



OIP: Strategies to Create a Culture of Collaboration and Accountability for Your PLC

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+ Professional Learning
Communities and Creating
Culture

+ Goals and Assumptions

■ Goals for Presentation

- Share ways to identify influencers to lead professional learning communities
- Share ways to create focus for the any organization or professional learning community
- Share effective strategies for decision making

■ Assumptions for Presentation

- Attendees will ask questions, if needed
- Attendees will participate to their fullest ability





Know Your Why!





Creating An Effective Building Leadership Team



- Six Qualities of Leadership Team Members
- Status Quo
- Trust and Communication
- Creates Plan for Success
- Team over Self
- Change and Results
- Self-Improvement





Creating An Effective Building Leadership Team



Influencers

- Socially Connected and Respected By the Staff
- Need Competent Leadership Qualities and Must Be An Influencer

+ Professional Learning Communities (PLC's)

“An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.”

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work™*, pp. 2–4.

+ Creating Effective Meetings for PLC's



- Creating Norms for Professional Learning Communities (Focusing Four)
 - Identifying Goals and Assumptions for the Meeting
 - Creating an Agenda with Times
 - Roles and Responsibilities
- You do not change culture to change behavior; you change behavior to change culture.

+ Three Culture Building Strategies



- Develop Mission
- Define Beliefs
- Control vs. Can't Control



+ Develop Mission



- Create a Mission

- What are you going to do to make your school great?

- For us by us

- Use the mission statement to make decisions and can be used to confront negative behavior

- Example of Mission: Inspire A Community of Achievement



+ What do you believe?



- Our School is a place where.....
- Identify what this looks in your building (acknowledging achievement, work with community stakeholders, sharing goals and achievement towards goals, be positive and acknowledging everyone in the hallway)
- Start every year and revisit in February

+ Control vs. Can't Control



- Create a list of stressors in your world of education.
- Can't Control (put on yellow paper)
 - Meeting Hijackers
 - Don't Have Solutions
 - Never Focus on Control
- Control
 - We are going to be Great at these things!
 - Commitment/Action to make it happen.

+ 4 Pillars of a Collaborative Community



1. Shared Mission (purpose-what are we doing today to be awesome)
2. Vision (clear direction-where are we headed; process that doesn't happen overnight)
3. Values (collective commitments-equate to behavior and behavior leads to accountability)
4. Goals (indicators, timelines, and targets—team based goals vs. individual goals; value team goals, not individual)

+

Blending 4DX and OIP

+ The 4 Disciplines of Execution



1. Focus on the Wildly Important Goal (WIG)
2. Act on the Lead Measures
3. Keep a Compelling Scoreboard
4. Create a Cadence of Accountability

+ How 4DX Applies to DLT



- Determine one common goal for the district. This is our WIG!
- Lead measures identified and reviewed cyclically through DLT's data calendar.
- Scoreboard shows where we are in the process – what is done and what is left to do?
- Cadence of accountability. How did we do in keeping to our mission?

+ Strategies for General
Decision- Making

WIG: My goal is to lose 15 pounds by February 1st.



+ Strategy 1: Affinity Diagram



- What steps do you need to take to accomplish your WIG?
- Write each step on a separate post-it note.
- Sort post-it notes into categories.
- Determine the sequence of the categories.



+ Strategy 2: Focusing Four

1. Brainstorming
2. Clarification
3. Advocacy
4. Canvassing



+ Strategy 3: Identifying Lead Measures





Strategy 4: The Power of Process



- Process = a systematic series of actions directed to some end.

- 5 Components of Process

build

identify

steer

determines



- System = Process
 - The total package
- Series = Sequence
 - The right order
- Actions = Steps
 - The right actions that create predictable outcomes
- Direction = Rules
 - Govern actions
- End = Goal
 - The desired outcome

