



# Olmsted Falls City Schools Integrated Leadership

Continuous Improvement Through  
Integrated Leadership



## Presenters

- Michelle Theriot—Board of Education Member
- Dr. Todd Hoadley—Superintendent
- Dr. Jim Lloyd—Assistant Superintendent
- Merritt Waters—Student Services Coordinator
- Mark Kurz—Principal, OFMS
- Cindy Bennett—Teacher, OFMS
- Lisa Williams—Teacher, OFMS
- Don Svec—Principal, Fitch Intermediate School
- Neil Roseberry—Principal, Falls-Lenox Primary
- Michelle LaGruth—Teacher, Falls-Lenox Primary



## Note to Audience

- We've been doing this for 18 months
- This is a work in progress

## Briefly Turn & Talk About These?

- Where does the decision making power lie in your organization?
- Is a teacher in a typical district long on responsibility but short on decision making authority?
- What variable within "our" control accounts for the most variance in student achievement?



# Going from Good to Great

*Greatness is not a function of circumstance.  
Greatness, it turns out, is largely a matter of  
**conscious choice, and discipline.***

Collins, J. (2005). Why business thinking is not the answer: Good to great and the social sectors. A monograph to accompany good to great.



## Today we will:

- Connect OLAC to OIP
- Demonstrate how we've put the above connection into practice
- Show you how we are establishing new and different leadership team structures
- Provide you with an overview as to how the district plan is being implemented in a defined autonomous fashion at the following levels:
  - Board of Education
  - District
  - Building
  - Classroom

# Michelle Theriot

Board of Education Member for Olmsted Falls City School Since 1993





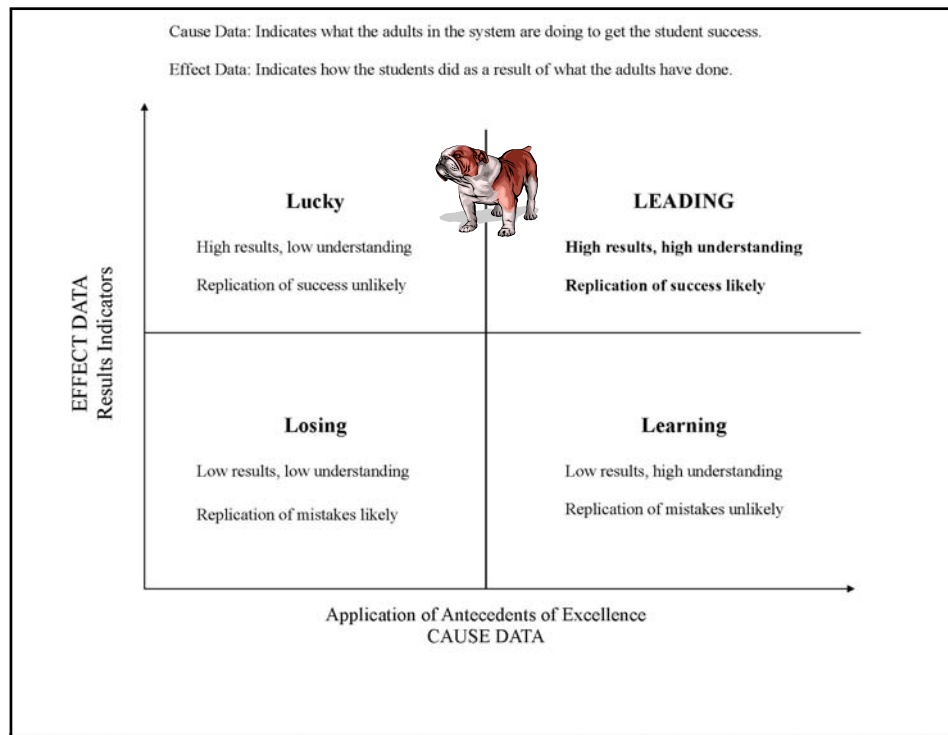
## OFCS District History & Demographics



**Dr. Jim Lloyd**  
Assistant Superintendent

## Our Focus

- How effective do we **deliver our mission** and make an impact **relative to our resources**?
- Collaborative analysis on relationship between **Student Effect & Adult Causal** data
- Our evidence should focus on **what the adults do** that brings about the effect data
- Deep **implementation** of concepts (not programs) coupled with **monitoring** is critical





## Implementing OLAC through OIP

- Create DLT
- Learn about focused continuous improvement
- Learn about the Ohio Improvement Process
- Use Decision Framework to analyze data...consider other data sources as well
- OIP plan development
  - Use data
    - Create focused goal(s)
      - Strategy development
      - Action step creation
      - Task creation



## The OFCS' Hedgehog

What are you deeply  
**passionate** about?

Student  
Achievement

Clear  
Targets with  
Quality  
Feedback

Teacher  
Quality

What can you be the **best** in  
the world at?

What **drives** your engine?



