson Design
E + R = O
<table>
<thead>
<tr>
<th>VALUE</th>
<th>BEHAVIOR</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH PERFORMANCE</td>
<td>• Think before we act&lt;br&gt;• Own our work&lt;br&gt;• Learn, Improve, Succeed</td>
<td>All Aviators reach maximum Altitude</td>
</tr>
<tr>
<td>We teach and learn at high levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>• Be on target&lt;br&gt;• Follow through on what we say&lt;br&gt;• Act decisively</td>
<td>All Aviators influence the course of others positively</td>
</tr>
<tr>
<td>We are engaged in the learning process at all levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CARING CITIZENS</td>
<td>• Seek first to understand&lt;br&gt;• Speak our truth - even when it’s hard&lt;br&gt;• Care for and support those around us</td>
<td>All Aviators earn trust</td>
</tr>
<tr>
<td>We treat all people with respect and dignity</td>
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Team Time

- In groups of 2-4
- Discuss your district’s current WHAT and where there are opportunities for improvement
- Place individual or group questions on post-it notes

Source: Christine M. Gibowicz, Alliance City Schools’ Curriculum Department
Contact Information

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