

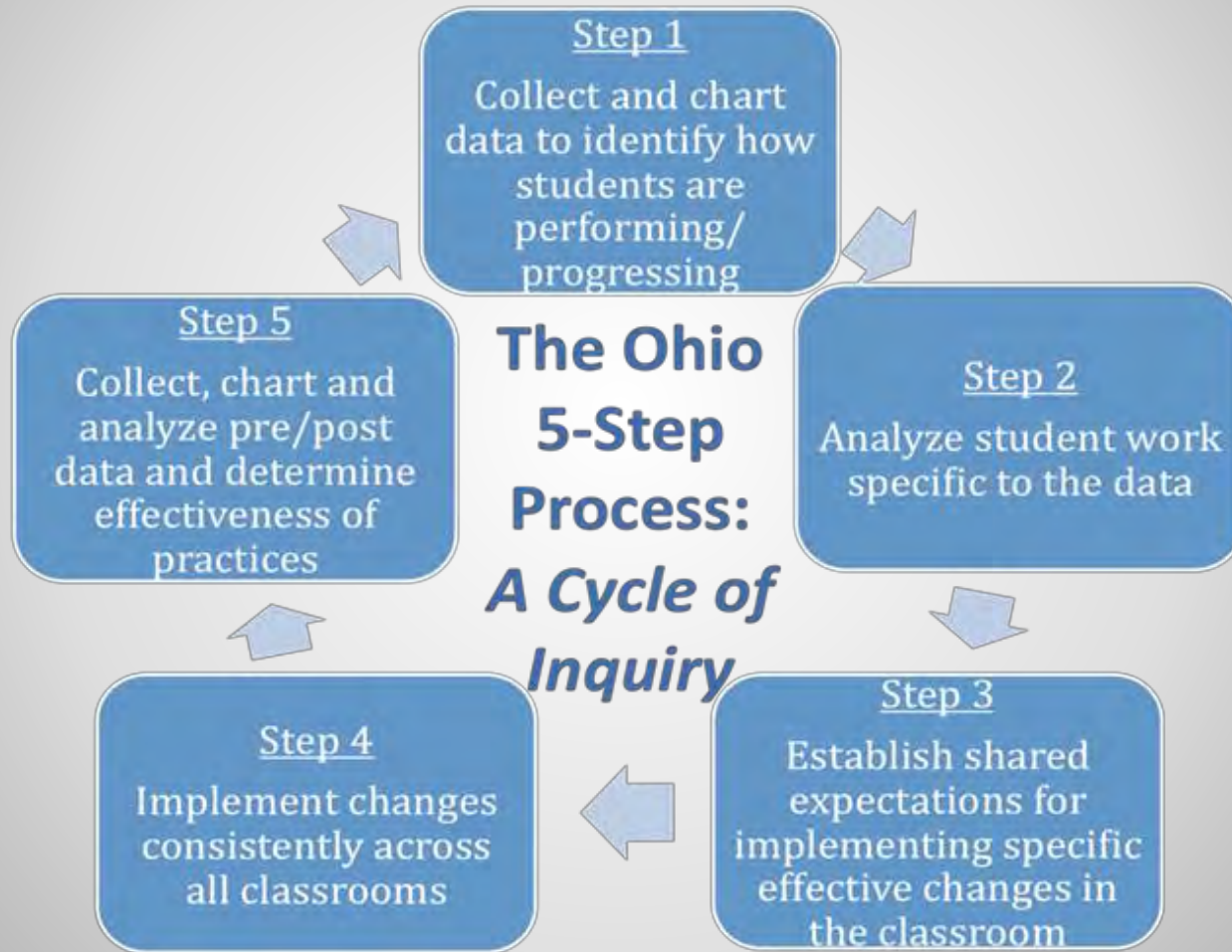
Using All Stakeholders in the OIP Process to Effectively Change a School Culture



Today's Outcomes:

- Participants will gain a better understanding of the OIP Process
- Participants will realize that through grit and perseverance, the OIP process can be done with fidelity

What is OIP?



