

**Powerless to Powerful:
Coaches' Handbook**

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Culture for Learning
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How to Use This Guide

Thank you for using the accompanying guide for the P2P Webinar series. We hope the guide will assist you and your colleagues in fostering a culture for learning for both students and adults. We believe that every person is capable of growth when appropriate support systems and relational trust are present.

Audience

The guide was developed for use by school leaders and their improvement teams at the district and building levels.

Process

Reviewing and reflecting on the Powerless to Powerful (P2P) Webinar Series

- Becoming familiar with Washington State research on outlier schools
- Collaborating in teams to apply the new knowledge to your district/school settings
Engaging in problems of practice
- Creating a 45-day plan that aligns with systemic goals

Intentional change agents know the process is not linear and often circle back to revisit prior content with new eyes. We found that timely change is possible with the frameworks and the factors presented in the webinar.

This guide is not a cookbook or a checklist. We do not want participants to look for a check-the-box or cookie-cutter approach. Your school is different from any other school; therefore, your process and outcomes will be unique.

Because we want this work to be transformative, it is interactive, with many moving pieces personalized to your context. We consider this work to be complex rather than complicated: easy to understand, but difficult to apply because of the interactive factors.

Our intent is to have you examine your current practices that support the work as compared with the change frameworks. The change process is not program or activity driven, but a process grounded in principles and systems that support the development of a culture for learning for student and adult success.

Contents

This guide aligns with the online webinar series found on OSPI's website. It includes guides to accompany the:

- Overview
- Conceptual Framework
- Action Framework
- Putting It All Together – Culture

Resources



Reading the books in advance may provide a greater understanding of both the webinar and the guide, but book content is also embedded throughout so that participants can return to the texts for support as necessary.

The webinar and guide are aligned to the Powerless to Powerful books, which are referenced in shorthand throughout the guide this way:

P2P, Book 1:

Salina, C., Girtz, S., & Eppinga, J. (2015.) *Powerless to powerful: Leadership for school change*. Lanham, MD: Rowman & Littlefield.

P2P, Book 2:

Salina, C., Girtz, S., & Eppinga, J. (2016.) *Transforming schools through systems change*. Lanham, MD: Rowman & Littlefield.

Additional resources are listed at the end of the guide, most of which are available on OSPI's website.

Progress Monitor

For those who prefer to mark off progress and attach dates for planning purposes, please see the outcomes of the webinar with the guide below:

Webinar & Guide Outcomes
Overview
<ul style="list-style-type: none"> • Gain an awareness of the components of the change process as research indicated in outlier Washington State schools (Conceptual and Action Frameworks)
<ul style="list-style-type: none"> • Articulate the requirements to create a culture for learning
<ul style="list-style-type: none"> • Craft a purpose statement
Conceptual Framework – The <i>What</i> of School Change
<ul style="list-style-type: none"> • Gain a deeper understanding of the factors of the Conceptual Framework <ul style="list-style-type: none"> ○ Academic Press ○ Social Support ○ Relational Trust
<ul style="list-style-type: none"> • Assess self and staff on each of the factors and the related indicators of the Conceptual Framework
<ul style="list-style-type: none"> • Identify and do specific actions that support the work of the Conceptual Framework
Action Framework – The <i>How</i> of School Change
<ul style="list-style-type: none"> • Gain a deeper understanding of the themes of the Action Framework <ul style="list-style-type: none"> ○ Data <ul style="list-style-type: none"> ▪ Create a coding system and develop a dashboard ○ Systems <ul style="list-style-type: none"> ▪ Align systems and data collection ▪ Integrate systems for achievement/behavioral-attendance/social emotional ○ Collaborative Inquiry (Coln) <ul style="list-style-type: none"> ▪ Use the inquiry process (leadership, schoolwide, dept/grade, classroom) ○ Leadership Planning <ul style="list-style-type: none"> ▪ Identify Systemic Goals ▪ Begin development of a 45-day plan ○ Culture for Learning <ul style="list-style-type: none"> ▪ Harmonize previous themes and ▪ Demonstrate new behaviors to promote change
<ul style="list-style-type: none"> • Assess the building on the Action Framework using the Action Framework Survey
<ul style="list-style-type: none"> • Apply the principles of the Conceptual Framework through systems work

Chapter 1: Overview: The *Why*

Outcomes

After watching the webinar overview, participants will:

- Gain an awareness of the components of the change process as research indicated in outlier Washington State schools (Conceptual and Action Frameworks).
- Articulate the requirements to create a culture for learning. Craft a purpose statement.

Think and Do

1. What are the names of the two frameworks and how were they developed? (slides 7–11)

Names of the frameworks:

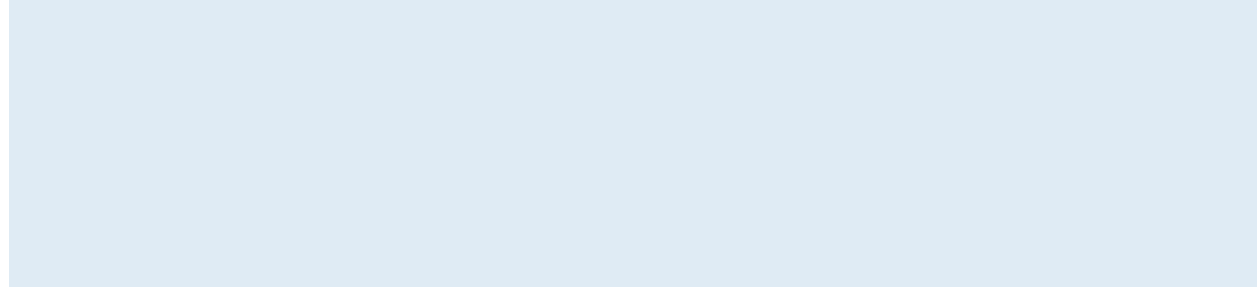
1.

2.

How they were developed:

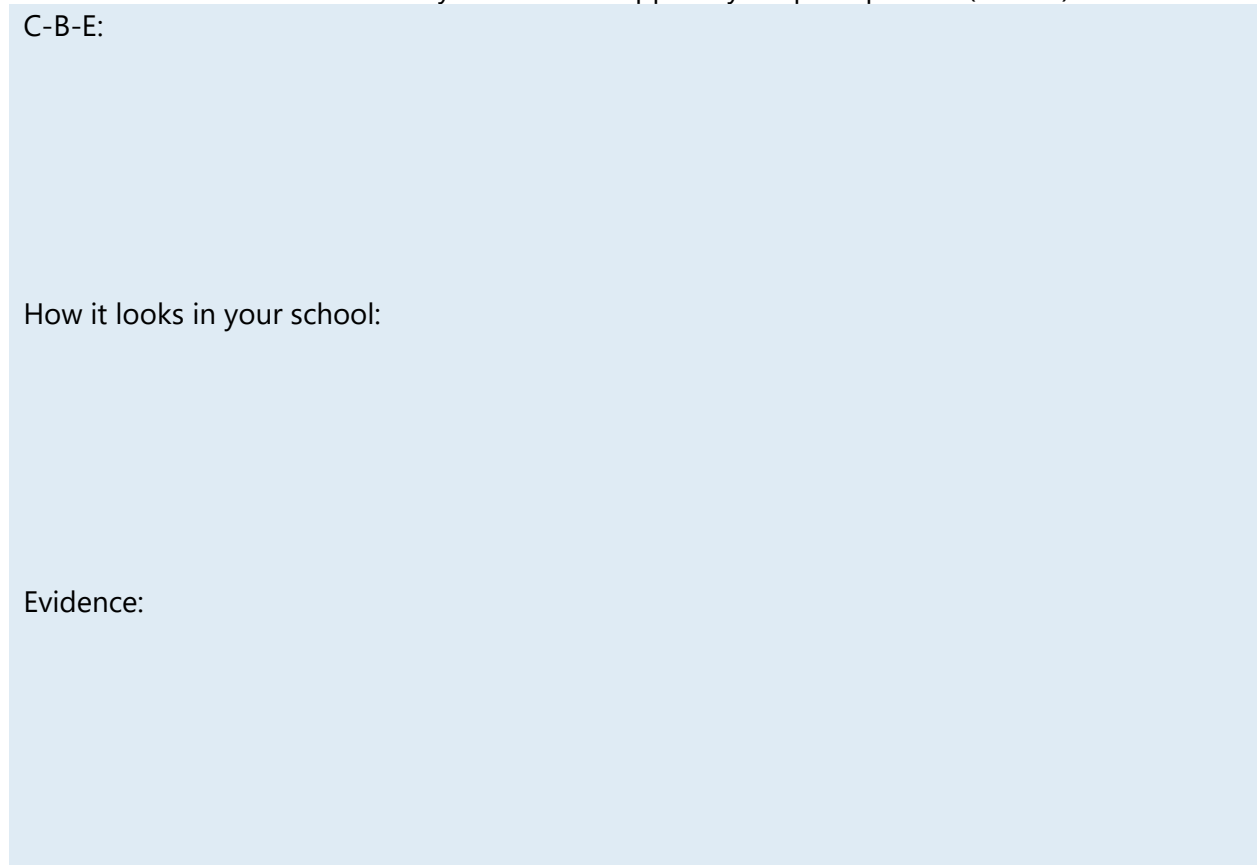
2. Schools have used leadership research from the business sector for decades. Now we have research from dozens of small and large Washington State districts informing us about school change.

How do you intentionally connect your experiences as an educational professional with the talent in your educational network for school improvement?



3. Describe what C-B-E means to you. How does it play out in your school with both adult *and* students? What evidence did you use that supports your perceptions? (Slide 4)

C-B-E:



How it looks in your school:

Evidence:

4. There are multiple ways to interpret Marzano's table (slide 5). The most effective schools create systems of support in helping teachers to be their best. What implications does this have for your leadership? It may be helpful to first review P2P Book 1 pp.21–24.

Implications:



5. Watch Michael Jr.'s clip, *Know Your Why*: <https://bit.ly/1PnOTrH>
 - a. What's your personal "why"? Connect to the prompt "What gives my life professional purpose and meaning?"

My why:

- b. Share your purpose statement with your colleagues. What power or action words are similar/different in each of your purpose statements? How does your *why* impact the *what* you do in your work with students and colleagues?

Digging Deeper

1. Based on your personal purpose statement, what are the implications for new behaviors required of your leadership that supports your why? **What will you do differently?**

Consider:

All stakeholders depend upon and have faith in each other, exemplified through actions and words. A sense of fidelity toward each other results in staff, students, and formal leaders working together toward the goals of the schoolhouse: quality teaching and learning. In other words, a culture exists that promotes everyone's learning and growth. (P2P Book 1)

Beliefs	New Behaviors

2. Share your answers with the team and discuss how to support each other in these new behaviors that align with your beliefs. From P2P, Book 1:

The starting point for a leadership team's efforts to foster change is to examine their own behaviors and related beliefs to see whether they are sending a consistent message to staff. The next step for the leaders is to demonstrate new behaviors to change old beliefs held by the staff about leaders' commitment to helping each one of them achieve success.

This process can be reduced to a very simple formula:

$$\text{BELIEF} + \text{BEHAVIOR} = \text{CONSISTENT MESSAGE}$$

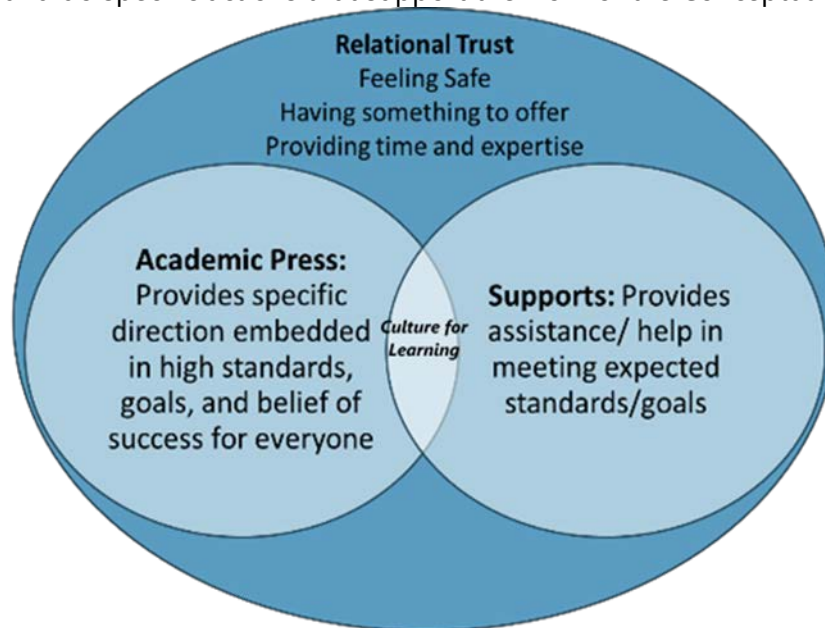
New Behavior	How I Can Support New Behavior

Chapter 2: Conceptual Framework: The *What*

Outcomes

After watching the Webinar Chapter 2: Conceptual Framework: The *What*, participants will:

- Gain a deeper understanding of the factors of the Conceptual Framework.
 - Academic Press
 - Supports
 - Relational Trust
- Assess self and staff on each of the factors and the related indicators of the Conceptual Framework.
- Identify and do specific actions that support the work of the Conceptual Framework.



Think and Do

1. With the leadership team, discuss your understanding of each of the indicators that describes the Conceptual Framework (Academic Press, Support, Relational Trust). Together, list what you perceive to be your current reality within your building for each of these factors. Provide specific examples that support your thinking. List the strengths and growth opportunities for each factor.

Academic Press Academic press is grounded in the belief and the related expectations that parents, staff, and students are capable and are involved in doing the work.	
Current Reality	Evidence
Strengths	Opportunities

Supports Support is grounded in systems that care for people (including students, parents, and staff) and their overall well-being.	
Current Reality	Evidence

Supports	
Support is grounded in systems that care for people (including students, parents, and staff) and their overall well-being.	
Strengths	Opportunities

Relational Trust	
Feeling safe, not necessarily comfortable. Having something to offer. Putting in time to help.	
Current Reality	Evidence
Strengths	Opportunities



Access the survey found on the [OSPI K-12 Supports website](#).

- a. Complete this table with how you think the teachers you are responsible for would respond to each of the indicators.

Summary Table	Total
Relational Trust	
Academic Press	
Social Support	

- b. Compare your perceptions and evidence with those of your team. How did your responses align with the examples your team listed earlier?
2. Administer the Conceptual Framework Survey to the people you are responsible for.
3. In your leadership team, discuss the survey findings and possible implications about the culture for learning in your building/district.