## OFCS CIP General Focus



- **Acknowledge** previous excellence
- **Link** effect to cause
- **Build** capacity of people...not programs
  
- **Focus** on those things that we can “control”
  - Making learning targets **clearer** for learners
  - Providing learners with **feedback**
  
- What directly impacts student learning more than anything?
  - High quality **instructional practices**...the focus needs to be on what we do with kids in the classroom

## Why Clarity and Feedback?

**Clarity**—teacher **deliberately communicating** learning targets, intentions of lessons and what success means...**repeatedly** and in many **different ways**.

**Feedback**—**feed up** (where am I going?), **feed back** (How am I going?) and **feed forward** (Where to next?)



- The impact evidence of these variables:
  - **Teacher clarity**      **Effect size=.75 (26 percentile pts)**
  - **Feedback**              **Effect size=.73 (26 percentile pts)**
  - **Formative evaluation of programs ES=.90 (31<sup>st</sup>ile pts)**

Hattie, J., (2009). Visible learning: a synthesis of over 800 meta-analyses related to achievement. NY, NY: Routledge.

## Deliberate alignment of things



## Theory Into Practice

- We've operationalized our CIP strategies
- We've assimilated many concepts into a deliverable professional development sequence across the entire school district



## Our OIP Action Steps

- **Action Step 1**—Provide **professional development** to increase teachers' capacity to **make the learning targets clearer** for students and provide them with collaborative opportunities to share practices.
- **Action Step 2**—Provide **professional development** to increase teachers' capacity to provide **high quality feedback to students** and provide them with collaborative opportunities to share practices.

## Our OIP Action Steps

- **Action Step 3**—Create a **formative system to determine if we are making progress** towards making the learning targets clearer for students.
- **Action Step 4**—Meet in **data teams** to determine if students are achieving and making adequate progress/growth.



## OFCS Baseline Implementation Data

### Classroom Walkthrough Data

Frequency of Non-negotiable Goals

Clarity of Learning Targets 1,8023 (35%)

Providing Feedback 3,805 (61%)





## What do the PD products look like?

Olmsted Falls City Schools—ELA Power Indicator Example

### **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard**

4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.

*I can summarize information that I have read by telling in my own words the main ideas and important details.*

7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media

*I can use the text to find answers.*

*I can make a good guess to answer questions.*

*I can use my own knowledge to answer questions.*

Grade Level and Content Area, Grade 5 English Language Arts—Reading Process:  
Concepts of Print, Comprehension Strategies & Self-Monitoring Strategies

**Concepts**—Need to know about Reading Process

Visual Presentations	Comprehension Strategies	Purposes
Books	Predictions	Textual information
Texts	Inferences	Meaning
Media—electronic & visual	Justifications	Criteria
Graphic organizers	Questions/answers	Information (implicit)
Materials	Meaning	
	Comprehension	
	Comparisons	
	Problem/Solution	
	Main idea/details	

**Skills**—Be able to do

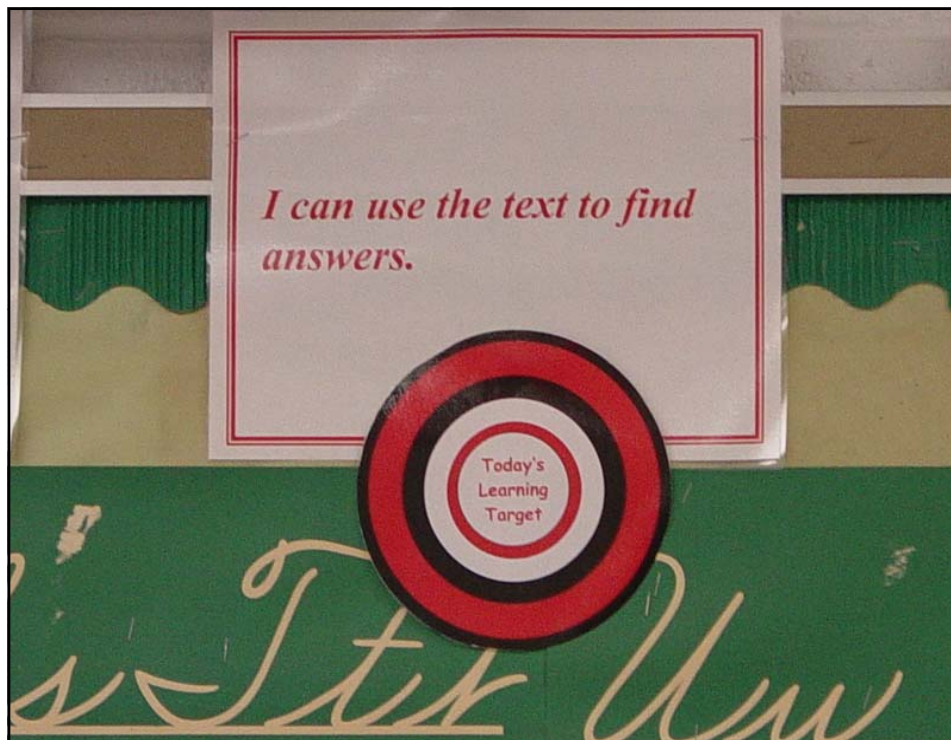
Establish & Adjust	} (reading purpose—to interpret, solve problems, enjoy, etc.)
Find, Understand	
Interpret & Enjoy	
Select, Use & Create	(graphic organizers to interpret textual information)
Make	(predictions, critical comparisons and provide justifications, inferences)
Support	(predictions)
Summarize	(information)
Recognize	(several important ideas)
Identify	(supporting details)
Answer	(questions—literal, inferential & evaluative)
Demonstrate & Monitor	(comprehension—by skimming, scanning, reading ahead, looking back)