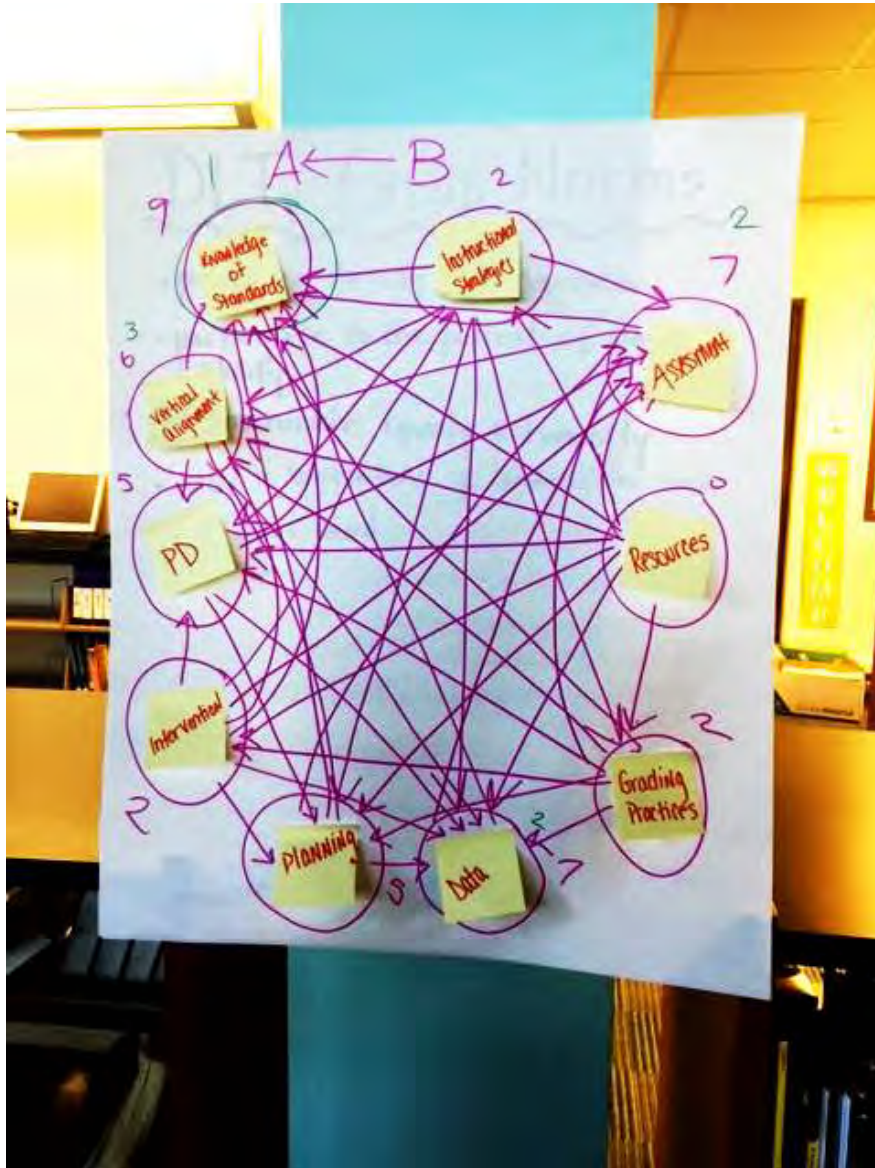
+ Strategy 5: Resource Fair

- Present exemplary resources at stations to be reviewed by groups.
- Have directions available at each station.
- Have take-aways at each station.
- Can be replicated at other levels.





Strategies at the DLT Level



Affinity Diagram

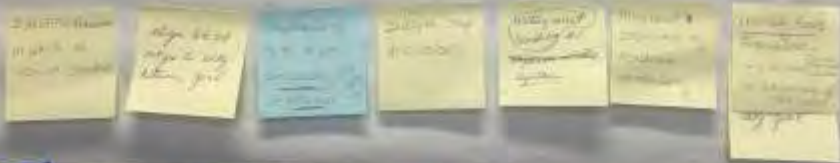
- What is involved in “Knowledge of Standards?”
- Which comes first?

Hayes / Garfield

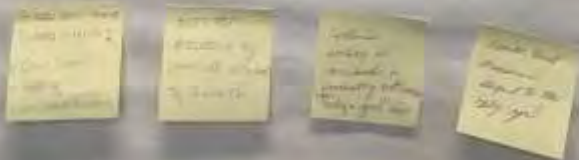
1 Identify & Prioritize Standards.