Findings:

Implications:

Digging Deeper

1. Discuss the following reflective questions with your team after completing the exercises above.

Relational Trust

- What speaks to you for each of the indicators: feeling safe, not necessarily comfortable; having something to offer; putting in time to serve others?
- What implications does this have for you around formal leadership, change, and sending a consistent message?
- How will this impact your beliefs and behaviors?

Academic Press

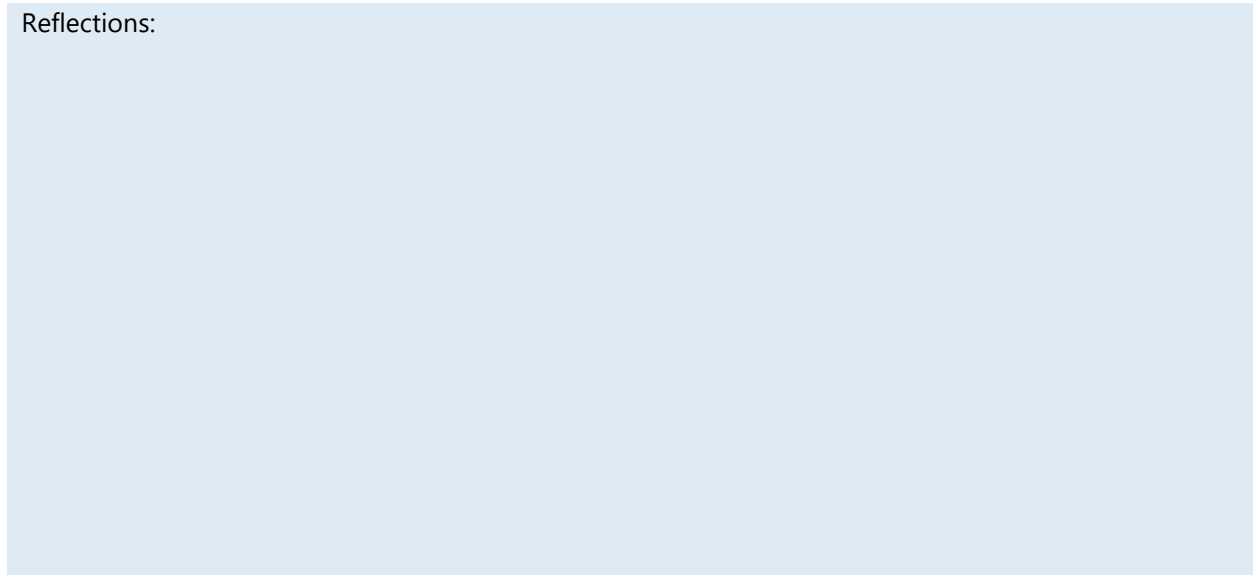
- What speaks to you for each of the indicators: belief and expectations?
- How does one show belief in each adult?
- How is academic press expressed in your building? Is it expressed via beliefs and/or expectations?

Support

- What speaks to you for each of the indicators: individual and group support, sense of fairness?
- As a leader, how do you express caring to each staff person?
- As a leadership team, are you able to discuss freely the strengths, interests, and needs of each staff person in a way that highlights each person's talents?
- Are you able to describe how each staff person contributes to the well-being of the school/district?

2. Is there a balance of academic press and support in your school or does one factor dominate the other?

Reflections:



3. Reflect on the following quote and then discuss its implications for your team.

Be intentional and focused in two-way conversations with staff to create an ongoing process that evokes understanding of the current reality, facilitates problem solving, and connects each person's talents to the vision of the school. (P2P, Book 1)

Reflections:

Follow Up

Based on survey results in Think and Do, develop an aligned plan of action for both one-on-ones and small group interactions. Be intentional in collecting perceptual data on the type of responses you receive.



It may be helpful to read and apply the big ideas found in P2P Book 1 Leadership Lesson # 1: One-on-One Is Powerful (pp. 25–32).

Remember, one-on-ones:

- Are inclusive, ongoing, and build over time.
 - Are a form of action research to gather perceptual data.
 - Provide avenues to create a shared vision and ways to connect each person to the school.
 - Build powerful relationships and help each person fit into the well-being of the school. Allow the Conceptual Framework to become alive in communicating your belief in each person, provide supports, and visibly demonstrate behaviors that develop relational trust.
1. Take the week to gather perceptions from your one-on-ones and small group interactions. Share your findings with the leadership team. Continue the process of trying agreed-upon behaviors that support (a) given factor(s) and aligned indicator(s) and make adjustments.

2. Discuss the statements below:

If one-on-ones are done correctly, a leader will never be surprised at a faculty meeting or a PLC regarding what staff are thinking and what should be done; nor will staff ever be surprised by leaders' thinking, because there will be true common ground and a related plan of action created together. (P2P, Book 1)

One-on-ones can foster capacity building through helping and empowering others within a safe environment that promotes problem solving and risk taking as well as a willingness for staff to be held accountable in their areas of responsibility. (P2P, Book 1)

- After changing one-on-one interactions, have you noticed any shifts in beliefs that support a culture for learning? From administration? From teachers?

- Do you agree or disagree with the quote below? Why?

Relational trust is the foundation in creating a culture for learning and is the glue that allows academic press and supports to be operationalized.

3. Weekly, read the statement below during your leadership team meetings and discuss your team's commitment to trying new behaviors and strategies that support each part of the statement.

Leaders are at their **BEST** when:

- **B**elieving & **E**xpecting that teachers can do the work (academic press).
- **S**upporting teachers intentionally (social support).
- **T**rusting through fostering growth of staff in a safe environment (relational trust).

When leaders do these things, a culture for learning will emerge where teachers will engage with their peers and with students, leading to everyone's success.

Chapter 3: Action Framework: The *How*

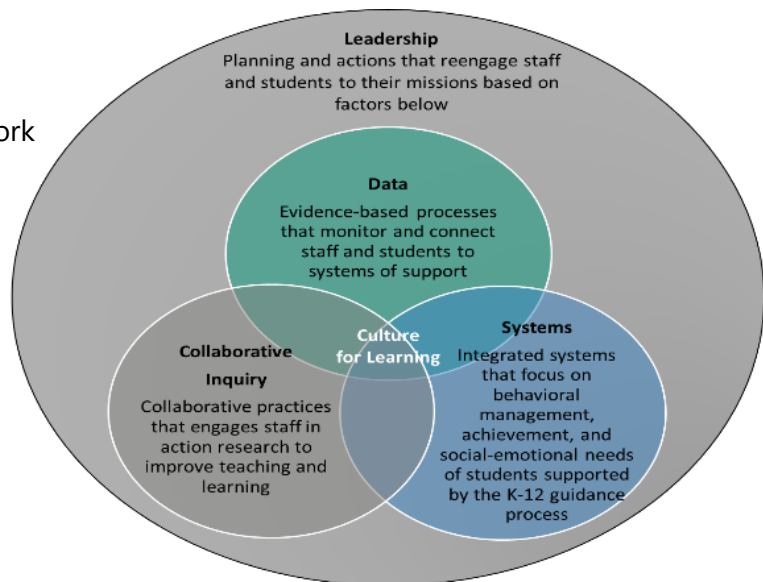
Outcomes

After watching the Webinar Chapter 2: The Action Framework: The *How*, participants will:

- Gain a deeper understanding of the themes of the Action Framework.
 - Data
 - Create a coding system and develop a dashboard
 - Systems
 - Align systems and data collection
 - Integrate systems for achievement/behavioral-attendance/social emotional
 - Collaborative Inquiry (CoIn)
 - Use the inquiry process (leadership, schoolwide, dept/grade, classroom)
 - Leadership Planning
 - Identify Systemic Goals
 - Begin development of a 45-day plan
 - Culture for Learning
 - Harmonize previous themes and
 - Demonstrate new behaviors to promote change
- Assess the building on the Action Framework using the Action Framework Survey.
- Apply the principles of the Conceptual Framework through systems work.

Think and Do

Prior to starting, be aware that the work is organized around themes that emerged from research done in outlier Washington State schools. Each theme is described with related factors, which were then more fully developed with specific indicators.





Access the survey at: <http://k12.wa.us/OSSI/K12Supports/default.aspx>

- a. Complete the Action Framework Survey. The intent of this exercise is to increase your awareness of the Action Framework themes.
- b. With the leadership team, discuss your understanding of each of the themes from the Action Framework and capture your thinking in the table below:
 - i. What do you perceive as the current reality in your building for each theme?
 - ii. Provide specific examples to explain your thinking.
 - iii. Include strengths and growth opportunities for each theme.

Data	
Current Reality	Evidence
Strengths	Opportunities

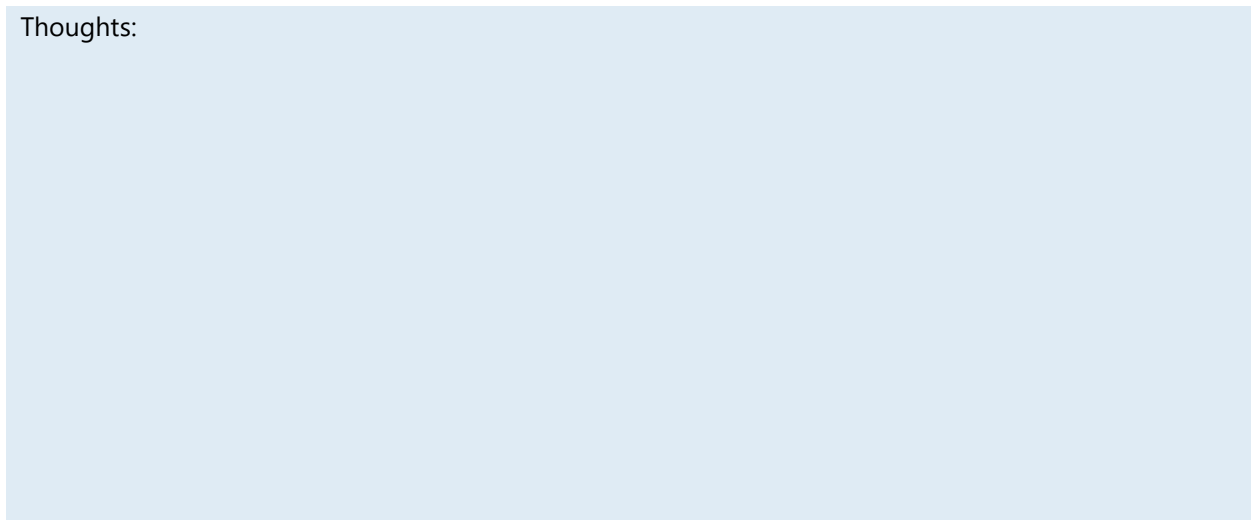
Systems	
Current Reality	Evidence
Strengths	Opportunities

Collaborative Inquiry	
Current Reality	Evidence
Strengths	Opportunities

Leadership	
Current Reality	Evidence
Strengths	Opportunities

1. Discuss the theme "culture" and how it is a outcome of applying the themes of data, systems, collaboration, and leadership planning of the Action Framework AND grounded in the Conceptual Framework.

Thoughts:





Action Framework

- Leadership
- Data
- Systems
- Collaboration

School Culture

There is trust at all levels of the organization. You know those you serve and the WHY behind the work. We own all of our students. All players have a voice. Leadership is accountable and staff are responsible.

Theme: Data

Outcomes

- Understand and identify the four types of data
- Analyze data collection
- Develop color-coding systems
- Begin/continue development of a schoolwide
- Data Dashboard

Digging Deeper



Discuss the definition and related factors as discussed in the webinar regarding data. With your leadership team, discuss the current reality in your building regarding each of the factors and list evidence that supports your perceptions for each factor. It may be useful to read P2P, Book 1: Evidence is Everything, but not Anything (pp. 43–49). Reference any previous responses to this theme on the survey.

Data: Continuously collect, analyze, and report evidence using an inquiry process to inform the work at all levels of the district in implementing change that aligns with the mission of helping each student be successful.

Factors	Evidence
Data is collected through a thematic approach and is seen as a whole rather than isolated parts.	
Employ principles of action research.	
Key players at all levels analyze data on a routine basis.	

As a school, become relentless in using the right and simple sources of evidence that inform intentional, continuous improvement of schoolwide systems.

Thoughts:

- a. Take a moment and review each form of data discussed in the Webinar; then list examples under each that you use on an ongoing basis.

Other Examples			
Demographic	Perceptual	Contextual	Achievement

Demographic

Understanding Each Student

- Ethnicity/genders and special population
- Economic
- Language proficiency

Perceptual

The Power of One-on-One

- Students
- Teachers
- Parents
- Colleagues

Contextual

Understanding current reality

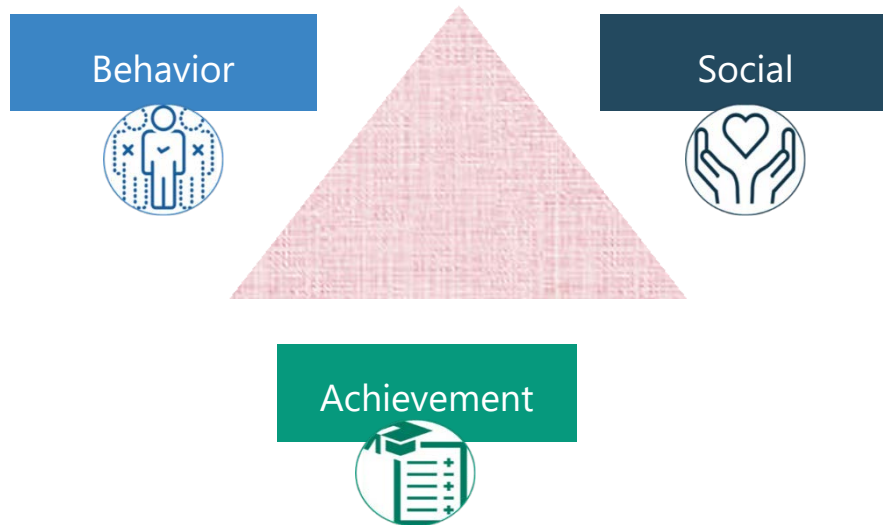
- Systems of support
- Discipline
- Attendance
- Social-Emotional
- Credits

Achievement

Less is More

- High Stakes testing
- Common Assessments

One way to consider your data systems is through the idea of a “success triangle.” The triangle below shows three areas of emphasis for tracking student success. If one leg is missing, the triangle is broken and the chances for success are severely diminished.



How are you currently collecting data for each factor to increase student success?

How are you currently collecting data?	
Behavior/ Attendance	
Achievement	
Social-Emotional	

1. Who should be responsible for each leg of the triangle? Below is a list of people to consider. More is not always better.

