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.”

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.

DON'T FORGET, YOU ARE WHAT YOU EAT.

I NEED TO EAT A SKINNY PERSON.
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
  - 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?
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17 (1st Quarter)</th>
<th>2016-17 (2nd Quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>(3/3)</td>
<td>(4/4)</td>
</tr>
<tr>
<td>7th Grade</td>
<td>(6/6)</td>
<td>(5/5)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>(7/11)</td>
<td>(6/8)</td>
</tr>
<tr>
<td>Total</td>
<td>(16/20)</td>
<td>(15/17)</td>
</tr>
</tbody>
</table>
### Lag Measures (Student Outcomes)

- **Goal 1:** Increase Attendance to 94%

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>95.4%</td>
<td>94.8%</td>
<td>94.29%</td>
<td>93.4%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>93.8%</td>
<td>93.5%</td>
<td>92.57%</td>
<td>93.3%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>94.7%</td>
<td>93.8%</td>
<td>91.9%</td>
<td>92.1%</td>
</tr>
<tr>
<td>Total</td>
<td>94.7%</td>
<td>94.05%</td>
<td>92.91%</td>
<td>92.9%</td>
</tr>
</tbody>
</table>
Lag Measures (Student Outcomes)

- Goal 2: Decrease Referrals by 15%

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>540 (-19.5%)</td>
<td>671</td>
<td>542 (-17.3%)</td>
<td>655</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>49/53</td>
<td>58/61</td>
<td></td>
<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2-4</th>
<th>5-7</th>
<th>8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>79.8%</td>
<td>18.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>7th</td>
<td>77.6%</td>
<td>20.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>8th</td>
<td>82.8%</td>
<td>15.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Total</td>
<td>80.1%</td>
<td>18.1%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2-4</th>
<th>5-7</th>
<th>8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>68.4%</td>
<td>27.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>7th</td>
<td>66.7%</td>
<td>28.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>8th</td>
<td>74.1%</td>
<td>23.1%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total</td>
<td>70%</td>
<td>26.4%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
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)