

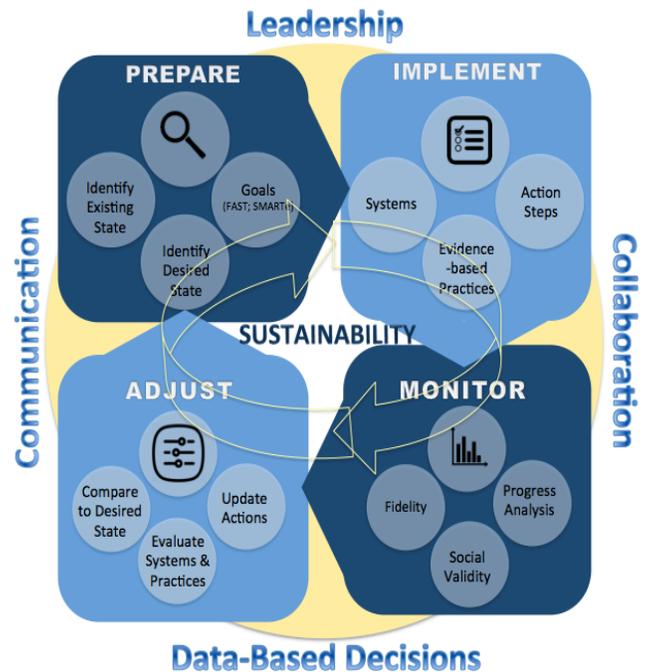
# THE DESIRED STATE



Let’s be honest, December can be both exciting and exhausting within the educational setting. Feelings and emotions are often running in various directions for both students and staff. Schools are working on winter choir and band performances, administering benchmark screeners for reading and math, finishing up learning units and finals, all while trying to deliver quality lessons before winter break starts. Leadership might be pulled in numerous directions possibly missing the unique opportunity to reflect on current practices.

**Consider these questions:**

- How might the New Year be utilized as a leverage point returning in January to view data and dialogue around current initiatives?
- In what ways might the leadership team seize the moment to celebrate successes and re-focus the building on the school-wide improvement plan?
- Might this be an opportune time to make adjustments around current practices moving forward?
- What data pieces may we need to consider viewing for a deeper look into root causes? Sub group data? Discipline data? Chronic absenteeism?



**For a list of resources to assist leadership with exploration of root causes, click here:**

<https://ksdetasn.org/kln/csi-tsi-ats>

*The Adaptive School: A Sourcebook for Developing Collaborative Groups* by Robert J. Garmston & Bruce M. Wellman encourages leaders and teams to reflect frequently around the following questions in order to monitor and adjust the course if needed.

**Who are we?** A building identity cannot be found on a poster in the hallway, or between passing periods. It often reveals itself in the most stressful situations and demanding periods of time. “Identity represents the story that a group tells itself to organize its value and beliefs. A group’s beliefs determine its behavior. Collectively, its behavior affects student learning.” (Dilts, 1994) The leader consistently messaging the focus so that students, staff, families and community stakeholders know ‘who we are’ within the building in an effective practice.

**Why are we doing this?** This may be one of the most important questions both adults and students should understand in order to make connections to processes and learning. Yet, it’s often assumed students and stakeholders know the “why.” As January approaches, it presents a fresh time for leadership to renew its commitment to the improvement plan by facilitating a dialogue around why the plan exists and what impacts it can have for learners.

**Why are we doing it this way?** This question could be restated to ask: Who is currently benefitting from the current system and what perspectives might not being represented in our processes, content and daily instructional lessons? Allowing time to think from other perspectives promotes efficacy within the group and allows for the surfacing of new ideas and considerations.

**Might your leadership team need a resource for establishing or refinement of the building communication loop? Click here:**

[Communication Loop Tool](#)