Who should be responsible?		
Behavior/Attendance	Achievement	Social-Emotional
<input type="checkbox"/> Counselors	<input type="checkbox"/> Counselors	<input type="checkbox"/> Counselors
<input type="checkbox"/> School Psychologist	<input type="checkbox"/> School Psychologist	<input type="checkbox"/> School Psychologist
<input type="checkbox"/> Social Worker	<input type="checkbox"/> Social Worker	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Behavior Interventionist	<input type="checkbox"/> Behavior Interventionist	<input type="checkbox"/> Behavior Interventionist
<input type="checkbox"/> Attendance Officer	<input type="checkbox"/> Attendance Officer	<input type="checkbox"/> Attendance Officer
<input type="checkbox"/> Learning Coaches	<input type="checkbox"/> Learning Coaches	<input type="checkbox"/> Learning Coaches

2. How is data displayed/shared? Describe how this data is used to implement targeted systems to support learning/teaching at each level:

- Schoolwide level
- Grade level/content level
- Individual student level

	Achievement Data	Behavior/Attendance Data	Social-Emotional Data
Schoolwide			
Grade/ Content			
Individual Student			

3. Discuss the quote below. Do you have a story that connects?

When formal leaders and teachers intentionally share data with students, they will be amazed by what students will do to support each other. (P2P, Book 1)

My story:

4. Discuss the following statement and describe how it plays out in your school. How would students/parents/teachers/fellow administrators interpret it?

Data may be seen as a form of caring or punishment.

5. What does this indicate for leadership?

Implications for leadership:

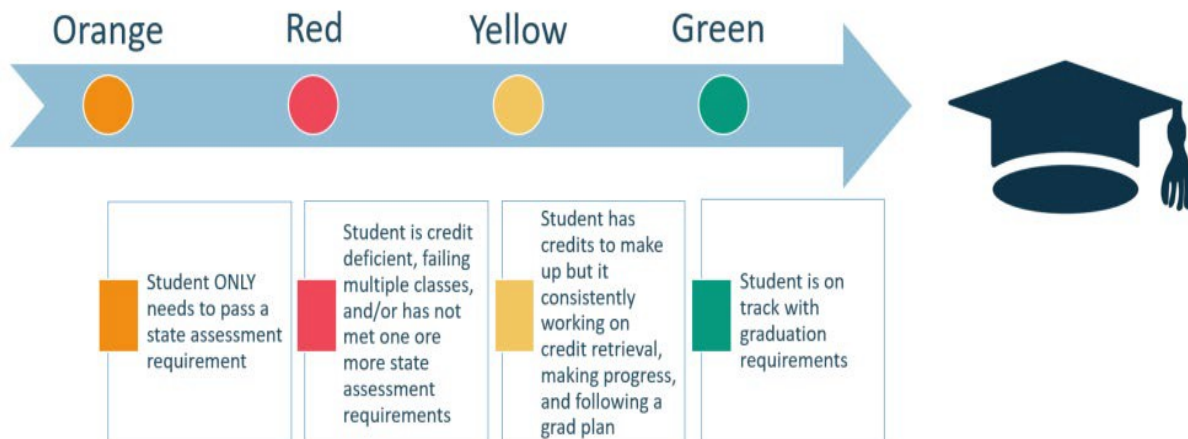
6. Read the quote below and think about the extent to which it is true for your setting.

Using data not to punish but to inform is the first step in developing student social support. Let students know, in an intentional way, that their help is needed in turning around a school that feels powerless. Teach students about the power of social support—let them in on the secret. Have frank discussions with all student groups in the school about what you as a school are trying to do; solicit their ideas about how they can help each other stay on track to graduate. (P2P, Book 1)

Is this true for our school? How so? How not?

7. Next, review the examples of coding/coloring systems below that identify levels of student success regarding achievement, behavioral/attendance, social-emotional.

Achievement Color Coding



Individual Tracking for Case Management

Case Manager	Green	Yellow	Orange R/W	Orange Math	Orange Bio	Orange Multi	Red	5th Year	Total	Enrolled
A	48	3	1				8		60	60
								15		15
B	31						4		35	35
	15	8					16		39	39
C	35	3			1	3	8		50	50
D	41	8	1		2	1	16		69	69
E	25	4		1	3	1	13		47	47
F	41	4		1	5	2	7		60	60
G	39	11				5	13		68	68
	275	41	2	2	11	12	85	15	428	443
	64.25%	9.58%	0.47%	0.47%	2.57%	2.80%	19.86%		443	
		73.83%	74.30%	74.77%	77.34%	80.14%	100.0%	428	Class of () Enrolled	

Behavior Dashboard – Elementary

Counselor PLC								
November 25th – December 21st (Update Date: Dec. 6th)								
1st, 2nd, LAC								
Name	Grade	Teacher	# of Referrals (1)	# of Refocus (4)	Wed. Academy Date (1)	Date of Suspension (1)	Absences	Perceptual
Student A	1	Snape		4				
Student B	1	Umbridge		4				

Attendance Dashboard – Secondary

AVERAGE WEEKLY ATTENDANCE 2016-2017											
	15/16 T1	16/17 T1	16/17 T2	1/30	2/6	2/13	2/20	2/27	3/6	3/13	3/20
9 TH	94%	94%	90%	92.0%	92.1%	91.4%	84.1%	92.6%	91.6%	91.2%	91.6%
10 TH	93%	92%	90%	91.2%	91.2%	91.0%	81.4%	91.0%	91.5%	91.0%	91.6%
11 TH	90%	91%	87%	89.4%	90.0%	89.3%	81.5%	89.2%	88.2%	88.3%	87.9%
12 TH	87%	89%	87%	88.2%	87.0%	88.2%	83.1%	88.6%	87.9%	88.0%	88.4%
APA	91%	92%	89%	90.3%	90.2%	90.0%	82.5% (90.2)	90.4%	89.9%	89.7%	90.0%
Pops		89%	86%	88.4%	88.3%	88.6%	78.6%	88.6%	87.9%	87.5%	87.5%
Day 54 of Trimester 2											

Schoolwide Attendance – Elementary School

Total Unexcused Absences				
Students	TIER 3 (>5)	TIER 2 (>3)	TIER 1	TOTAL STUDENTS
1st Grade	7	12	78	97
2nd Grade	3	7	66	76
3rd Grade	9	15	84	108
4th Grade	5	7	95	107
5th Grade	6	10	100	116
Percentages	TIER 3	TIER 2	TIER 1	
1st Grade	7%	12%	80%	
2nd Grade	4%	9%	87%	
3rd Grade	8%	14%	78%	
4th Grade	5%	9%	86%	
5th Grade	5%	9%	86%	
Total by Unexcused + Parent Excused Absences				
Students	TIER 3 (>7)	TIER 2 (>3)	TIER 1	TOTAL STUDENTS
1st Grade	15	39	43	97
2nd Grade	9	28	39	76
3rd Grade	21	47	40	108
4th Grade	12	23	72	107
5th Grade	13	35	68	116
Percentages	TIER 3	TIER 2	TIER 1	
1st Grade	15%	40%	44%	
2nd Grade	12%	37%	51%	
3rd Grade	19%	44%	37%	
4th Grade	11%	21%	67%	
5th Grade	11%	30%	63%	

Attendance Consequences & Supports		
Color/Tier	Unexcused Absence	Consequence
Tier 1	0	PRIDE Paws, PRIDE-a-Palooza Recognition
	1	Auto call
Tier 2	5-Apr	Attendance letter to parents ("nudge" letter)
	7-Jun	Attendance meeting w/ student (inform & invite parent), Attendance Contract
Tier 3	9-Aug	Refer to Community Truancy Board
	10+	Truancy petition to court
Tiers by Unexcused + Parent Excused (School Year)		
Absences (P+A)		
<5		High Attendance = No more than 5 days absent
<9		Regular Attendance = 95% of days present (fewer than 9 absences)
<9		Regular Attendance = 95% of days present (fewer than 9 absences)
17-Oct		Chronic Absence = 90% of days present (10–17 absences)
18-35		Severe Chronic Absence = 80% of days present (18–35 absences)
35+		Truant = more than 20% of days absent (35+ absences)
Summary		
	Days	
SCHOOL YEAR DAYS TO DATE (12/17)	69	
TOTAL "A" TO DATE	660	
TOTAL "P" TO DATE	1,190	
TOTAL "A + P" TO DATE	1,850	
Student Days Attended	32,256	
Average Attendance (A)	97.95%	
Average Attendance (A+P)	94.26%	

Social Emotional Data Example

Student	ID #	Grade	Status	Prev. Check-in?	Reason for Referral	Last Contact Date	Provider	Follow-up	Ongoing Plan	Color
Harry	12345	9		12/14	Mental Health	12/14	ESD	Jan 1	Check in Weekly	

Integrated Dashboard: High School Achievement, Attendance, & Behavior

2018–2019 Success Triangle			Current Reality				Recent Supports		Consistent Supports	
Student Name	Gr	ID	F's	Attend	Behavior	Note	Info & Actions	Garden	Support Type	Support Staff
A	12		5	T3	-	EL	Meeting scheduled on 12/11 but no show. Rescheduling			
B	12		5	T3	-	EL	AP meeting being set. Has not been coming to school. FR Home visit 12/12. AP and I will pay a visit during P.E. (3rd period).	Counsel.		
C	12		5	T3	-	SPED				
D	12		5	T3	-		meeting being scheduled before break			
E	12		5	T3	-		Left msg on mom's phone 12/11			
F	12		5	T3	-		Out of district.	Counsel.		
G	12		5	T3	-	SPED				
H	12		4	T3	-			Counsel.		
I	12		4	T3	-	EL	AP	Counsel.		

8. Describe a possible coloring system at the school level/grade level and the individual level that helps to identify levels of targeted area(s). Be sure to engage the right people in developing your coloring system.

Achievement	
Color	Target

Attendance	
Color	Target

Behavior	
Color	Target

Social-Emotional	
Color	Target

9. After drafting your own color code for data use, select the new ideal that you and your team imagine as a collective whole for the theme of data. How will this data be used to show caring for both students and teachers? Discuss the three factors below to focus the conversation.
1. *Data is collected through a thematic approach and seen as a whole rather than as isolated parts.*
 2. *Principles of action research are employed.*
 3. *Key players at all levels analyze data on a routine basis.*

Reflection:

10. Review your survey on the theme "Data."

- a. Below, list your evidence that you discussed earlier regarding each of the related factors.
- b. Compare and contrast your Evidence with the Ideal Indicators as described by the research in outlier school districts.

Factors	Ideal Indicators	Evidence
<p>Data is collected through a thematic approach and is seen as a whole rather than as isolated parts.</p>	<p>Develop Early Warning Systems that include elements of: Grades/Failures, Attendance, Suspensions, and Course Completions.</p> <p>Create an easily visible classification to display results (ex. by color).</p> <p>Data is for more than contemplation; it leads to action.</p> <p>Demonstrate how you use data on a daily/weekly basis to make decisions.</p> <p>Use the state analytics to augment district/building data and pursue issues of equity.</p>	
<p>Employ principles of action research.</p>	<p>Use data to put a spotlight on the right problem.</p> <p>Focus vertical and horizontal team thinking.</p> <p>Show progress by analyzing your current reality as you move toward a new ideal.</p> <p>Look for trends over time.</p> <p>Harvest a variety of data points and sources; but do not overwhelm with more for more's sake.</p>	

Factors	Ideal Indicators	Evidence
<p>Have key players at all levels analyze data on a routine basis.</p>	<p>Administrators and counselors review data on a regular basis as part of their jobs.</p> <p>Building level teams align their data reviews.</p> <p>Data protocols are used in the work of staff collaboration.</p> <p>Assistant principals use data to inform and measure improvement in their assigned areas of responsibility.</p> <p>Students have access to data and provide voice.</p> <p>Successes are measured in both the short and long term – to monitor and adjust systems and celebrate along the way.</p>	

11. With your leadership team, identify and discuss the differences between your evidence and the ideal.

12. Next you will begin to analyze a problem of practice. A problem of practice is grounded in moving to action.

Action teams are guided by the importance of answering the question: *What can we do differently as a schoolhouse or department/grade level in helping each other be successful?*

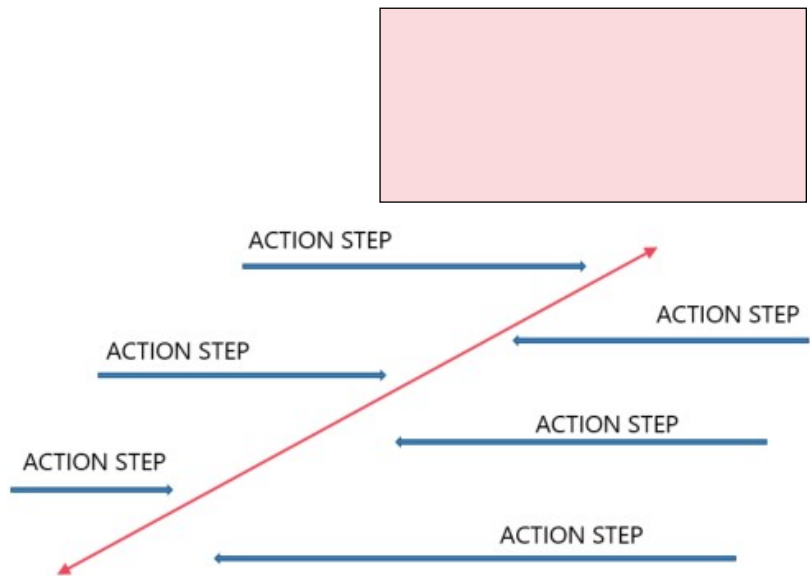


It may be helpful to read P2P, Book 1: Leadership Lesson #4: Positive Opposites – Action Teams (pp. 43–50).

Start with factor #1: *Data is collected through a thematic approach and is seen as a whole rather than as isolated parts.* Review the evidence you collected that supports your current reality.

Use the graphic organizer and the prompts below to help facilitate your discussion about your problem of practice and the use of DATA.

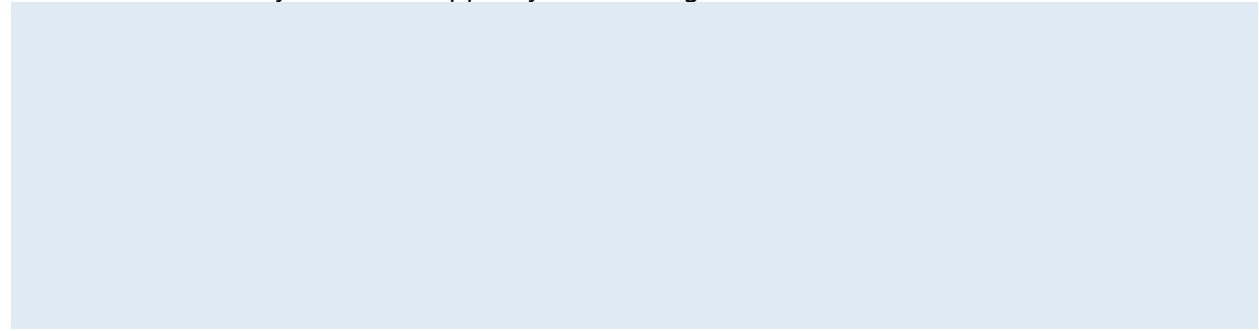
How to get to the preferred future.