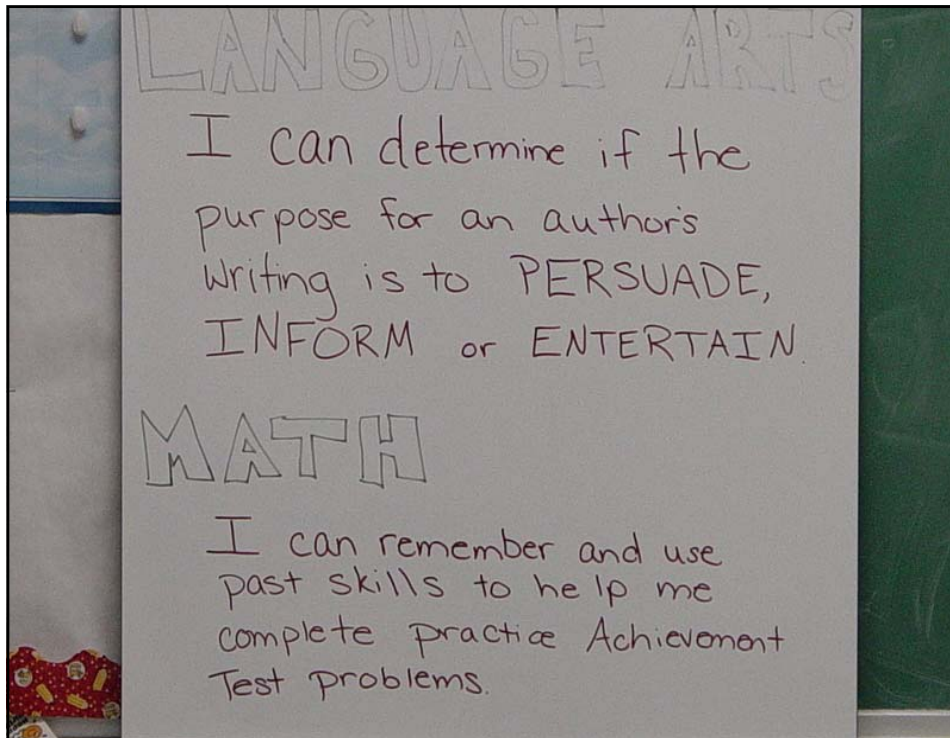


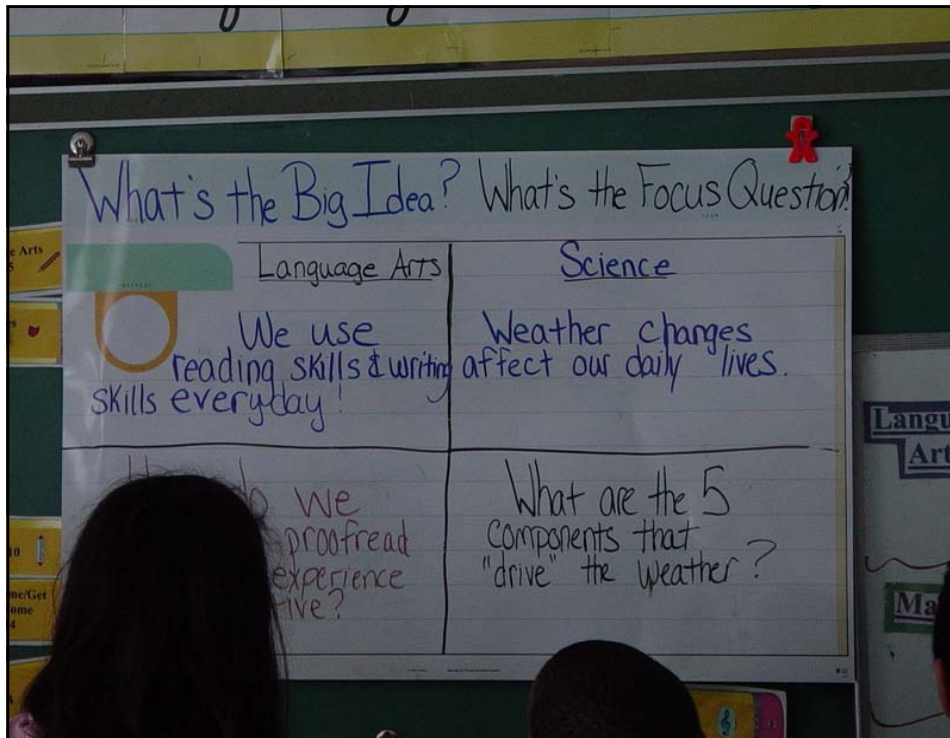
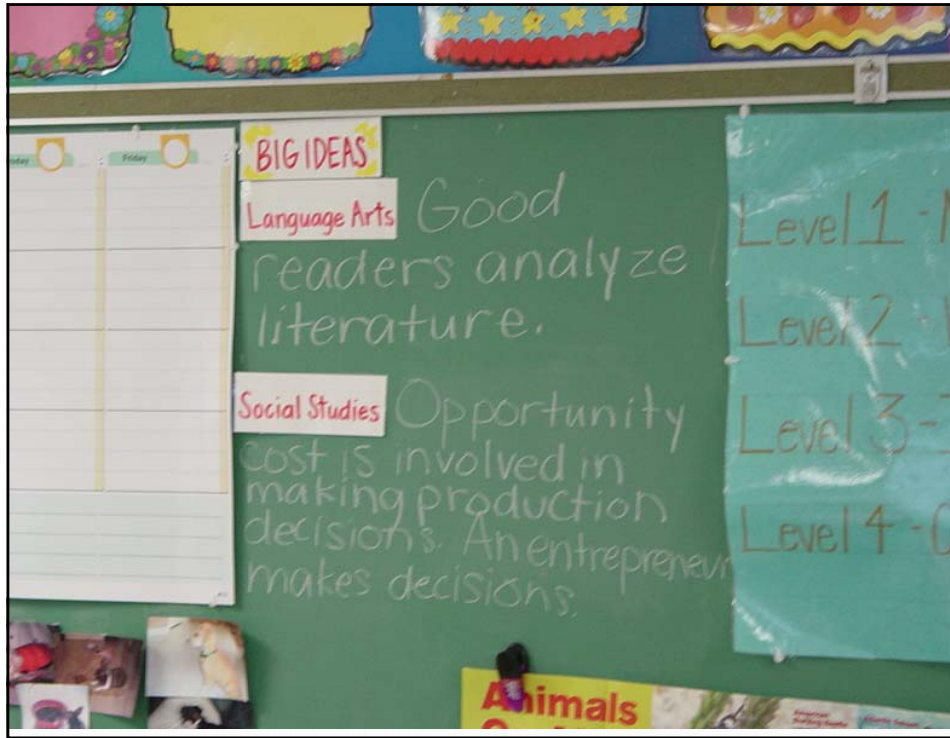
- Big Ideas** from Unpacked Standards and Indicators
1. Good readers use different strategies to help them understand what they read.
  2. We read for different reasons and purposes.
  3. There are a variety of ways that information is presented.