2 Integrate standards into quality instruction w/ LC Framework.



3 Use formative data to drive/change instruction.



Power of Process

- Direction steers actions
- Actions identify series
- Series builds system



+ Resource Fair

- Provide guiding questions, 1-2 facilitated centers, directions, examples, and take-away handouts as appropriate

+ Strategies at the Building
Level

+ Focus on a Wildly Important Goal



- Focus for WIG
 - Reading, Math, Science or Social Studies
 - Economically Disadvantaged Students
 - Students with Disabilities
 - Other Subgroups
 - Attendance
 - Discipline



Identifying Lead Measures and Lag Measures at Building Level

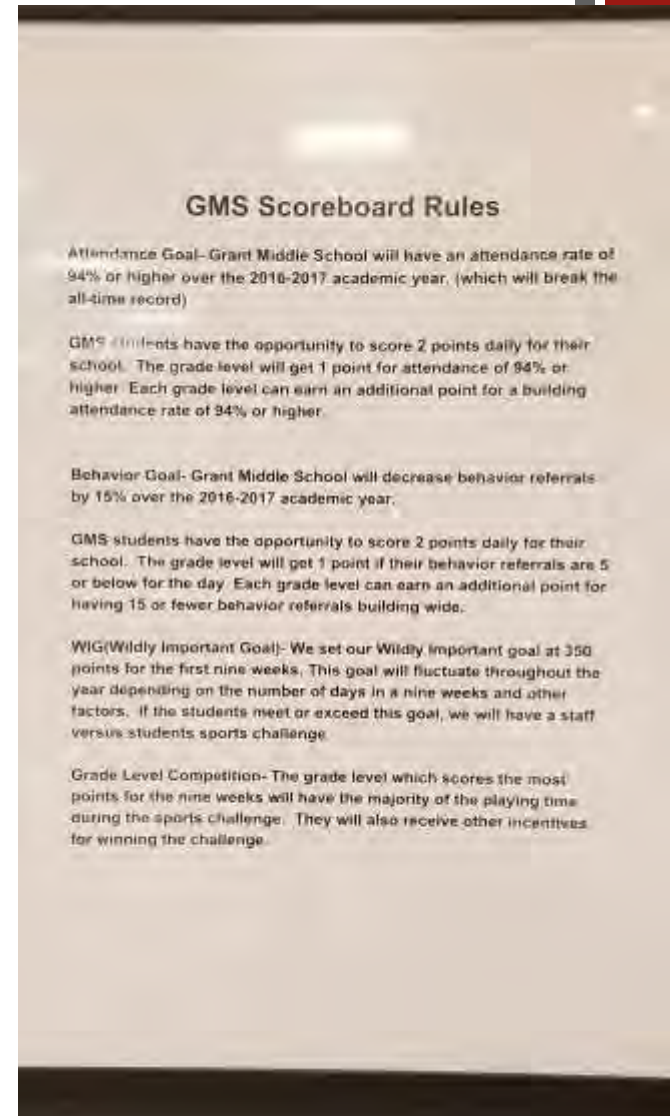


- Lag Measures (Student Outcomes)
 - AIR / OST Results
 - NWEA MAP Results
 - Building Attendance

- Lead Measures (Adult Implementation)
 - Rubric Implementation
 - Specific Walk-Through Data
 - Contacting At Risk Students