Source: Washington State OSPI

Describe your current reality:

Which evidence can you use to support your thinking?



13. Now describe data as if the school had reached its ideal. You may consider focusing on one of the indicators, such as developing an early warning system.

- a. What barriers exist between my present reality and my ideal?
- b. What data or information will I need?
 - Perceptual/Contextual/Achievement/Demographic
 - What do I need to learn? (Remember the power of one-on-ones)
 - From colleagues
 - From research
 - Others
 - Identify action steps

Be sure to continually review the related indicators as described by outlier schools to help develop action steps to achieve your ideal. Remember, slower is faster – baby steps!

14. Who should be included in reaching the ideal? Building a **leadership team** is an important step toward success. Use the prompts to organize a plan of action outlined in number 16 and the Data Ideal table to supplement your thinking.

15. Organize your plan of action for what needs to be done as a **leadership team** over the next 45 days to move toward your ideal.

- a. Who within the leadership team will be accountable for weekly progress in the context of the action plan?
 - Identify key **leadership actions** that support working toward the ideal over the next 45 days.
- b. How will the leadership team keep score?
- c. Identify quick wins.
- d. What are the expected products?
- e. Will there be action teams?

Data Ideal

Data is collected through a thematic approach and seen as a whole rather than as isolated parts.

Leadership Planning			
Leadership Behaviors to move toward the ideal	Who Is Accountable	Product(s) Expected	Quick Win

Member Check

- Do you have the right players bringing the data to the leaders to create the dashboard?
- Did you create a data dashboard that will help to later align with systems development?

Note: Later we will be discussing a systems-based approach in the planning process in the **Leadership** theme section. Keep your Leadership Planning Table. It will be used to develop a **45-day plan**.

Theme: Systems

Digging Deeper

Systems provide supports to students and teachers by meeting the academic, social-emotional, and behavioral management needs in an integrated and leveled manner.

Factors:

- *Systems of support are grounded in real-time needs rather than programs.*
- *The cycle of improvement through the development and implementation of systems is never done as long as your students are changing.*
- *Professional development is intentional and aligns with systems development. Accountability of systems resides in formal leadership.*

Talk about the definition and the related factors as discussed in the webinar about systems.

With your leadership team, discuss the current reality in your building regarding each of the four factors and list evidence that supports your perceptions for each factor.

Reference any previous responses to this theme on the survey.



It may be helpful to read P2P, Book 2, pp. 65–97.

Factors	Evidence
Systems of support are grounded in real-time needs rather than programs.	
The cycle of improvement through the development and implementation of systems is never done as long as your students are changing.	
Professional development is intentional and aligns with systems development.	
Accountability of systems resides in formal leadership.	

Discuss

Is your school activity driven or systems driven (see figure below)?

Provide examples.

What is the impact on staff, students, parents, and administrators in a school that is activity driven?



Current Reality



Our Ideal

Integrated Systems:
Academic Press, Social Support, Relational Trust

1. Are your Special Education, Career Technical, Title 1, and LAP programs integrated into a systems approach that supports teachers and students, or are they isolated parts that the students, parents, and teachers are responsible for making sense of?

2. What is the difference between the concept of parallel systems and integrated systems that support students and teachers? Would you consider Special Education, Career Technical, Title 1, and LAP as parallel or integrated systems in your school?

As a leadership team, fill in the table below with existing programs/supports that align in addressing behavioral/attendance, social/emotional, and achievement needs of your students.

Remember that programs/supports are a form of contextual data.

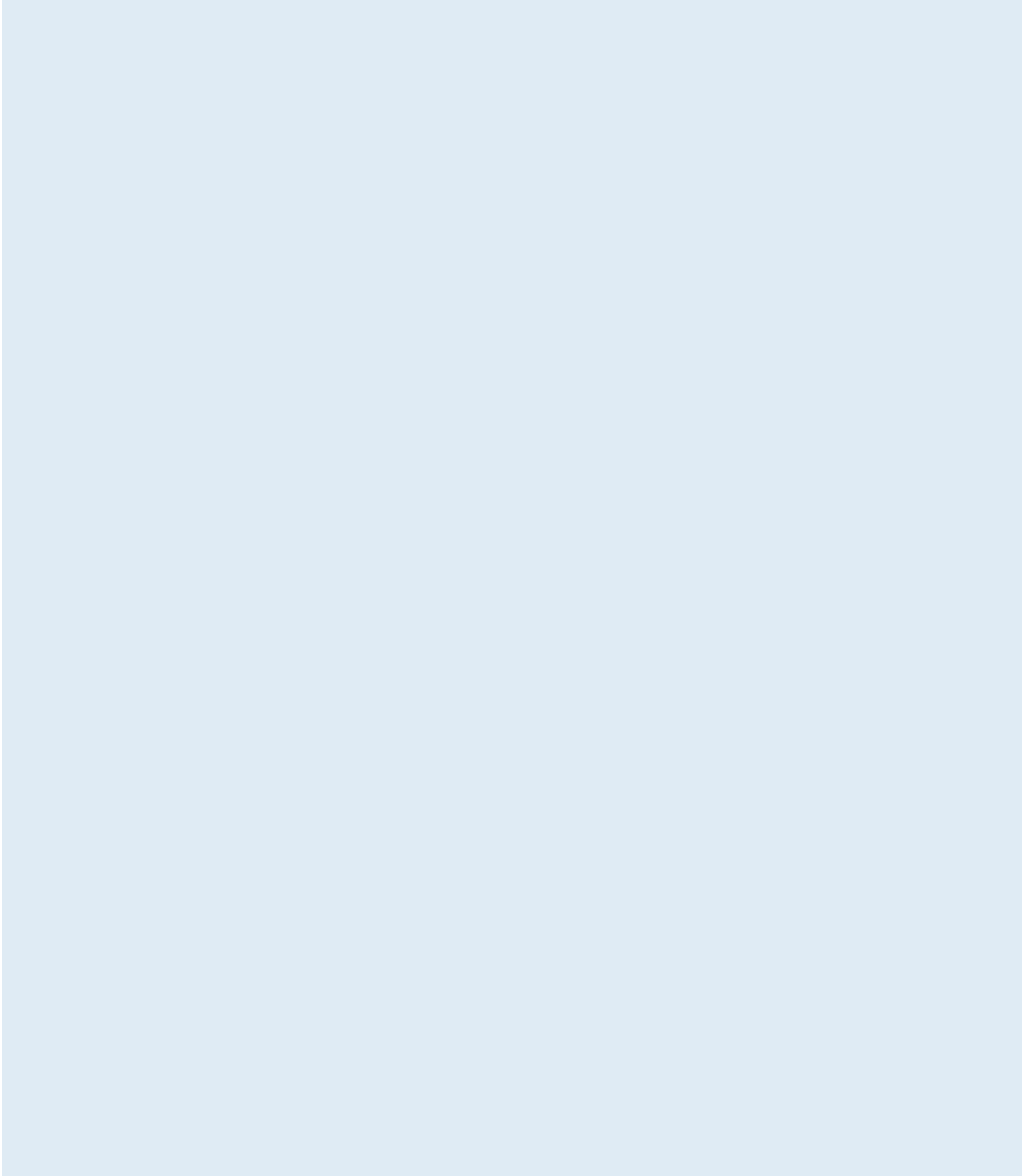
Behavioral/Attendance	Social-Emotional	Achievement

With your team, discuss the following:

- Which of the programs are intended to meet the needs of all students (Level 1) and students most at-risk (Level 3)?
 - Level 2 supports will emerge when the extremes are clarified.
- Do these programs address the student success triangle with real-time supports? How do these programs align with the color coding tables that you created in the previous section on data?
- Does this data inform how your systems are supporting student success?
- Based on this discussion, what does parallel versus integrated systems mean to your leadership team now?

Reflection

Creating change from the outside in requires building relational trust at the organizational level. One way to build and support this trust is to implement schoolwide systems to support teaching and learning rather than relying on fragmented individual efforts. (P2P, Book 2)



Follow up

Further develop the table you created above by describing the existing supports/program you identified to support the behavioral/attendance, social-emotional, and academic needs of your students. For each program, define its purpose, the contact, and the expected outcome. You may wish to review the sample below, provided by an elementary school, and incorporate the thinking around tier I, II, and III supports.

	Support/Program	Purpose	Contact	Outcome
Academic				
Behavioral/Attendance				
Social-Emotional				

Tier 1 Systems of Support – Elementary

Benchmark <i>Tier 1 interventions and supports are available to all students who are responding to interventions and</i>			
Academic Achievement	Behavior Management	Social-Emotional	Attendance
Language Acquisition Strategies	Positive Behavior Intervention Systems (PBIS) <u>Individual</u> <ul style="list-style-type: none"> Golden Tickets Cub Cash Tickets-Cub store Students of the month Good News (postcard) <u>Class</u> <ul style="list-style-type: none"> Golden Spoon (lunchroom) 	Counselors <u>Guidance Lessons</u> <ul style="list-style-type: none"> October–Bully Prevention November–Safe/Inappropriate touch January–Growth and Human Development 4th–5th Caseload distribution 	Positive Behavior Intervention Systems (PBIS) <u>Individual</u> <ul style="list-style-type: none"> Perfect Attendance Recognition (monthly) Morning Greeting with attendance matters tickets <u>Class</u> <ul style="list-style-type: none"> Random Attendance Matters 100% (lunch) Spell out
Read to the Principal (postcard)	Time to Teach <ul style="list-style-type: none"> Refocus Teach To’s on common areas 	Recess mediation/conflict resolution schedule	Attendance advocate (staff)
Accelerated Reader Celebrations	Playworks (recess)	2 nd Step Curriculum	Attendance Data/Info. Wall
PLC work	Student of the Month		
	Compliment Cards (specialist)		
	Social Skills		
	Review 360		

Elementary Tier 2 Systems of Supports

Strategic <i>Tier 2 Interventions – small group interventions for students who need strategic support in addition to Tier 1 interventions & support based on number of referrals and staff perception.</i>			
Academic	Behavior Management	Social-Emotional	Attendance
Core Subject Interventions	Tuesday Academy	Second Step Curriculum	Truancy Parent Meeting (Plan of support)
Monolingual Small group support	Recess Social Skills	Playworks Leadership (Junior Coaches) 4 th & 5 th grade	Truancy Contract/goal setting
Request for Student Support	Time to Teach: re-teaching expectations	Request for Student Support	Truancy literature sent home within the first 10 days of school
Student Support Team	Specialist PLC Support	Second Step w/support	Google attendance Data Dashboard
	Small groups		Attendance Postcard (Improvement/growth)
	Paws and Reflect Room	H.O.P.E. Angels	Attendance Rewards for improvement

Tier 3 Systems of Supports – Elementary

In Risk Students <i>Tier 3 – Intensive, individualized interventions for most at-risk students</i>			
Academic Achievement	Behavior Management	Social-Emotional	Attendance
Academic Interventions	Behavior Plans	Case Manager/Counselors	School Truancy Order
Special Ed Services	District Behavior Specialist	Individual Counseling	
	Community Resources	Small Group Counseling	
	Functional Behavior Assessments (FBA)		

Elementary Behavior: Levels of Supports Descriptions

<p style="text-align: center;">Behavior Management: Supporting students to reinforce desired behaviors and learn new behaviors when necessary</p>		
Tier 1 Benchmark	Tier 2 Strategic	Tier 3 Intensive
<p>Positive Behavior Intervention System</p> <ul style="list-style-type: none"> • Cub Cash • Golden Ticket • Golden Spoon • Student of the Month • Compliment Cards • Good News Cards <p>Positive proactive approach to reinforce school expectations Who: All staff When/How: When students are demonstrating desired behaviors; given as often as teacher feels is appropriate.</p> <p>Time To Teach</p> <ul style="list-style-type: none"> • Teach To's • Refocus <p>Guidelines for teaching students how to behave in the classroom and schoolwide and 4–6 minute process that is student directed and intended to correct misbehavior by giving students a time-out in another classroom.</p> <p>Playworks Build valuable social skills while staying active Who: Paraprofessionals and junior coach led</p> <p>Second Steps Curriculum-bullying, child protective unit, social skills meant to support social/emotional development and to decrease problem behaviors Who: Taught by Counselors and Social Skills teacher</p> <p>Specialist PLC Support-Academic and behavioral support provided as communicated by grade-level team needs</p> <p><i>*Students can progress from green to red at any time based on team decision.</i></p>	<p>Tuesday Academy Students are guided in reflection on desired behavior and making better choices. Who: Admin assigned, SST supported</p> <p>Recess Social Skills Re-teaching of skills needed based on referrals or staff perceptions Who: Staff recommendations, taught before school</p> <p>Request for student support Completed based on staff members' concerns, forms in office Who: Staff recommendations; SST reviews, sets goals, and provides support</p> <p>Paws and Reflect- A place for students to receive re- teaches, character development, how to problem-solve and reflect Who: Admin/Support team assigned or by teacher recommendation</p> <p>Daily Check-ins-Support team will check in with both teacher and student daily to provide support as needed.</p> <p>360 Resources for Behavior- Strategies for improving student behavior and progress monitoring tools available for use Who: Done in collaboration with counselors or available individually</p> <p>Small Counseling Groups-To provide short-term social, emotional, and/or behavioral support for students.</p>	<p>Behavior Plans Plan that helps replace problem behaviors with more positive ones Who: Created by admin/support team and teachers to provide strategies, set goals and monitor to improve behavior</p> <p>Behavioral Interventionist- District-Wide Sped By team request, strategies provided to help improve student success Who: Behavior Interventionist in conjunction with teacher, Support team and admin to determine problem behaviors, set goals, and monitor progress</p> <p>Functional Behavior Assessment is a process to identify the function of a student's behavior. Who: Teacher/school psych/counselors completes to provide feedback for behavior plan</p> <p>Daily Check-ins and -outs- Support team will check in with student to set goals and tone for day and check out with the student to monitor progress. SST will also check in to support class as needed.</p> <p>Community Resources To connect students to supports needed outside of school Who: Done through counselors based on Support team and teacher recommendations</p>

Tier I, II, and III Interventions Tracking Form		
<ul style="list-style-type: none"> The information included below will help determine what additional Tier II or Tier III support might help resolve disruptive behavior occurring inside/outside the classroom. This form will guide Counselor PLC conversations about how best to support unique students, staff, and classroom. 		
<p>Student Name: Demographic Information: <input type="radio"/> ELL <input type="radio"/> Migrant <input type="radio"/> SPED Academic Intervention Support: <input type="radio"/> Math <input type="radio"/> ELA Teacher: <input type="radio"/> 504 <input type="radio"/> Both</p>		
Tier I Interventions and Supports	Tier II Interventions and Supports	Tier III Interventions and Supports
<i>All students in our school are exposed to or provided an opportunity to experience these supports.</i>	<i>Some students in our school receive these supports in response to patterns of behavior.</i>	<i>Few students in our school receive these supports in response to patterns of misbehavior.</i>
<ul style="list-style-type: none"> Student of the Month Monthly Attendance Recognition After school Tutoring AR Party Parent Nights PBIS Paw Bucks Lion Store Behavior Bulletins Pride-a-Palooza Counselor Guidance Lessons Class Recognition Attendance Matters Teach To's 	<ul style="list-style-type: none"> Math Intervention Support ELA Intervention Support Time to Teach Wednesday Academy Behavioral Plan Advisory Strong Families Small Groups (Counselor Meetings) Home Visitor Parent Contact (Phone/In Person) Truancy Parent Meeting Truancy Counseling Why Try Curriculum School Job 	<ul style="list-style-type: none"> IEP Plan Behavior Specialist 504 Plan Check-in Check-Out Home Visitor Mental Health Resources/Counseling Outside Referral (Health/Wellness) Truancy Order Parent/Family Conference Why Try Curriculum

Review your survey about the theme Systems. List your evidence below that you identified earlier regarding each of the related factors. Compare and contrast your Evidence with the Ideal Indicators as described by the outlier school districts.