- Essential Questions** from Big Ideas to guide instruction and assessment
1. What are different strategies to help you understand what you read and when should you use them?
  2. What are some different reasons why people read?
  3. What are some ways that information is presented?

What do the classrooms look like?







## Merritt Waters

Student Services Coordinator &  
DLT Member

How does special education and student services fit into the improvement process?

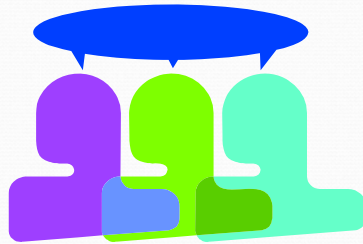
## Olmsted Falls Quick Facts

- 2007-08 ODE Report Card
  - Students with Disabilities made adequate yearly progress
  - Still far lower than all other subgroups in reading and math achievement
  - Students with Disabilities comprise 11.8% of our student population



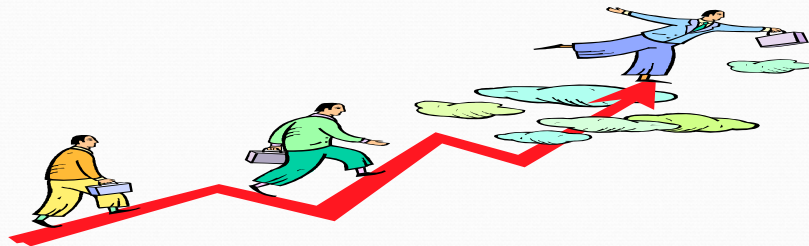
## OIP & Special Education

- OLAC Focus Area 1 – Data and the Decision Making Process
  - Shared discovery
  - Shared responsibility
  - *Still need to gather data about at-risk kids*




## OIP & Special Education

- OLAC Focus Area 2 - Focused Goal Setting Process
  - Inclusive, aggressive district goal
  - Familiar territory for special educators
  - *Still need to align individual student growth expectations with district goal*



## OIP & Special Education

- OLAC Focus Area 3 -
- Instruction and the Learning Process
  - Sharing ideas/materials  faster help for students
  - Strong instruction, not commercial programs

**Clear Targets**      **Effective Feedback**  
**Higher Cognitive Demand**

## OIP & At-Risk Students

- The problem-solving model vs.OIP
- We don't call it RTI, but...
  - *Need more universal screening-academic and behavioral*
  - *Need more Tier 2 & 3 interventions-all grades*
  - *Need increased progress monitoring*

AIMSweb

???

DIBELS



## Olmsted Falls Middle School

Mark Kurz—Principal and DLT Member  
Cindy Bennett—6<sup>th</sup> Grade Teacher and DLT Member  
Lisa Williams—8<sup>th</sup> Grade Teacher and DLT Member

What does a building level action plan look like?