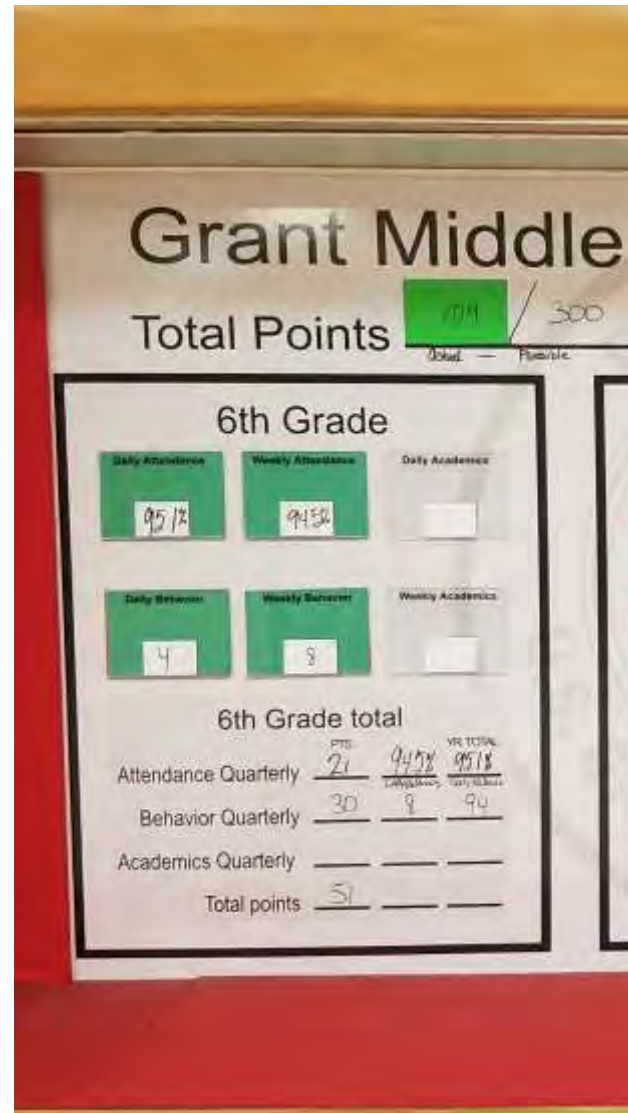
+ Compelling Scoreboard

- Scoreboard should include WIG
 1. GMS will have an attendance rate of 94% or higher over the 2016-17 academic year (which will break the record).
 2. GMS will decrease behavior referrals by 15% over the 2016-17 academic year.
 3. During the 2016-17 school year ALL students will improve on their extended responses/short answers from fall pretest to spring post test.



+ Compelling Scoreboard

- Wildly Important Goal
- Lead Measure(s)
- Lag Measure(s)
- Easy to read in 5 Seconds



+ Compelling Scoreboard

- Scoreboard should include LEAD and LAG Measures.



+ Lead Measures (Adult Implementation)

- Goal 1 and 2: Increase Attendance to 94% and Decrease Referrals by 15%
- Adult Implementation: RTI 100% of At Risk Students for Behavior and Attendance

Grade	2016-17 (1st Quarter)	2016-17 (2nd Quarter)
6 th Grade	(3/3)	(4/4)
7 th Grade	(6/6)	(5/5)
8 th Grade	(7/11)	(6/8)
Total	(16/20)	(15/17)

+ Lag Measures (Student Outcomes)



- Goal 1: Increase Attendance to 94%

Grade	2016-17	2015-16	2016-17	2015-16
6 th Grade	95.4%	94.8%	94.29%	93.4%
7 th Grade	93.8%	93.5%	92.57%	93.3%
8 th Grade	94.7%	93.8%	91.9%	92.1%
Total	94.7%	94.05%	92.91%	92.9%

+ Lag Measures (Student Outcomes)



- Goal 2: Decrease Referrals by 15%

Grade	2016-17	2015-16	2016-17	2015-16
Total	540 (-19.5%)	671	542 (-17.3%)	655

+ Lead Measures (Adult Implementation)



- Goal 3: On a monthly basis ALL teachers will submit four writing prompts responses to their BLT member. The writing response will be congruent to the standards.

Grade	October	November	December	2015-16
Total	49/53	58/61		

+ Lag Measures (Student Outcomes)

- Goal 3: During the 2016-17 school year ALL students will improve on their extended responses/short answers from fall pretest to spring post tests.

Writing Pre-Test Data (Social Studies)

Grade	2-4	5-7	8-10
6th	79.8%	18.6%	1.5%
7th	77.6%	20.5%	1.8%
8th	82.8%	15.1%	2.1%
Total	80.1%	18.1%	1.8%

+ Lag Measures (Student Outcomes)

- Goal 3: During the 2016-17 school year ALL students will improve on their extended responses/short answers from fall pretest to spring post tests.

Writing Pre-Test Data (Science)

Grade	2-4	5-7	8-10
6th	68.4%	27.6%	4.0%
7th	66.7%	28.4%	4.9%
8th	74.1%	23.1%	2.8%
Total	70%	26.4%	3.3%

+ Other Lag Measures



- TBT Reflection Forms for Writing (student examples)
- Academic Vocabulary Survey and Pre/Post Tests
- Interventions and Goal Setting for Chronic Attendance Problems
- Walk-through's with standards/or learning targets posted in classrooms

+ Creating a Cadence of Accountability



- 4 informative writing questions are submitted monthly
 - Questions submitted to BLT members
 - BLT evaluates questions based off a rubric
 - BLT takes feedback back to individual teachers or departments
 - Twice a month teachers meet to discuss student work examples (grows and glows)
- RTI Committee meets bi-weekly to review RTI forms and provide feedback to teams
- Teams meet weekly to review or begin RTI processes for students



Continuing 4 Disciplines of Execution with TBT's and Teachers.



- PGP Growth Plans tied to Building Goals or Action Steps
- PLC's or TBT's with same or similar PGP Plans
- TBT's should include ALL components for PLC's and 4 Disciplines of Execution
- Imbedded Professional Development (Book Studies to support Professional Development)