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?

The Ohio 5-Step Process: A Cycle of Inquiry

Step 1
Collect and chart data to identify how students are performing/progressing

Step 2
Analyze student work specific to the data

Step 3
Establish shared expectations for implementing specific effective changes in the classroom

Step 4
Implement changes consistently across all classrooms

Step 5
Collect, chart and analyze pre/post data and determine effectiveness of practices
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?
Goal:
Complete the puzzle.
Did you accomplish your goal?

Why not?

What was missing?

Feelings?
How we began . . .

Struggles in getting started
Original Design:
- No data
- Too diverse
- Clueless about the “5-step plan”
Goal:

Continue completing the puzzle.
Puzzle Activity #2 Report

- Did the missing pieces help you accomplish your goal?
- What problems do you still have?
- How will you solve the problems?
Improving, but still missing key elements

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
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?
Reconfigured and designed groups

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
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.
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?
You can lead a horse to water, but you can’t make him drink.

Can you be the salt to make them thirsty?

- Manny Scott