Recall and discuss, as you fill in the table, that integrated systems result in:

- Aligning data with the needs of teachers and students.
- Making **visible** how the school is intentional in supporting the work of teaching and learning.
- Fostering a **willingness** for all stakeholders to re-engage with the school.
- Connecting** students, parents, and teachers to work in partnership. Developing **positive relationships**.
- Allowing student and staff to **envision their future**.

SYSTEMS

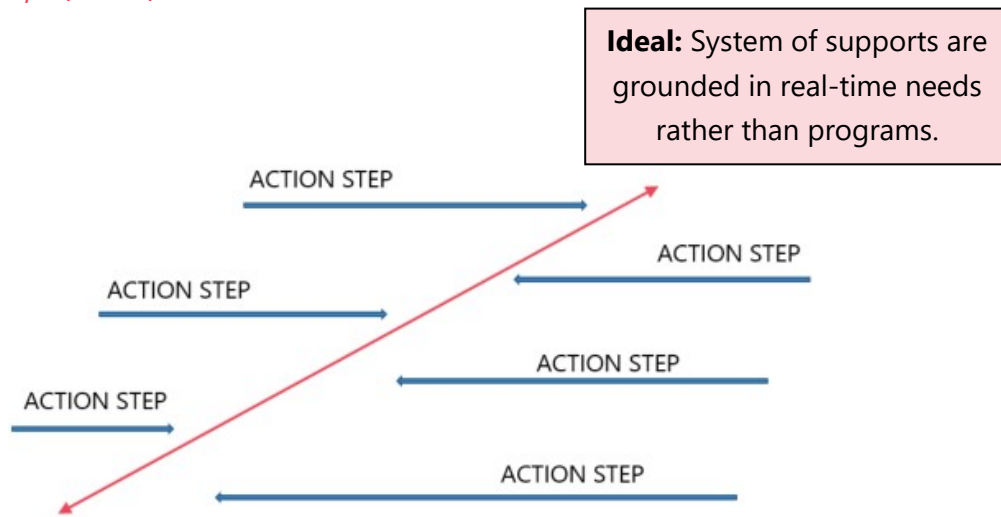
Factor	Ideal Indicators	Your Evidence
Systems of supports are grounded in real-time needs rather than programs.	<ul style="list-style-type: none"> • Take time to study data before implementing programs; make sense of the work before acting. • Engage staff to ensure complete understanding and buy-in. • Identify needs and solutions through a problem/opportunity of practice. • Continually review monies/resources and their alignment with student needs. • System development is dynamic in connecting each student to the school in an integrated approach within the context of the school. • Mental health is supported through external and internal supports. 	
The cycle of improvement through the development and implementation of systems is never "done" as long as your students are changing.	<ul style="list-style-type: none"> • Continually review and apply new learning to support systems that support teaching and learning. • Ground development work in levels of intervention that are integrated through the data themes of attendance/behavior, social- emotional, and academic needs. 	
Professional development is intentional and aligns with systems development.	<ul style="list-style-type: none"> • Dedicate time to the process to ensure success of systems implementation. • This process is often directed by staff. 	
Accountability of systems resides with formal leadership.	<ul style="list-style-type: none"> • Evidence of success of systems is through data. • Action teams review emergent issues as they occur in systems development and implementation. • Accountability is evident at all levels of the district, with wide range of staff engaged in the process of plan/do/study/act cycle. 	

Similar to the process you did for DATA, you will engage in a problem of practice to assist you in moving toward action.

Together, choose a factor for future action/work. We suggest factor #1 (Systems of support are grounded in real-time needs rather than programs) with special emphasis on the indicator that states system development is dynamic in connecting each student to the school in an integrated approach within the context of the school.

Use the graphic organizer and the prompts below to help you facilitate your team's discussion about your problem of practice and systems change.

How to get to the preferred future.



Source: Washington State OSPI

Describe your current reality:

[A large light blue rectangular area intended for describing the current reality.]

Use these prompts to complete the organizer.

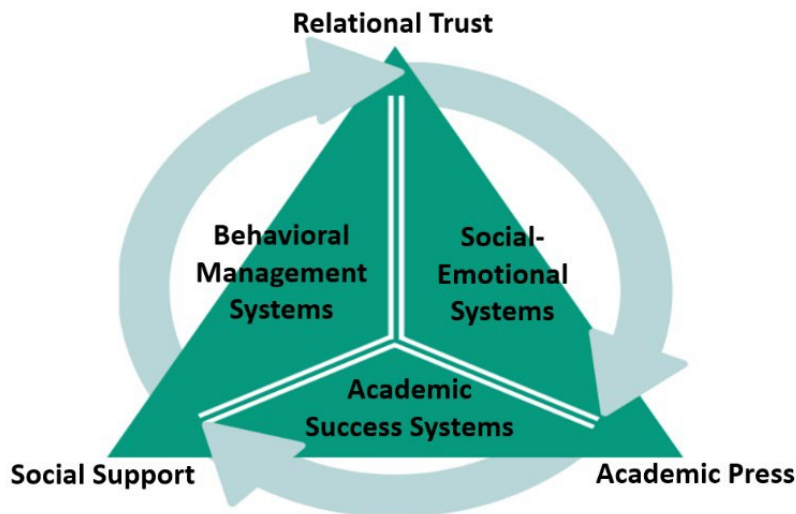
1. Describe your current reality as it applies to the factor identified.
 - a. What evidence did you use to describe your current reality?
 - b. Which evidence did you use to support your thinking?
2. Now describe that factor as if the school had reached its ideal. You may consider focusing on one of the indicators, such as developing an early warning system for attendance.
 - a. What barriers exist between your present reality and your ideal?
 - b. What data/information will you need?
 - Perceptual/Contextual/Achievement/Demographic
 - What do I need to learn? (Remember the power of one-on-one's
 - From colleagues
 - From Research
 - Others
 - Identify next steps

Be sure to continually review the related indicators as described by outlier schools to help develop action steps achieve your ideal. Remember slower is faster – baby steps!

3. Organize your plan of action using the table below (Leadership Planning) regarding what needs to be done as a **leadership team** over the next 45 days to move toward your ideal.
 - a. Who within the leadership team will be accountable for weekly progress regarding the action plan?
 - Identify key **leadership actions** that support working toward the ideal over the next 45 days.
 - b. How will the **leadership team** keep score?
 - c. Identify quick wins.
 - d. What are the expected products?
 - e. Will there be action teams?

Leadership Planning			
Leadership Behaviors to Move Toward the Ideal	Who Is Accountable	Product(s) Expected	Quick Win

Reflect and discuss – Read the quote below; then reference the image to reconnect your leadership team’s efforts to the Conceptual Framework. How is the Conceptual Framework present in the work you just did?

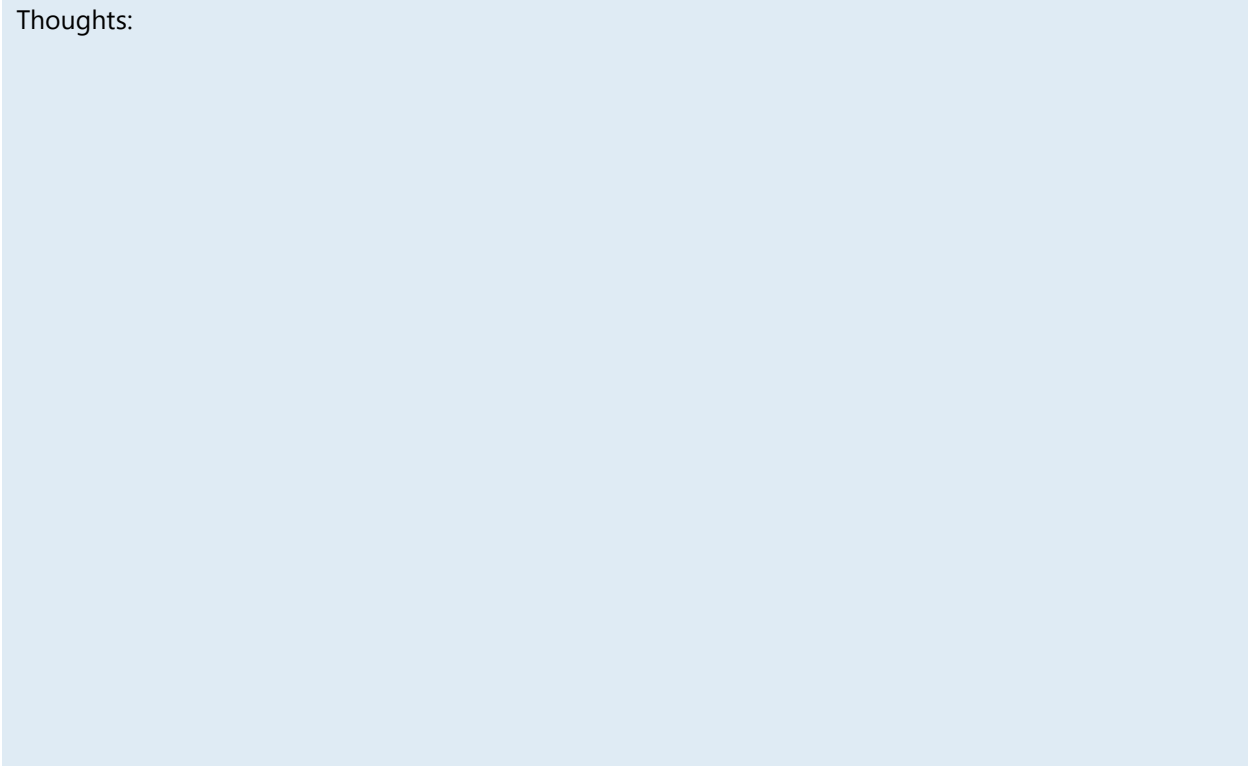


When schoolwide systems and department/grade-level needs are aligned in supporting the behavioral, academic, and social-emotional needs of students, then rapid change will take place in the classrooms because individual teachers will see the collective whole working together to support their efforts.

Member Check

1. Are your Data and Systems aligned in a way that informs each other?
2. How does that alignment impact the work of counselors, interventionists, psychologists, and other members of the team?
3. Do you have holistic offerings, meaning systems are available to address achievement, behavior, and social-emotional needs at varying levels?

Thoughts:



Note: Later we will be discussing a systems-based approach in the planning process in the **Leadership** theme section. Keep your Leadership Planning Table – it will be used to develop a **45-day plan**.

Theme: Collaborative Inquiry (CoIn)

Digging Deeper

Collaborative Inquiry (CoIn) occurs when people engage in collaborative action research to improve teaching and learning through the inquiry process.

Factors:

- A cycle of inquiry supports improved learning and teaching grounded in principles of action research.
- The process is driven by the roles and responsibilities of the specified group doing the work.
 - Leadership – Doing 45-day plans
 - Schoolwide teams – Aligning data, systems, and collaboration via case managers
 - PLC – Curriculum, Instruction, and Assessment systems analyzed by grade/department
 - Classroom – Teaching and learning
- Resources are provided to support systems implementation at all levels

Within your leadership team, discuss your current reality regarding CoIn and each of the three factors described above.



It may be helpful to read *Powerless to Powerful*, Book 2, Chapter 2: “The Success Team—Applying the Conceptual Framework” and the article “All Hands On Deck” in *Professional School Counseling* (2013/14).

Reference any previous responses to this theme on the survey.

Factors	Evidence
A cycle of inquiry supports improved learning and teaching.	
Resources are provided to support instructional practice, which might include: Learning coaches Availability of Title and LAP Dollars Specialized and alternative programs that support high school graduation Multiple academic options available to all students	

Note all three levels of CoIn teams are engaged in a form of action research, interdependent and aligned with systems work that supports the classroom teacher. The intent of this document is to focus on the Leadership CoIn and Schoolwide Systems teams.

Keep in mind that CoIn Teams are leveled depending upon your role in them. Various levels are described next.

Leadership Collaborative Inquiry (CoIn Team)

Being clear on the “why” behind collaborative inquiry (CoIn) is critical to the leadership team’s success. The goal for the Leadership collaborative inquiry team is to develop a schoolwide plan that aligns systems of support for teaching and learning, and to engage the right people in the work. For that reason, the team generally consists of formal building leaders/administrators.

The leadership collaborative inquiry team will also be discussed in more detail within the **Leadership** planning theme.

Schoolwide Systems Success Team

The role for the Schoolwide Systems Success collaborative inquiry team (referred to as Success Team in P2P, Book 2) is to analyze and align data and systems grounded in student needs. This team actively monitors and adjusts systems to ensure student and teacher success.

To be prepared for your Schoolwide Success Team, it is critical that as a leadership team you have clarified your initial thinking regarding your Data Dashboard and existing leveled supports/programs identified in previous exercises to help jump-start this process. **Leadership**

supports the team by being present, collaborating, and ensuring that data dashboards are complete and running.