Who are the Stakeholders?

1. Teachers
2. Students
3. Principals
4. Other School Staff Members
5. Parents
6. Community Members/Leaders
7. SST
8. Anyone else?

How do the Stakeholder fit into the OIP?

STAGE 0 Preparing for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

STAGE 1 Identify Critical Needs of Districts and Schools

How

do these teams work in districts and schools?

Teams use data to identify critical needs

How

do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

STAGE 4 Evaluate the Improvement Process

Evaluate the Improvement Process

STAGE 2 Develop a Focused Plan

Develop a Focused Plan

How

do these teams work in districts and schools?

Develop goal(s), strategies, indicators, and action steps focused on stage 1 critical needs

How

do these teams work in districts and schools?

Implement strategies and action steps to achieve district goals
Monitor fidelity of implementation and effect on changes in adult practice and student learning

STAGE 3 Implement and Monitor the Focused Plan

Implement and Monitor the Focused Plan

Who is Involved?

- District and Community School Leadership Team (DLT/CSLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)



- **Goal:**
Complete the puzzle.



Puzzle Activity #1

- Did you accomplish your goal?
- Why not?
- What was missing?
- Feelings?

Puzzle Activity #1 Report



Struggles in getting started
Original Design:

- ❖ No data
- ❖ Too diverse
- ❖ Clueless about the “5-step plan”

How we began . . .

Goal:

Continue completing the puzzle.



Puzzle Activity #2

- Did the missing pieces help you accomplish your goal?
- What problems do you still have?
- How will you solve the problems?

Puzzle Activity #2 Report



Reorganized Group:
regrouped based on
common content

What we changed:

- ❖ Spoon-fed specific tasks to be accomplished
- ❖ No accountability
- ❖ Reconfigured to departments/grade levels-
vertical/horizontal
- ❖ More knowledge of 5-
step process
- ❖ Unable to interpret
data
- ❖ Used template and
buzz words, but still
not clear on intended

Improving, but still missing key
elements

Goal:

Relying on other resources, complete the puzzle.

Puzzle Activity #3

- Did you accomplish your goal?
- How did you solve your problems?
- How can this information transfer over to your TBT/BLT?

Puzzle Activity #3 Report



What we changed:

- ❖ Developed common assessments
- ❖ Used data to determine student strengths and weaknesses
- ❖ Developed and shared teaching strategies to improve student performance based on the Common Core Standards
- ❖ Added special education teachers and librarian to group
- ❖ Data Coordinator frequently attended the group
- ❖ TBT's reported out to entire staff and BLT for accountability

Reconfigured and designed groups



Results:

- Adult performance changed
- Differentiated instruction to include student led vs teacher directed
- Library resources to help in the classroom
- Informed-data analysis=useful data driven instruction

Reconfigured and designed groups

How Our Meetings Work:

- Organized
- Roles Assigned
- Use the TBT template as a guide.
- SST supports buildings once a month.

How Our Meetings Work:

The meeting focus is on the
data and conversation;
not the form.

How Our Meetings Work:

1. Utilized common assessments and/or used the district summative assessments.

How Our Meetings Work:

2. Shared and analyzed results of the common assessments.

How Our Meetings Work:

3. Determined adult indicators. How will the content be taught? Discussed what we are doing in our classrooms to reach our goals:

- **shared** old and new **teaching strategies**
- **constructively criticized**
- **offered suggestions** when appropriate
- **consulted others:** special education teachers and librarian for resources

How Our Meetings Work:

4. Set goals for our next meeting. (Everyone is accountable for implementing strategies and reporting results)

How Our Meetings Work:

5. Review and compare post data.

Did your plan work?

Actual TBT Video

TBT Video
What would be your
feedback?

The diagram shows a feedback form for a TBT video. It is a large rectangle divided into two vertical columns by a central vertical line. Each column has a horizontal line near the top. The left column is marked with a plus sign (+) above its horizontal line, and the right column is marked with a triangle symbol above its horizontal line.



Can you be the salt to make them thirsty?

- Manny Scott