JLloyd\_2009



## Action Planning Steps

- Decision Framework
- Strategy
- Implementation Rubric
- Progress Monitoring
- Anticipated Roadblocks
- Needed Support
- Action Steps & Timeline



## Strategy

- Integrate literacy strategies in all classrooms with information, technical, and persuasive text.



## Implementation

- What does the strategy look like when it is implemented with integrity?
  - Level 4: Above
    - Use interdisciplinary text to implement identified literacy strategies.
  - Level 3: Meets
    - Use subject specific textbook and other informational and technical text to implement identified literacy strategies.

## Implementation

- What does the strategy look like when it is implemented with integrity?
  - Level 2: Making Progress
    - Use subject specific textbook to implement identified literacy strategies.
  - Level 1: No Progress
    - No use of identified literacy strategies with text.

## Progress Monitoring

- Evidence
  - Student Artifacts
  - Teacher Created Activities
  - Collaborative Visitations
- Implementation Group
  - Students
  - Teachers



## Progress Monitoring

- Documentation
  - Sharing at various meetings:
    - Staff Meetings
    - Big Team Meetings
    - Small Team Meetings
    - Same Grade Department Meetings
    - Cross Grade Department Meetings



## Progress Monitoring

- Progress Data
  - Student & Teacher Feedback Discussion & Documentation Forms
  - Teacher-to-Teacher Sharing
- Frequency
  - Weekly
  - Monthly
  - Every Six Weeks
  - Annually



## Anticipated Roadblocks

- Staff resistance
- Fear of being evaluated
- Knowledge of strategies
- Loss of instructional time
- Lack of Confidence
- More work
- More meetings
- Longer meetings



## Needed Support

- Chocolate
- Incentives
- Recognition
- Professional Development
- Time
- Support
- Hugs



## Action Steps

- Identify six research-based literacy strategies that incorporate the integration of information, technical, and persuasive text
- Identify instructional strategies to support identified literacy strategies
- Identify and define common vocabulary



## Action Steps

- Create research notes and distribute to all staff
- Develop Student & Teacher Feedback & Discussion Forms
- Create a visual for classrooms which displays the six identified literacy strategies

## Student Feedback & Discussion Questions

- How did you find this activity helpful?
- If you were the teacher, what would you have done differently that would have made the activity better?

## Identified Literacy Strategies

- Activate to Content
- Ask Questions & Make Predictions
- Monitor Comprehension
- Determine Importance
- Infer Meaning
- Summarize & Synthesize

## Identified Literacy Strategies

- Activate to Content
  - What: Students think about what they already know and make connections to new information
  - Why: Activating prior knowledge allows students to understand new information and clarify misconceptions
  - How
    - Previewing Text Scavenger Hunt
    - KWL Charts
    - Anticipation Guides
    - THIEVES Template

## Teacher Feedback & Discussion Questions

- How was this instructional activity helpful?
- What made this instructional activity difficult to implement?
- How did you modify the instructional activity?
- How did the students respond?
- Bring samples of student work or student reflections.



## Purpose of OFMS BLT

- Promote continuous improvement
- Focus on high achievement for all students
- Develop a single school improvement plan that focuses on a limited number actions, which are aligned to the goals and strategies of the district
- Monitor the progress of the school improvement plan and use data to adjust as needed
- Communicate with parents, students, and staff
- Provide opportunities for meaningful input and feedback



**Neil Roseberry &  
Michelle LaGruth**  
Falls-Lenox Primary Schools

Collaborative Teaming Through Learning Communities

## Benefits of DLT Membership

- Get to have a voice
  - The district's first attempt at real whole group collaboration between all groups.
- Collaboration with others across grade levels
- Provides opportunities to visit classrooms from different buildings and grade levels
  - Teachers sharing effective practices



## DLT Liaison

- Working as a DLT & BLT member provides me with a unique opportunity to intertwine DLT learning and connect that to help our building make improvements.
- Work across grade level and within my building
- I've been able to explain the data that the DLT analyzed to building to develop understanding
- Current BLT focus has been on analyzing data from subgroups (ESL & Spec Ed)



# Learning Communities

- In first year
- Re-structured building layout from grade level hallways to clusters of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers on a team
- Collaboration
  - Meet 1 time per month for community meetings
    - Talk about instruction; observe each other in classrooms; discuss new ideas and how to help kids academically
    - Everyone has lunch at the same time
- More opportunities for class buddies and multi-level class get together
- Kids more comfortable with teachers from other grades

FLIP – Falls Lenox Improvement Plan

	Language Arts	Math	Science	Social Studies
Power Indicators	R - √ W- √	√		
Unwrapping Indicators	<a href="#">Collaboration/ Full Day</a> 3 <sup>rd</sup> - Dec. 19/Jan 14 2 <sup>nd</sup> - Dec. 16/Jan 12 1 <sup>st</sup> - Dec. 18/Jan 13 K- AM Dec. 3/Jan 15 Pre-K /Jan 16		<a href="#">Full Day March</a> 3 <sup>rd</sup> - 2 <sup>nd</sup> - 1 <sup>st</sup> - K- Pre-K	
Student Friendly Language	Finish up anything in these two boxes at February at the <a href="#">February Grade Level Mtg.</a>	Once LA is complete, continue to work through the process with math then science and social studies.		
Bench-Marking (report Card)	<a href="#">February Inservice Day</a> (Feb. 13)			

Assessment (formative and summative) – Ongoing during mapping mtgs.