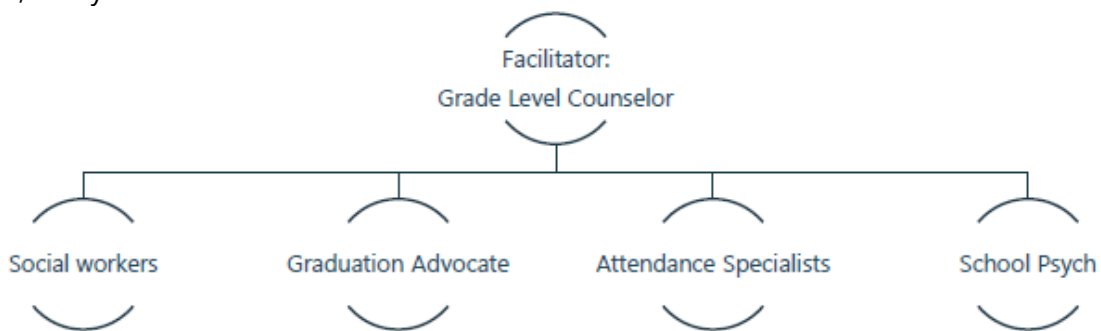
Identify who should be engaged in the schoolwide System Success Team in integrating the work of Systems/Data Alignment. Hopefully earlier in the process you engaged many of these people in creating your data dashboard and identifying existing systems/programs in place. Below is a list of people to consider, bearing in mind that more is not always better. We suggest starting with counselors and school psychologist as the leaders in this process.

- Counselors
- School Psychologist
- Social Worker
- Behavior Interventionist
- Attendance Officer
- Learning Coaches

Remember the student success triangle concept while you establish this team. Which person would be responsible for types of data that support the academic, attendance/behavioral and achievement needs of students?



The image below is simply one example of how to set up a Success Team; however, the case manager is chosen after considering student needs and type of required supports. A case manager coordinates the work. A description of the case manager is found at the end of this section, and you can learn more about it in the CoIn module.



Facilitator: Grade Level Counselor

The following pages contain a product from one Schoolwide Team.

Case Management Team

Purpose

- Provide support for teachers, students, & families to create opportunities for each student to achieve academically and personally.
- Use data to identify patterns with students and building hot spots (locations, time frames).
- Increase communication with teachers, keep them in the loop, two-way information.
- Access early intervention & early support.
- Use existing processes efficiently and increase effectiveness.

Case Manager Roles and Responsibilities

- Meet weekly to discuss systems, student watch lists, and current data.
- Maintain grade-level/student-specific data; capture data and information to use as the year progresses (i.e. save in designated 365 folder).
- Connect with teachers around student support.
- 1:1 ideas: hallway conversations, team meetings, connecting before or after school, email exchanges when appropriate

Goals and Indicators of Impact

Behavior

- All students are increasing their ability to meet expectations every day and make their day.
- Positive growth in each student's behavior-growth will be observed in decrease of referrals and office visits.
- Work as a team and with teachers – identify student need by analyzing themes, patterns, triggers, etc.
- Continue positive reinforcements, Catch Cards, schoolwide systems (Thrilling Thursdays, Fun Fridays, etc.), mentoring relationships.

Attendance

- Make 95% the norm for the school.
- Engage in early intervention.
- Increase faithfulness to Becca starting and following through on the Becca process.
- Increase positive relationships with families and community partnerships.
- Continue offering incentives for attendance.

Social/Emotional

- All students are increasing their ability to meet expectations every day and make their day.
- Engage students in social & emotional learning.
- Connect students with school through character education, green level supports.
- Increase student voice.
- Student Council /ASB

Norms

Professional Behaviors

- Maintain confidentiality
- Remember: Time is valuable
- Actively engage
- Remain student/learning focused
- Maintain professional conversations

Specific Processes/Structure

- Stay on task
- Start on time, end on time
- Allow for adequate processing time
- Review meeting norms
- Assume positive intent
- Ask clarifying questions
- Have open-minded and problem-solving attitudes
- Follow through on decisions and commitments

Interpersonal Relationships

- Show respect
- Support one another
- Show empathy

Resource	Purpose
<i>Counselor</i>	<ul style="list-style-type: none"> • Overall Caseload = 6th grade & 7th A–L • Tier 2 behavior support for caseload • Tier 3 behavior oversight for caseload • Social-emotional and crisis support for caseload • Tier 2 and 3 academic support for caseload • Small groups • PBIS implementation
<i>Counselor</i>	<ul style="list-style-type: none"> • Overall Caseload = 8th grade & 7th M–Z • Tier 2 support for caseload • Tier 3 oversight for caseload • Social-emotional and crisis support for caseload • Tier 2 and 3 academic support for caseload • Small groups • PBIS implementation
<i>School Psychologist</i>	<ul style="list-style-type: none"> • Overall Caseload = SpEd Students 6–8 • Tier 2 support for caseload • Tier 3 oversight for caseload
	<ul style="list-style-type: none"> • FBAs for Tier 3 SpEd students • Behavior Plan creation for SpEd students

Resource	Purpose
<i>Behavior Intervention Specialist</i>	<ul style="list-style-type: none"> • Primary Caseload = Students in need of Tier 3 Behavior Support • Check-and-connects for all Tier 3 students • Support for Tier 2 as needed • De-escalation for extreme behaviors • PBIS implementation • Student supervision (before school, lunch, after school)
<i>Student Intervention Specialist</i>	<ul style="list-style-type: none"> • Initial discipline investigations • Low-level discipline (Lunch detention, after-school detention, ISS and STS with admin involvement) • Parent communication for discipline • Student supervision (before school, lunch, after school) • Class removals • In-class behavior support for Tier 1 & Tier 2 students • Tier 2 Check-and-Connects • PBIS implementation
<i>Discipline Secretary</i>	<ul style="list-style-type: none"> • Discipline compliance monitoring • Parent and staff communication for discipline • Spanish translation support
<i>Security Liaison</i>	<ul style="list-style-type: none"> • Safety and security • Student supervision • Class removals • Investigations (fights, drugs, gangs, HIB)
<i>Attendance Para</i>	<ul style="list-style-type: none"> • Attendance support (attendance data, parent contacts, attendance meetings/contracts) • Student supervision (before school and lunch) • Lunchtime activities – planning, organization, and supervision
<i>Attendance Secretary</i>	<ul style="list-style-type: none"> • Attendance compliance monitoring • Parent and staff communication for attendance • Attendance data
<i>ISS & ASD Para</i>	<ul style="list-style-type: none"> • In-School Suspension supervision • Student Supervision (before school, lunch, after school) • Lunch detention (LD); After-school detention (ASD) • Parent communication for LD, ASD • Tier 2 Check-in/Check-out system and Behavior Trackers • Parent communication for Behavior Trackers
<i>Drug & Alcohol</i>	<ul style="list-style-type: none"> • Drug and alcohol support • Caseload = students with past drug or alcohol offenses • Alcohol and Drug Information School (ADIS) classes
<i>Gang SAS</i>	<ul style="list-style-type: none"> • Caseload = students on gang contracts or at risk for gang activity (family connections, past history)

Grade-level/Department Success Team

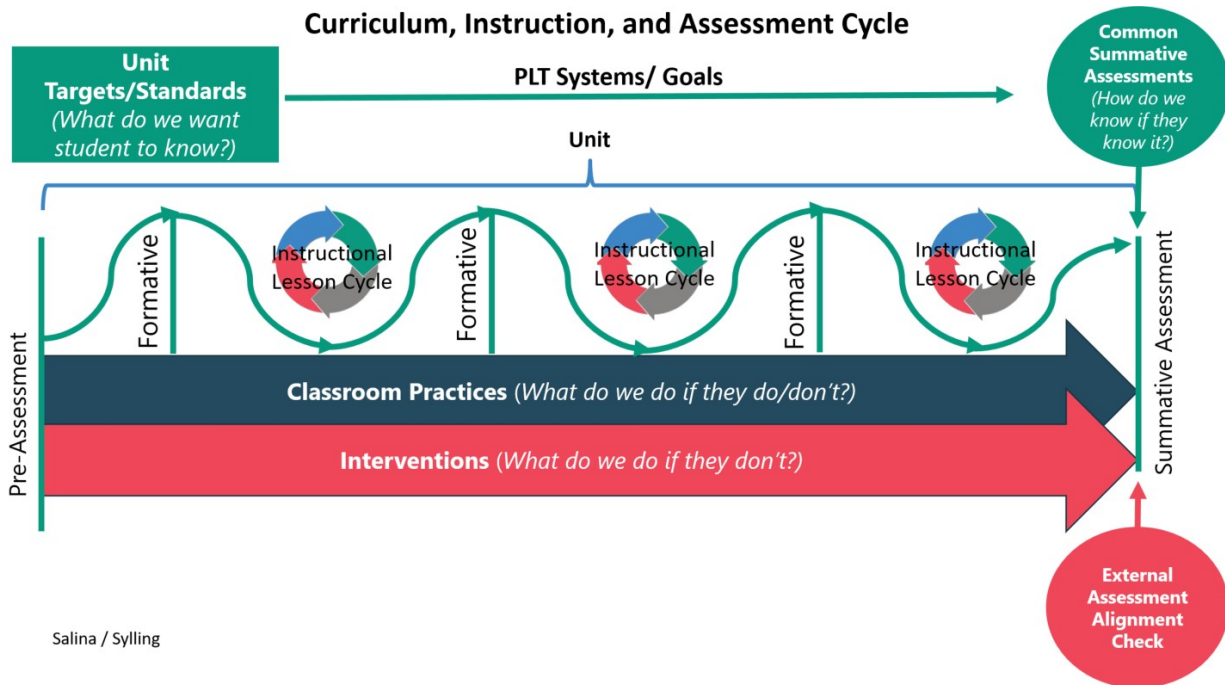


It may help to review the framework on p. 35 of *Powerless to Powerful, Book 2*, to define the work at the grade or department level, which often focuses on the CIA (Curriculum, Instruction, and Assessment) Cycle.

There is a dynamic relationship between the Leadership CoIn team, Schoolwide Systems CoIn teams and the Grade/Department CoIn team. The primary intent of this latter team is embedded in answering DuFour's critical questions:

- What do we want our students to learn?
- How will we know if the students have learned?
- What will do if they have/have not learned?

The answers to those questions inform the cycle of curriculum, instruction, and assessment.



Writing Purpose Statements for CoIn Teams

Regardless of which CoIn team you work with, the writing of a collective purpose is the same. The following steps are helpful in creating a collective CoIn purpose statement.

- Have each person on the learning team write down one to three sentences to complete the following prompt: "The purpose of our CoIn team is to..." Share the results.
- Instruct the members as follows: "Silently read each person's purpose statement. As you read each one, underline any power words or phrases that speak to you; you may underline as many words on each person's purpose statement as you like. You may underline a word even if someone else has already underlined that word."

- Now list any words that have at least half as many underlines as there are participants in the group. For example, if you have six people in your group, then any word that has three or more lines under it would be placed on the paper.
- If anyone's purpose statement has words that did not receive the requisite number of underlines but that the author feels is very important, the author may discuss that word with the group, and, if consensus is reached, that word may be placed on the paper.

Using as many of the power words as possible, compose a team purpose statement.

At the end of the exercise, reach consensus as a group to the collective purpose statement. Have one member of the team read the statement, first to one another to increase their sense of safety, and later to the assembled staff. Have each team discuss their collective purpose statement and how the survey informs the nature of the work going forward.

Observe aloud that this purpose statement defines each team's true north and is the first step in a team's becoming collectively accountable for the efforts they make to improve their work.

Sample of a leadership team Coln purpose statement:

As a leadership team, we are intentional in our behaviors so that our work of initiating, monitoring, and evaluating schoolwide systems will support teaching and learning and ensure both higher student achievement and increased graduation rates.

Sample of a schoolwide success team purpose statement:

The purpose of our Success Team is to work together to support students and teachers in order to help them meet their goals, specifically high school graduation and beyond plans, by effectively aligning and monitoring systems of support for students and teachers.

Sample of a grade level success team purpose statement:

Our purpose as a team is to collaborate to discuss learning outcomes, instruction, and learning strategies to help improve student achievement; and to consistently work to create and maintain an equitable, respectful, and supportive environment for our teachers and students (secondary teachers' team).

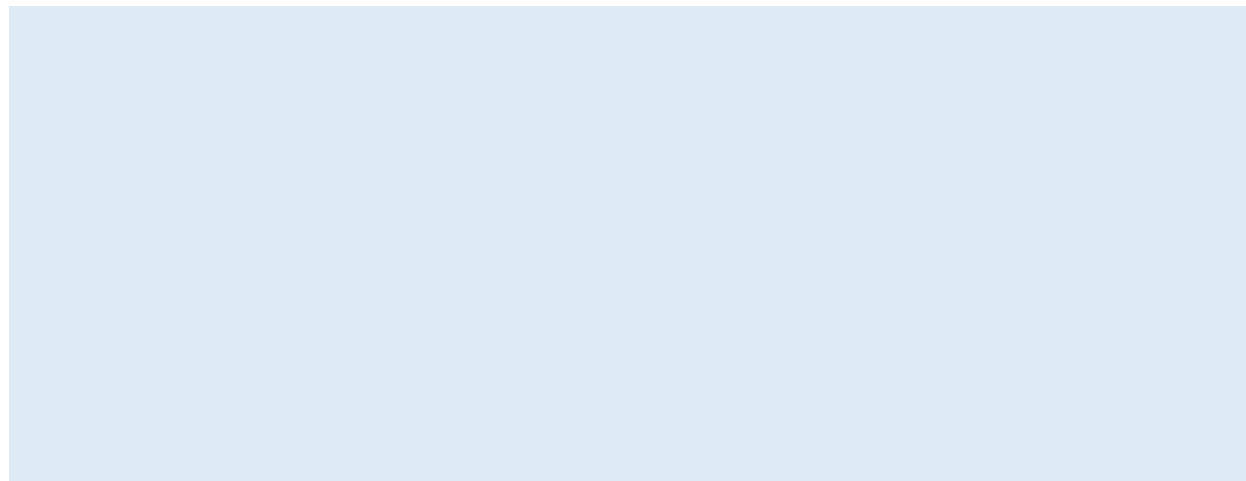
Read your Leadership Team's and your Schoolwide Systems Team's purpose statements and discuss the following quote:

"A collective purpose allows everyone to make sense of the work and to align their efforts with the goals of the school and the district. This alignment creates an avenue for coherence."

Next we discuss clarifying roles and responsibilities for each level of Coln team.

Discuss:

After creating a purpose statement, teachers and leaders answer this question: What behaviors do we need to demonstrate with each other to ensure that we actualize our purpose? (P2P, Book 2)



Declare your accountability to each other. Much has been written about developing group agreements or team norms. Team norms declare the behaviors that team members will collectively demonstrate to actualize their CoIn purpose statement.

According to Joan Richardson (1999) of the National Staff Development Council, formalizing team norms helps create groups that are able to have honest discussions, enabling everyone to participate and be heard. An adapted National Staff Development Council process, available at www.powerless2powerful.com, is very effective in working with schools.

