Strengthening Instruction and Behavior Through OLi⁴

How Shared Leadership and PBIS Systems Are Driving Growth in Grades 7–9

SCHOOL PROFILE
Fostoria Junior/Senior High School, Fostoria City Schools

Fostoria City School District
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ENROLLMENT:
700+ students

OLi⁴ PARTICIPATION:
2024-2026

For middle grades leaders, the daily work is often dominated by behavior, discipline referrals, parent communication, Tier 2 and Tier 3 interventions, and crisis management.

For one leadership team, the challenge was clear: how do you maintain a strong instructional focus when behavior demands so much time and attention?

Through their engagement in OLi⁴, the team re-centered their work—shifting from reactive responses to intentional instructional leadership.

> *"The conversations, the breakout sessions, and getting us in front of other administrators—it's been very inspiring."*

But inspiration quickly turned into action.

FROM COMPLIANCE TO INSTRUCTIONAL FOCUS

One of the first shifts was refining their approach to instructional walkthroughs.

Through OLi⁴ learning and collaboration, the leadership team implemented a more consistent system in which instructional leaders and data coaches:

- Visit classrooms regularly
- Observe unpacking of standards
- Monitor use of instructional strategies
- Provide feedback aligned to building priorities

What began as a conversation at an OLi⁴ session became a sustained practice. At the same time, the team leveraged leadership mindframes and tools to strengthen evaluation and coaching conversations, resulting in:

- ✓ Pre- and post-conference conversations
- ✓ Clarity around OTES expectations
- ✓ Confidence in instructional feedback
- ✓ Coaching of newer teachers

Instructional leadership moved from reactive to intentional.

> *"The mindframes are one of the things that really impacted me this year."*

ELEVATING VOICES IN THE BUILDING

A recurring theme in OLi⁴ sessions was ensuring leadership is not limited to the loudest voices.

The leadership team applied that thinking within the district leadership team and building leadership team structures, encouraging broader participation in problem-solving. The result?

- More collaborative committee meetings
- Stronger leader-teacher dialogue
- Greater shared ownership of instructional decisions

> *"How do we get as many voices heard as possible?"*

Confidence grew—not just in the principal's office, but across leadership teams.

PBIS: FROM INITIATIVE TO IMPACT

Behavior was not new work. PBIS had already been a focus in the building's One Plan. But OLi⁴ sharpened how that work was structured.

Now, students needing additional support are:

- Provided tier 2 intervention
- Supported through behavior plans
- Engaged in check-in/ check-out cycles
- Monitored through consistent data tracking

Parent meetings, goal-setting conversations, and ongoing review are built into the process. The impact is visible. Students who once cycled through repeated referrals are now receiving recognition. That turnaround did not happen overnight. It happened because systems became consistent.

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BEFORE ▸ AFTER: FROM ISOLATED EFFORTS TO COHERENT SYSTEMS

Before OLi⁴	After OLi⁴
Walkthroughs informal and inconsistent	Data coaches conducting aligned instructional walkthroughs
Behavior addressed case-by-case	Tiers 2 & 3 behavior plans with structured check-in/check-out cycles
Leadership conversations limited to select voices	Broader input through district leadership and building leadership team structures
Evaluation conversations compliance-focused	Mindframe-driven coaching conversations
Instructional leadership secondary to discipline	Integrated approach to making behavioral and instructional improvement

IMPACT SNAPSHOT

Instructional Growth
Classroom walkthrough system implemented

Standards unpacking emphasized

Stronger alignment to OTES rubric

Leadership Development
Two years in OLi⁴

Coaching support

100-day planning aligned to leadership rubric

Student Behavior Outcomes
Provision of Tier 2 intervention strengthened

Data-informed check-in/ check-out systems

Students moving from chronic referrals to zero referrals

Increase in positive behavior referrals

WHAT THIS MEANS FOR OHIO EDUCATORS

Middle grades leadership demands balance. You must address behavior while protecting instructional focus.

Fostoria's experience shows that when leadership:

- ✓ Structures walkthrough systems
- ✓ Uses mindframes to guide feedback
- ✓ Elevates more voices in decision-making
- ✓ Builds consistent Tier 2 supports

Students respond. → **Behavior stabilizes.** → **Classroom practice strengthens.** → **Leadership becomes distributed.**

OLi⁴ does not remove challenges. It provides the structure, network, and mindset to lead through them—with clarity and coherence.