## Don Svec

Don—Principal and DLT Member

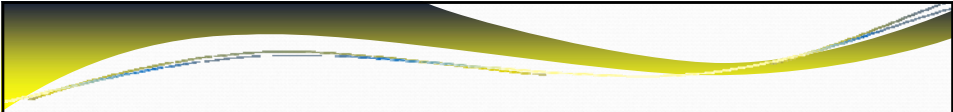
How does a building incorporate the use of learning teams into its BLT Process?

JLloyd\_2009



## Learning Teams at Olmsted Falls Intermediate School

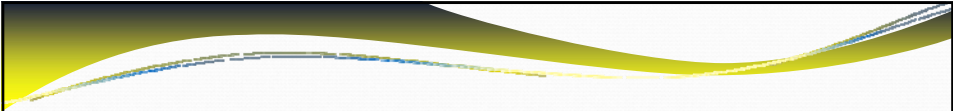
Ongoing Professional Development



Classroom Assessment  
*for* Student Learning:  
Doing It Right—Using It Well

Rick Stiggins

NOTE: The slides in this portion of the presentation are used with permission from ETS



“Quality assessment is  
indistinguishable from effective  
classroom instruction.”

-Rick Stiggins

©ETS

# What's the purpose for assessment?



## Two Purposes for Assessment

### SUMMATIVE

- Assessments *OF* Learning
  - How much have students learned as of a particular point in time?

### FORMATIVE

- Assessments *FOR* Learning
  - How can we use assessment information to help students learn more?

## Clear Learning Targets (CIP-Action Step 1)

- Know what kinds of targets are represented in curriculum
- Know which targets each assessment measures
- Communicate the learning targets in advance in language students can understand

## Student-Friendly Language

**Learning Target: Make an inference**

I can make an inference. This means I can make a guess based on clues.



## What Makes Feedback Effective? (Quality Feedback-CIP Action Step 2)

- Describes features of work or performance
- Relates directly to the learning targets and/or standards of quality
- Points out strengths and gives specific information about how to improve

©ETS

## The Seven Strategies of Assessment *for* Learning

### The Big Picture

#### Where am I going?

1. Provide a clear statement of the learning target
2. Use examples and models

#### Where am I now?

3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

#### How can I close the gap?

5. Design focused lessons
6. Teach students focused revision
7. Engage students in self-reflection; let them keep track of and share their learning

©ETS

## Why Assessment *for* Learning Works

When students are required to think about their own learning, articulate what they understand, and what they still need to learn, achievement improves.

--Black and Wiliam, 1998; Sternberg, 1996; Young, 2000

## LEARNING TEAM DEFINED

**A group of 3-6 individuals who have committed to independent study and application of ideas, followed by regular meetings to reflect on and refine their assessment practices**



## **THE LEARNING TEAM PROCESS**

- Reading and reflecting upon new ideas
- Shaping the ideas into classroom applications
- Experimenting, observing, drawing inferences about what does and doesn't work
- Summarizing learning and conclusions to share with team
- Meeting to discuss ideas and practices; learn more