Action Steps for Declaring Your Accountability

1. Ask each CoIn team to take a moment and reflect on their beliefs and behaviors that support their school's mission and their collective purpose statement. Ask: "How can we as a group demonstrate new behaviors to change our beliefs about each other and support the mission of our school?"
2. Remind each CoIn team: All team norms are intended to ensure that "all individuals have the opportunity to contribute in the meeting, to increase productivity and effectiveness, and to facilitate the achievement of its [the team's] purpose and goals" (Richardson, 1999, p. 3).
3. Reflect on National Staff Development Council questions about developing norms. Teams often generate common expectations within the areas of time use, listening, confidentiality, decision-making, participation, and expectations. Responding to a few prompts that clarify each area can support the creation of a list of team norms that can be returned to on a regular basis to promote functional CoIn team processes.
4. As teams develop norms, they are creating a scorecard for behaviors that team members expect of each other. Have the teams evaluate the implementation of norms, initially on a

weekly basis and then, once they are well established, monthly. Below, find an image showing a purpose statement from a CoIn team and a process to reflect how its members were living their team norms.

The purpose of our CoIn team is to use action research to continuously move from our current reality to our collective ideal using agreed-upon evidence to ensure that our students are successful.

Team Norms	What do we do well?	What could we do better?
<p>Time: We will begin and end on time and will honor our agenda during the meeting.</p>		
<p>Listening: We will listen to each other and remain engaged throughout the meeting.</p>		
<p>Tone/Action Orientation: We will maintain a positive tone, promising to complain only if we can offer a solution.</p>		

Similar to the process you did for Data and Systems you will engage in a problem of practice to assist you to move toward action. There is one factor described in the survey which is:

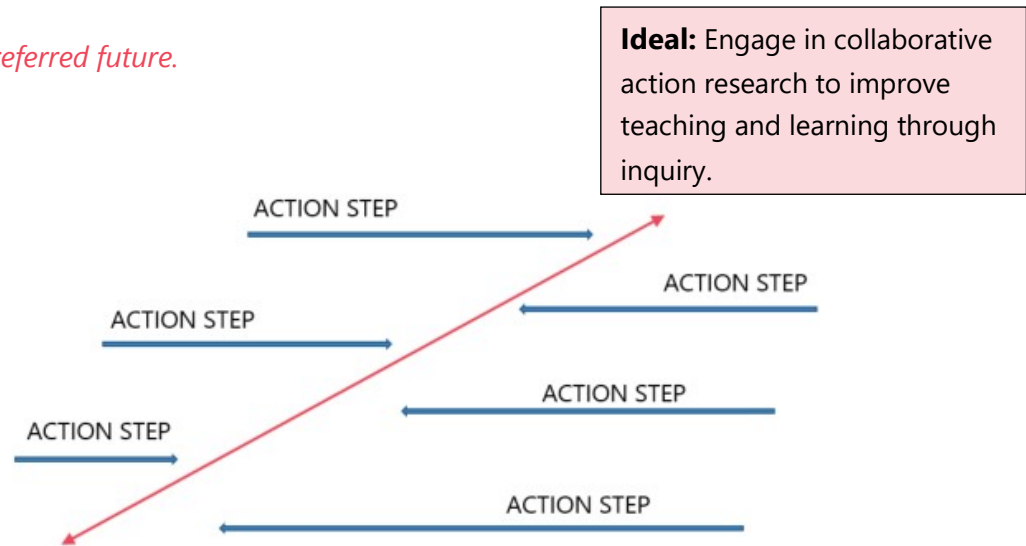
Engage in collaborative action research to improve teaching and learning through inquiry.

Points to consider:

- Level of CoIn – We suggest focusing on the schoolwide systems CoIn and beginning this work with your counselors and school psychologist.
- Keep it simple – Together, make sense of the work using the data you have collected and the systems you have identified.
- Do an article study with *All Hands On Deck*.

Use the graphic organizer and the prompts below to help you facilitate your team's discussion about your problem of practice and collaborative inquiry.

How to get to the preferred future.



Source: Washington State OSPI

Describe your current reality:

A large light blue rectangular area intended for describing the current reality.

Use these prompts to complete the organizer.

1. Describe your current reality as it applies to the factor identified. Which evidence did you use to support your thinking?
2. Now describe that factor as if the school had reached its ideal. You may consider focusing on one of the indicators, such as developing an early warning system for attendance.
 - a. What barriers exist between your present reality and your ideal?
 - b. What data/information will you need?
 - Perceptual/Contextual/Achievement/Demographic
 - What do I need to learn? (Remember the power of one-on-ones)
 - From colleagues
 - From research
 - Others
 - Identify next steps

Be sure to continually review the related indicators as described by outlier schools to help develop action steps to achieve your ideal. Remember, slower is faster – baby steps!

3. Who should be included in reaching the ideal? Use the prompts and the table below to organize your thinking.
4. Organize your plan of action using the Leadership Planning table regarding what needs to be done as a **leadership team** over the next 45 days to move toward your ideal.
 - a. Who will be accountable within the leadership team for weekly progress toward the action plan?
 - Identify key **leadership actions** that support working toward the ideal over the next 45 days.
 - b. How will the **leadership team** keep score?
 - c. Identify quick wins.
 - d. What are the expected products?
 - e. Will there be action teams?

Leadership Planning			
Leadership Behaviors to move toward the ideal	Who Is Accountable	Product(s) Expected	Quick Win

Collaborative Inquiry

Factor	Ideal Indicators	Evidence
A cycle of inquiry supports improved learning and teaching.	<ul style="list-style-type: none"> Short cycles of learning are monitored and reported. Curriculum, instruction, and assessment frameworks guide collaborative efforts. 	
Resources are provided to support instructional practice, which might include:	Release time to support collaboration	
	Learning coaches	
	Title and LAP dollars	
	Specialized and alternative programs to support high school graduation	
	Multiple academic options that are available to all students	

Member Check

1. Do the Schoolwide System team members understand their roles and responsibilities?
2. How do they work interdependently instead of as separate entities?
3. Are the counselors communicating and leading systemic processes while ensuring that each student has a case manager for coherency of supports?
4. How do the leveled groups inform each other? What are the communication agreements?

Note: Later we will be discussing a systems-based approach in the planning process in the Leadership theme section. Keep your Leadership Planning Table – it will be used to develop a 45-day plan.

Theme: Leadership

Outcomes

Leadership requires implementing a vision of success for staff and students by re-engaging them with their missions through the use of data, collaboration, systems of supports, and resources.

- 1. Vertical efforts by the board, district office, and building leadership level align with the belief that we own our all of our students and each of them can be successful.*
- 2. With a growth mindset that focuses on the "why" of the work, efforts occur from both the top down and the bottom up.*
- 3. Collaboration occurs at all levels.*
- 4. Leadership teams use data to continually monitor the change process and to inform planning.*

Within your leadership team, discuss the current reality regarding the theme **leadership** and each of the four factors described above.

Remember: leadership planning is focused on what the team will do differently in their behaviors in supporting the development of schoolwide systems that support teaching and learning. Leadership and the planning process are the glue that holds together data, systems, and Coln.

Reference any previous responses to this theme on survey.



Read P2P, Book 1, pp. 94–96

View 45-Day Action Plan Overview webinar on the [OSPI K-12 Supports website](#).

Re-examine one's core belief:

Teachers are in the forefront of successful instruction; supervision (leadership) is the background, providing support, knowledge, and skills that enable teachers to succeed. When improved instruction and school success do not materialize, supervision (leadership) should shoulder the responsibility for not permitting teachers to succeed. – Glickman

Factors	Evidence
Vertical efforts by the board, district office, and building leadership level align with the belief that we own our all of our students and each of them can be successful.	
With a growth mindset that focuses on the "why" of the work, efforts occur from both the top down and the bottom up.	
Collaboration occurs at all levels.	
Leadership teams use data to continually monitor the change process and to inform planning.	

Do we believe that each teacher is capable of being effective?

What will we do differently in our planning process that leads to the development of an effective school and systems change to promote a culture for adult and student learning?

Intentional leadership planning:

- Short periods of time that describe leadership actions
- Grounded in systemic goals

Focuses on:

- Culture
- Aligning data with systems development
- Behavior/Attendance; Social-Emotional; Achievement
- Curriculum, instruction, and assessment alignment
- Engaging the local and school community

Developing Systemic (or Timeless) Goals

Systemic Goals Do	Systemic Goals Do Not
<ul style="list-style-type: none"> • Cross content areas • Look at multiple data sources simultaneously • Focus on culture versus outcome • Impact and engage all stakeholders • Help us understand the process within the context of a problem of practice • Connect to the Action Framework • Focus on CBE for adults and students • Connect to the school • Build powerful relationships • Help envision one's future 	<ul style="list-style-type: none"> • Define outcomes/results in terms of a single data point (ex. Graduation rate) • Focus narrowly on content area achievements (ex. Higher test scores) • Focus on singular behavioral outcomes (ex. Improved attendance)

Examples of Systemic Goals

Goal 1. Develop a collaborative culture by focusing curriculum, instruction, and assessment practices to improve student learning.

Goal 1 focuses on leadership behaviors that support teachers in their Learning Teams (PLC) and the use of data that informs teaching and learning. Also embedded in goal one is developing and implementing systems of support within the grade level/content that aligns with the work.



Reading P2P, Book 2, Opportunity #6: Aligning Content, Instruction, and Assessment (pp. 31–42) will help in writing your plan.

Goal 2. Use data to implement systems support that meets the behavioral, attendance, social-emotional, and achievement needs

Leading the work of the Schoolwide Success team, this goal focuses on leadership behaviors that engage in the work of schoolwide, grade-level and classroom data dashboards that align with systems development. This goal also develops intentional behaviors that describe the work with Schoolwide Success Coln teams as described in this guide. Review the action plan you created in the previous sessions regarding Data, Systems, and Coln.

This goal requires:

- Assembling a Schoolwide Success Team (we suggest the counselors lead the way),
- Developing a simple Data Dashboard (Behavioral/Attendance, Social-Emotional, Attendance – coding systems), and

- Identifying existing/developing systems that align with the needs of students and teachers.

Goal 3. Connect students and teachers to the school and community. Leading the work to ensure there is a sense of belonging through such supports as Extended Learning Opportunities, leadership programs, and more, this goal focuses on becoming more intentional in leadership planning for how to connect the school and the community by integrating current programs, and it aligns with the data dashboard.

Goal 4. Engage our local and school community in building relationships that promote the success of each student and help them envision their future.

Leading the work to provide holistic services, this goal focuses on support for the social-emotional, behavioral/attendance, and achievement needs of students that are integrated (rather than parallel) services through such processes as the Resource Management Team, service clubs, church community, and parent groups. It also focuses on becoming more intentional in leadership planning for how to engage and connect the school and community by integrating current programs, and it aligns with the data dashboard.

To begin, we suggest focusing only on goals one and two to jump-start your 45-day plan.

Remember that the work you have done for each theme will help you complete your 45-day plan.

- For each goal, as a leadership team, have discussions with each other, teachers, and students: Identify your current reality via multiple types of data:
 - Perceptual
 - Demographic
 - Achievement
 - Contextual
- What does your ideal look like?
- What is realistic that we can do in the next 45 days to move closer to our ideal?
- What evidence would we accept that demonstrates we are making progress?
 - Become product driven.
- Who will be held accountable?
 - Through consensus, identify who will be accountable for which goal/activity.
 - This person is responsible to listen and gather feedback and leads the process of developing a plan of action.
 - This plan of action is reviewed once a week in the leadership team meeting and adjusted and reviewed. The overarching activities that support the goal are renewed every 45 days.

Access the 45-Day Action Plan Template on the OSPI site and review the Leadership Planning tables that you and your team created for the other themes above. Integrate your previous thinking with the identification of the systemic goals to create a draft 45-day plan on the template.

Make your 45-day plan visible to everyone – embrace transparency.

Remember, the 45-day Leadership Plan is:

- Your plan for action – not viewed as a traditional SIP
- Focused on leadership behaviors and not a “fix the teacher” mentality
- Limited to a small number of *timeless or systemic* goals – we recommend no more than 4
Done through the Collaborative Inquiry process within the leadership team
- Reviewed with the leadership team, which meets twice weekly Conducted over short periods (45 calendar days)
- Built on quick wins and grounded in evidence

45-Day Plan Examples

45-Day Plan Example 1

Goal 1: Dec. 9–Jan. 23. Strengthen a collaborative culture that promotes student achievement and ensures that each student will make academic growth. This will be achieved by individually and collectively focusing on the connection of CIA (Classroom Instruction and Assessment) and practices that improve student learning.

Management	Leadership
<p>Outcomes</p> <ul style="list-style-type: none"> ● TPEP <ul style="list-style-type: none"> ○ Complete cycle two of evaluations ○ 90-Day Eval due <ul style="list-style-type: none"> ▪ Seek teacher feedback to ○ PBIS – Level 1 systems of support ● PLC <ul style="list-style-type: none"> ○ One-on-ones to engage staff in clarity of targets and assessments. <ul style="list-style-type: none"> - “What do you want kids to know? How do you know when they got there?” ○ Mini-benchmarks (formative assessments) ● Master Calendar <ul style="list-style-type: none"> ○ Scheduling Action Team – Jan. 10 ○ Assessments Mtg Nov. 2 <ul style="list-style-type: none"> ▪ Release Testing Schedule ● Paras <ul style="list-style-type: none"> ○ Instructional Support – training opportunities <ul style="list-style-type: none"> ▪ GLAD, Book Club ▪ PD Schedule ○ Collaboration with the teachers they provide interventions for. ● Create Systems with the secretaries to roll out to staff for... <ul style="list-style-type: none"> ○ Field trips / Swim Day / SPlays ○ Coverage <ul style="list-style-type: none"> ▪ Classroom ▪ Tuesday Academy ● AR Celebration Team 	<p>Outcomes</p> <ul style="list-style-type: none"> ● Professional Development Plan <ul style="list-style-type: none"> ○ EL – Roll out the new grade level score ranges to staff. How is this applicable to their current classrooms? ○ GLAD support for Interventionists and paras ○ SBA/IAB/Benchmark – Student Growth Data ○ Make all staff aware of the data and how it applies to their students as well as to their instructional practices. How do these growth percentiles support the interventionist work? <i>Having a cohesive professional development plan for staff allows action research to occur.</i> ● Is the schedule coherent, intentional, and collaborative? <ul style="list-style-type: none"> ○ How to be more collaborative with SpEd, Interventionists, Paras and Specialists ○ Schedule action team to look at special events throughout the school year. Is it equitable for all? <i>Equity and access for all. This levels the playing field for all, and all staff are valued for their contribution to the school.</i> ● Establish a Lounge Action Team <ul style="list-style-type: none"> ○ Purpose: To create a community gathering area where all staff members feel included. <i>Building a more inclusive adult support system so all feel welcome and valued.</i> ● PLC <ul style="list-style-type: none"> ○ Engage teachers in the process to make decisions for their students based on their professional judgement and knowledge of their students. ○ Focus one-on-ones on targets for their green students and how they are <u>going to monitor them</u> – plant the seeds... <ul style="list-style-type: none"> ▪ Formative vs. summative assessments ▪ How to build language capacity... ▪ Interventionist roles within each target ○ Hold daily Leadership huddle to discuss themes emerging for each PLC. <i>When we are clear and intentional about the target and what we are all accountable for, our students will benefit.</i> ● SpEd <ul style="list-style-type: none"> ○ Define curriculum. <i>Equity and access for all students with clear boundaries and supports for staff.</i> ● Data Dashboard <ul style="list-style-type: none"> ○ A measurement of our action research that is clear and cohesive, allowing us to know our students more deeply so we can serve them better. ● Secretary PLC <ul style="list-style-type: none"> ○ Reaffirm the communication link for all staff. <i>Clear and detailed organization of all management systems leads to greater staff unity and clear communication for all.</i> ● EL – Focusing on hot spots to provide language support <ul style="list-style-type: none"> ○ <i>The more teachers feel supported with their EL students, the more likely they are to invest in the strategies that support language acquisition.</i>
<p>Quick Wins</p> <ul style="list-style-type: none"> □ Cohesiveness and collaboration within PLC groups □ Better two-way communication between interventionist, paras and grade-level PLCs □ Interventionist and Paras feel valued and supported □ Relationship-building among Learning Leaders and Interventionists □ Professional development for staff on curriculum, held throughout the year, supports efforts to reach our goals of common language, targets, and assessments ● Organization of common school events – there are no surprises and all staff know what to expect □ More clarity for staff on EL students and how this impacts their learning □ Reflective look at student growth through the SBA data and instructional strategies 	

45-Day Plan: Dec. 9–Jan. 23. Help students achieve their academic learning within the school from each other and adults through implementation of systems of support. Supports apply to both academic achievement and emotional well-being.