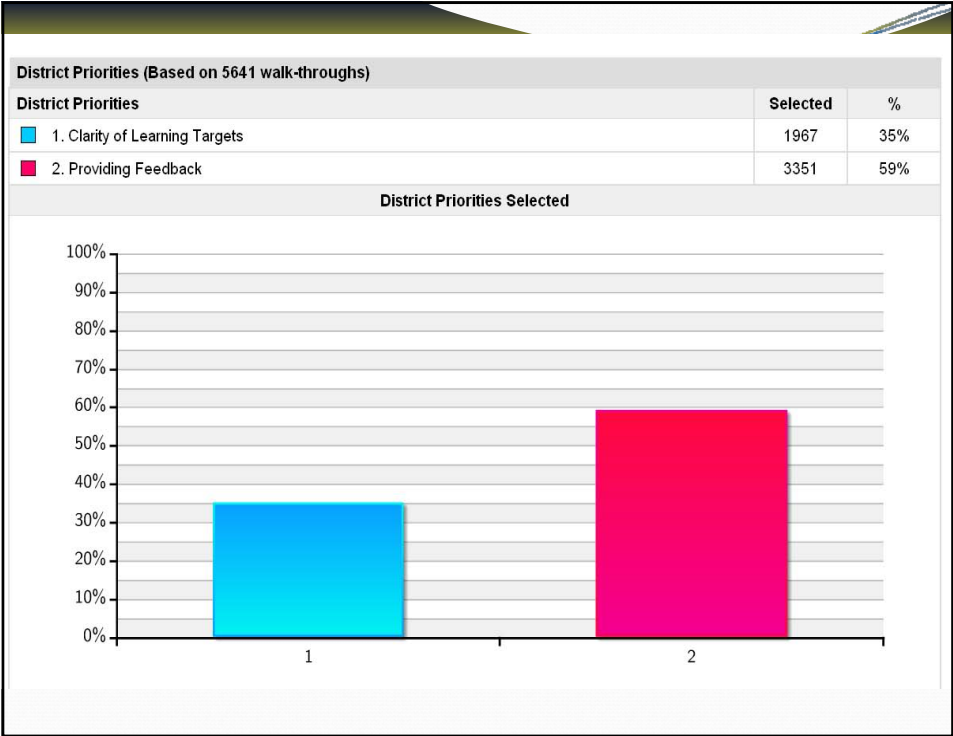
©ETS

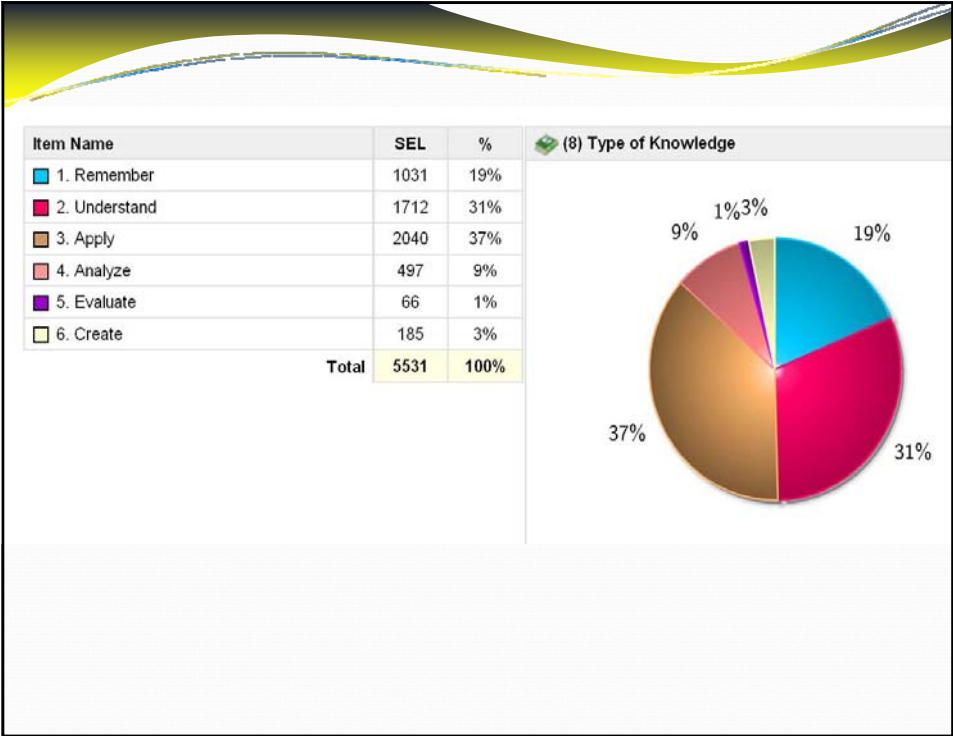
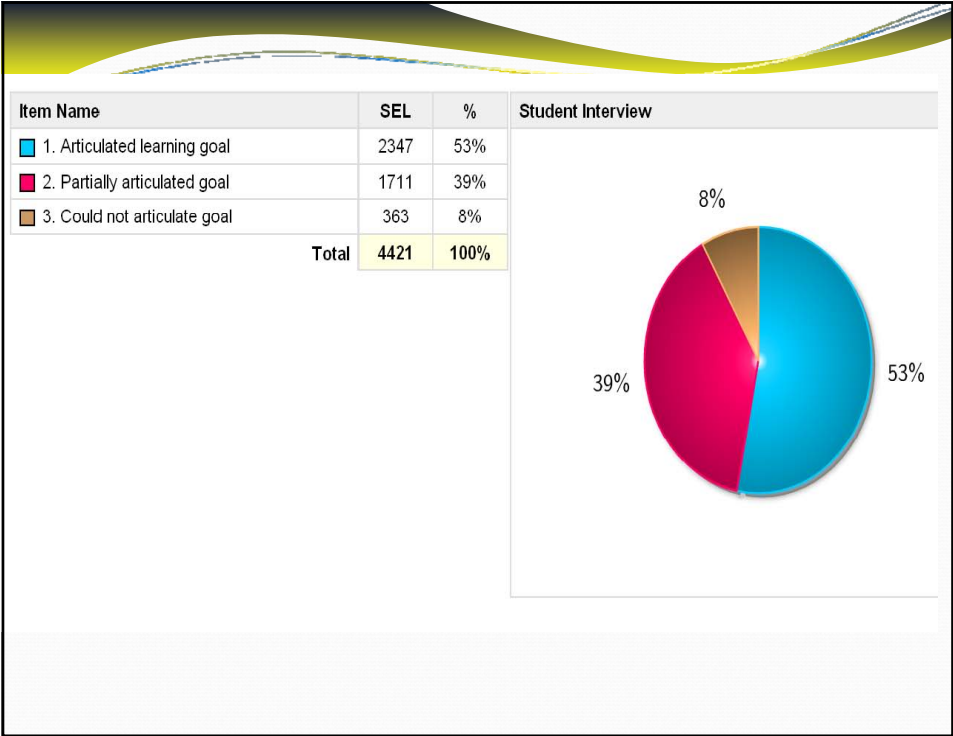