Management	Leadership
<p>Outcomes</p> <p>Discipline – Refer to 360 dashboard to see hotspots (grade, areas, students, teachers); use data to provide support proactively/align with academics/attendance</p> <p>Provide staff with guidance on types of incidents/communication processes</p> <p>SST – discuss data</p> <p>Align support</p> <p>Revise and align based on discipline work</p> <p>Audit supports through social skills class and ensure it's communicated to staff</p> <p>Provide time for Ben to observe counselor's teaching lesson</p> <p>Have complete document of lessons taught</p> <p>Create Google Doc on which SST can add students and focus</p> <p>Revise current discipline practices to align with new OSPI expectations</p> <p>Communicate</p> <p>Have action team establish guidelines for discipline (consequences)</p> <p>Making attendance visible with bulletin board displaying attendance % by grade levels with incentives</p> <p>1st para meeting planned for 11/6</p> <p>TPEP</p> <p>_____ Pre-conferences for all staff by Oct. 4</p> <p>Complete cycle one of evaluations by Oct. 31</p> <p>Attendance meetings/incentives are systemized and happening consistently</p>	<p>Outcomes</p> <p>Behavioral Management action team</p> <p>Problem of practice – where are we taking them –</p> <p>What do we do well to set kids up for success? Teaching...</p> <p>How do we catch them doing things correctly?</p> <p>Clarifying systems</p> <p>Movement between levels when needed is happening based on teacher perceptions</p> <p>Counselors are freed from tier 1 interventions to provide more tier 3 supports and lead with expected outcomes vs curriculum driven</p> <p>Continuously update leveled documents</p> <p>Specialists connect to school through implementation and clarity of character ed in all classes—seeing themselves as a system of support</p> <p>Alignment supports to school and specifically 5th grade</p> <p>Specialists to choose students at each grade level based on character trait</p> <p>Specialists will do more academic integration KISS</p> <p>Leadership class creates a plan to connect to school through volunteering and leading their peers as a system of support –</p> <p>CONNECTING KIDS TO THE SCHOOL – CBE: CONNECT-BUILD-ENVISION</p> <p>Goals with students – keep score – report at assembly</p> <p>Student voice on plan</p> <p>Peer mediators out at recess</p> <p>Opportunity extended to all students</p> <p>Playworks implementation and planning next steps</p> <p>Walk with counselors to model walking with teachers for intentional support</p> <p>Bring support for special needs and to help support behavior</p> <p>Bring in SST to leadership meetings</p> <p>Work together with Amanda to create vision for further attendance actions needed</p> <p>Letter for parents at conferences with meetings</p>

45-Day Plan Example 2

Goal 1. Strengthen a collaborative culture that promotes student achievement and ensures that each student will meet standard. This will be achieved by individually and collectively focusing on the connection of curriculum, instruction, and assessment practices that improve student learning.

Activities 1st 45-Day Plan – Oct. 15

- Operationalize the intervention schedule. Streamline DDD planning for small group instruction and support.
- Determine all grade band PLTs have agreed on a common content area (Math/ELA). Also ensure deep alignment within curriculum with CCSS and common planning.
- Deepen understanding of PLT process in relation to formative and summative assessments. Tie the curriculum in to the CIA framework and PLTs.

Quick Wins

- Determine what students/what data.
 - Have a planning meeting with SPED staff.
- Have all students identified by Pre/Post assessments. Develop common communication.

Activities 2nd 45-Day Plan – Nov. 30

- Ensure maximum student intervention. Make sure intervention times are aligning; if they don't, make necessary adjustments.
- Determine that all grade band PLTs have agreed on a common content area (Math/ELA). Also ensure deep alignment within curriculum with CCSS and common planning.
- Deepen understanding of PLT process in relation to formative and summative assessments. Tie the curriculum in to the CIA framework and PLTs.

Quick Wins

- Have teams turn in planning from PLTs in Notebooks.
- Have first round of student data turned in and discussed.

Activities 3rd 45-Day Plan – Dec. 1

- Ensure maximum student intervention. Make sure intervention times are aligning; if they don't, make necessary adjustments. Update intervention times on schedule as it currently exists.
- Increase # of students with time and resources for intervention. Increase DDD with intervention teachers to ensure maximum support for at-risk students. Develop a process for how we are going to keep score of student data (simple). Make it coherent.
- Coordinate and bring together academic interventions, at a classroom level and among the intervention teachers. Ensure small groups are meeting within classrooms.
- Deepen understanding of PLT process in relation to formative and summative assessments. Tie the curriculum in to the CIA framework and PLTs.

Quick Wins

- Give binders out to Teachers.
- Spend 15–20 minutes with SPED to determine what is working and what is not.
- Engage the intervention teachers; have a draft of how we are keeping score.
- Have a refined schedule for intervention.

Goal 2. Relentlessly use data to refine systems of social support and academic press for each student to achieve increased assessment scores and academic success.

Activities 1st 45-Day Plan – Oct. 15

- Implement 1st ELO – Determine focus – determine grade level, specifically what date will be used to determine target.
- Use Thermometers tracking percentage weekly attendance posted. Continue with random checks of attendance. Continue weekly “snapshots.” **Celebrate!**
- Evaluate “At Risk” student list. Refine process and solidify communication process with teachers.

Quick Wins

- Send Thank you cards for attendance.
- Get Data Dashboard up and running.

Activities 2nd 45-Day Plan – Nov. 30

- Track student progress in Homework Club. Determine effectiveness, make adjustments for next round.
- Develop a plan for how we keep score of student academic and behavior progress. Create a way to keep it in front of kids. Involve them in the process.
- Fully implement the celebration for attendance in classrooms on a weekly basis.

Quick Wins

- Celebrate/Incentive for students in the HW Center. Every two weeks.
- Send Thank you cards for attendance.

Activities 3rd 45-Day Plan – Dec. 1

- Track student progress in Homework Club. Determine effectiveness, make adjustments for next round.
- Continue to refine and keep score of the student academic and behavior process. Develop a method to track student academic progress in the weekly data sheets.
- Find way to keep student data in front of them. Develop plan to engage students in the process of tracking their success.

Quick Wins

- Send Thank you card for attendance.
- Track the positive MYD and positive ticket.

Activities 4th 45-Day Plan – Jan. 14

- Start new ELO and Track Student progress in ELO;
- Determine effectiveness through assessments and make adjustments for next round.
- Continue to keep score of student behavior and refine how to track student achievement on a weekly basis.
- Continue to track attendance and behavior. Develop a plan to celebrate student success.
- Fully implement the celebration for attendance in classrooms on a weekly basis.

Quick Wins

- Purchased after-school curriculum.
- Sent Thank you card for attendance.
- Conducted daily check-ins for Plan B students.

Leadership

Factors	Ideal Indicators	Evidence
<p>Vertical efforts by the board, district office, and building leadership align with the belief that we own all of our students and each of them can be successful.</p>	<ul style="list-style-type: none"> • Policies are in place that define and support the work. • District goals and measures are clearly focused and defined. • The school communicates consistently with the district office and board, providing data on progress toward targets. • The district office provides resources based on building needs – sometimes thinking outside the box about time use, training, and realignment of resources to support the work. 	
<p>With a growth mindset that focuses on the “why” of the work, efforts are made both from the top down and from the bottom up.</p>	<ul style="list-style-type: none"> • Autonomy with accountability is present when policies are clear and there are procedures to support the work. • The work is embedded in equity and social justice to meet the needs of today’s student demographics. • Capacity building of the staff is necessary for success, and happens when leadership: <ul style="list-style-type: none"> ○ Works to each person’s strength, ○ Believes each staff member has something to offer, ○ Is unafraid to face its own problems, ○ Allows staff to explore and actualize leadership possibilities, and ○ Recognizes when something is not working and changes course. 	
<p>Collaboration occurs at all levels.</p>	<ul style="list-style-type: none"> • Leadership models the way for collaboration. • The role of counselors is redefined and overlaps with other collaborative practices in the building. • Feedback loops are established at all levels to ensure progress toward targets. • Open, two-way communication between buildings and the district office is timely, systematic, and moves to action that supports the work. 	
<p>Leadership teams use data to continually monitor the change process and inform planning</p>	<ul style="list-style-type: none"> • Team members include both formal and informal leaders (i.e. counselors, teachers, students). • Planning that is informed by evidence occurs on a regular basis. 	

Member Check

1. Explain how your goals are systemic in nature.
2. Identify what might need to be tweaked within your 45-day plan or one of the related goals.
3. As the Leadership Team continues to meet twice a week, consider how you are committed to reviewing and revising leadership behaviors to move closer to the goals. Be clear about who will be accountable for each of the systemic goals and supporting activities.

Chapter 4: Putting It All Together – Culture

Culture for Learning

Establish an environment that demonstrates a clear belief that, through a collaborative process and systematic supports, each student and staff will be successful in doing the work.

1. Trust is present at all levels of the organization: Each person will fulfill his/her responsibilities.
2. You know those you serve and the “why” behind the work.
3. Embrace ownership of all students; they belong to you.
4. Make sure all players have a voice.
5. Remember that leadership is accountable, and staff is responsible, for ultimate success.

Remember that a culture for learning is the result or byproduct of living the Conceptual and Action Frameworks. The culture theme allows you to keep score on how well you are doing toward developing an effective school that supports learning and teaching. Work on shifting the culture is focused on what the leadership team will do differently in planning and on behaviors that support teachers in being effective through systemic goals.

Return to your survey. Discuss each factor and the related indicators in depth. You may wish to give this portion of the survey to teachers and students and compare answers across stakeholder groups. What are the implications?

There is trust at all levels of the organization that each person will fulfill his/her responsibilities.	
Factors	Evidence
Efforts are grounded in the mission of the organization.	
People are committed to each other’s successes.	
Staff is supported in direct ways that help them serve students.	

There is trust at all levels of the organization that each person will fulfill his/her responsibilities.	
Factors	Evidence
It is safe to try and fail.	
Behaviors are aligned with beliefs.	
Supports are present and are delivered on a timely basis.	

You know those you serve and begin with the “why” behind the work.	
Factors	Evidence
Understand student demographics: academic, social-emotional, and behavioral.	
Accept who you have and embed your work in social justice.	
Failure is not an option; continuous supports ensure success.	
Spend your time in purposeful work.	

Embrace an ownership of all students; they each belong there.	
Factors	Evidence
Connect each student to the school through outside activities.	
Build relationships with each student.	
Help students envision their future.	
Keep what is best for the student in front of all decisions.	
Never give up on the student; there is always another alternative for success.	
Mission provides the energy to do the work even when we get tired.	
Keep visuals present to remind each other – and yourself – what is important.	
Establish a supportive transition for students between middle and high schools.	

All players have a voice.	
Factors	Evidence
Students play an important role in moving the institution toward the ideal and should be engaged in decision-making at more levels.	
Students understand graduation requirements and are given frequent progress updates with suggested supports.	
Gain regular, ongoing feedback from staff.	
Cultivate continual <i>informal</i> two-way communication with staff via one-on-ones and small groups.	
Give teachers permission to lead.	
Use language to create an inclusive environment.	
Act on feedback.	
Attempt total transparency to demonstrate equity and that all are doing the work.	

All players have a voice.	
Factors	Evidence
Make sure that collaborations, not programs, are primary venues for the pursuit of equity.	

Leadership is accountable, and staff is responsible, for ultimate success.	
Factors	Evidence
Put supports in place for staff success.	
Embrace autonomy with accountability.	
Embed collaboration in all work.	
Establish informal and formal norms that support problem-solving and are focused on the success of the student.	
Make formal leadership visible and present for both staff and students.	

Member Check

1. How is culture a byproduct or outcome or consequence of your work versus an isolated factor that occurs by direct intervention?
2. Discuss how both the conceptual and action framework are necessary and embedded in the work.

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Resources

Books

P2P, Book 1: Salina, C., Girtz, S., & Eppinga, J. (2016). *Powerless to powerful: Leadership for school change*. Lanham, MD: Rowman & Littlefield.

P2P, Book 2: Salina, C., Girtz, S., & Eppinga, J. (2016). *Transforming school through systems change*. Lanham, MD: Rowman & Littlefield.

Articles

"All Hands On Deck," in *Professional School Counseling* (2013/14).

Girtz, S., Salina, C., & Eppinga, J. (2018). Washington district keeps culture of learning at center. *The Standard: The Journal of the National Association of State Boards of Education*, 18(2), 28–32.

Eppinga, J., Salina, C., Girtz, S., & Martinez, D. (2018). What's relational trust have to do with it? *Educational Leadership*, 25(6).

Salina, C., Girtz, S., & Eppinga, J. (2017). A turnaround success story. *Educational Leadership*, Summer (online).

Websites

OSPI K–12 Tiered Supports

Webinars

Coaches Guide: Powerless to Powerful Webinar
45-day Action Plan Overview

Templates and Tools

Conceptual Framework Survey
Action Framework Survey
45-Day Action Plan Template and Example