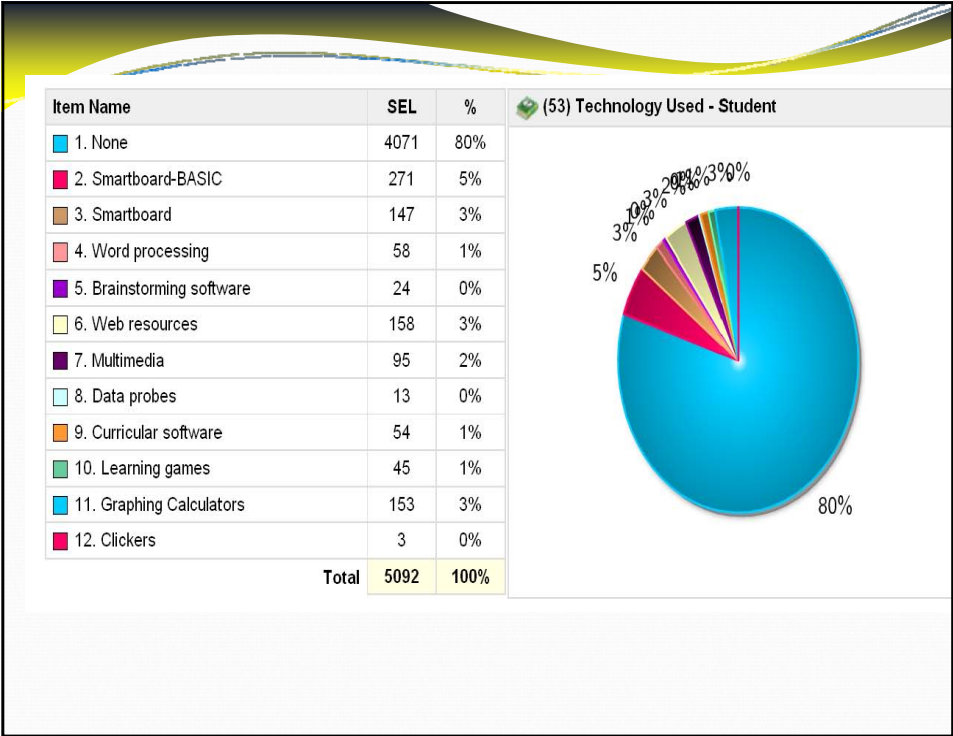
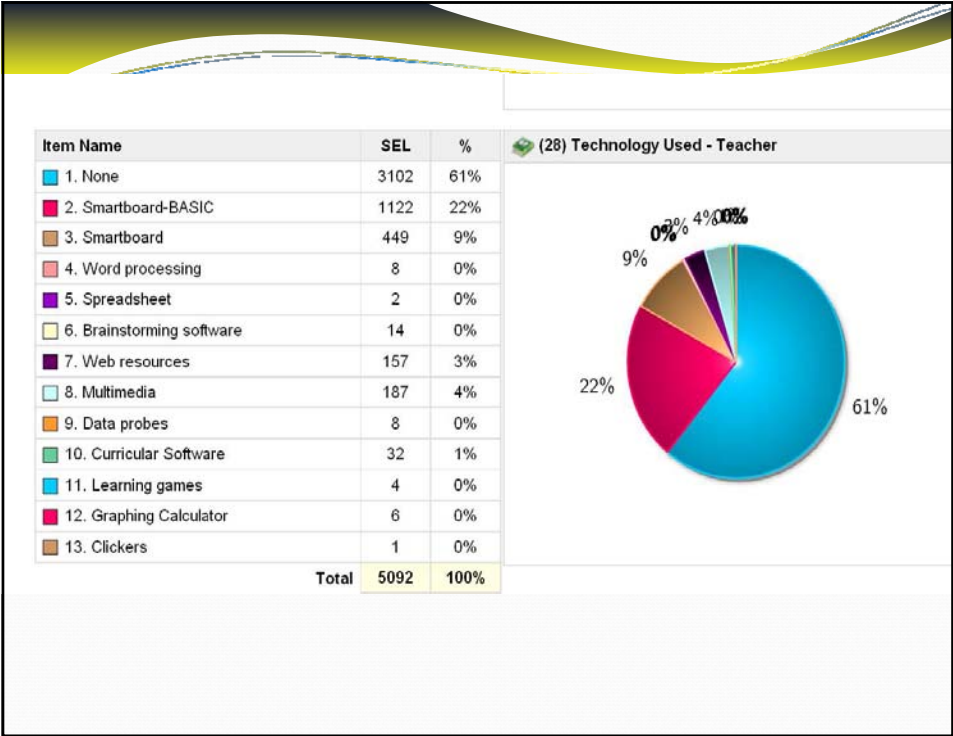
**WHAT IS HAPPENING DIFFERENTLY  
IN OUR CLASSROOMS  
*AS A RESULT OF*  
WHAT WE ARE DOING AND  
LEARNING IN OUR STUDY TEAMS?**

# Dr. Todd Hoadley

Superintendent









**Thank you!**

Questions ?