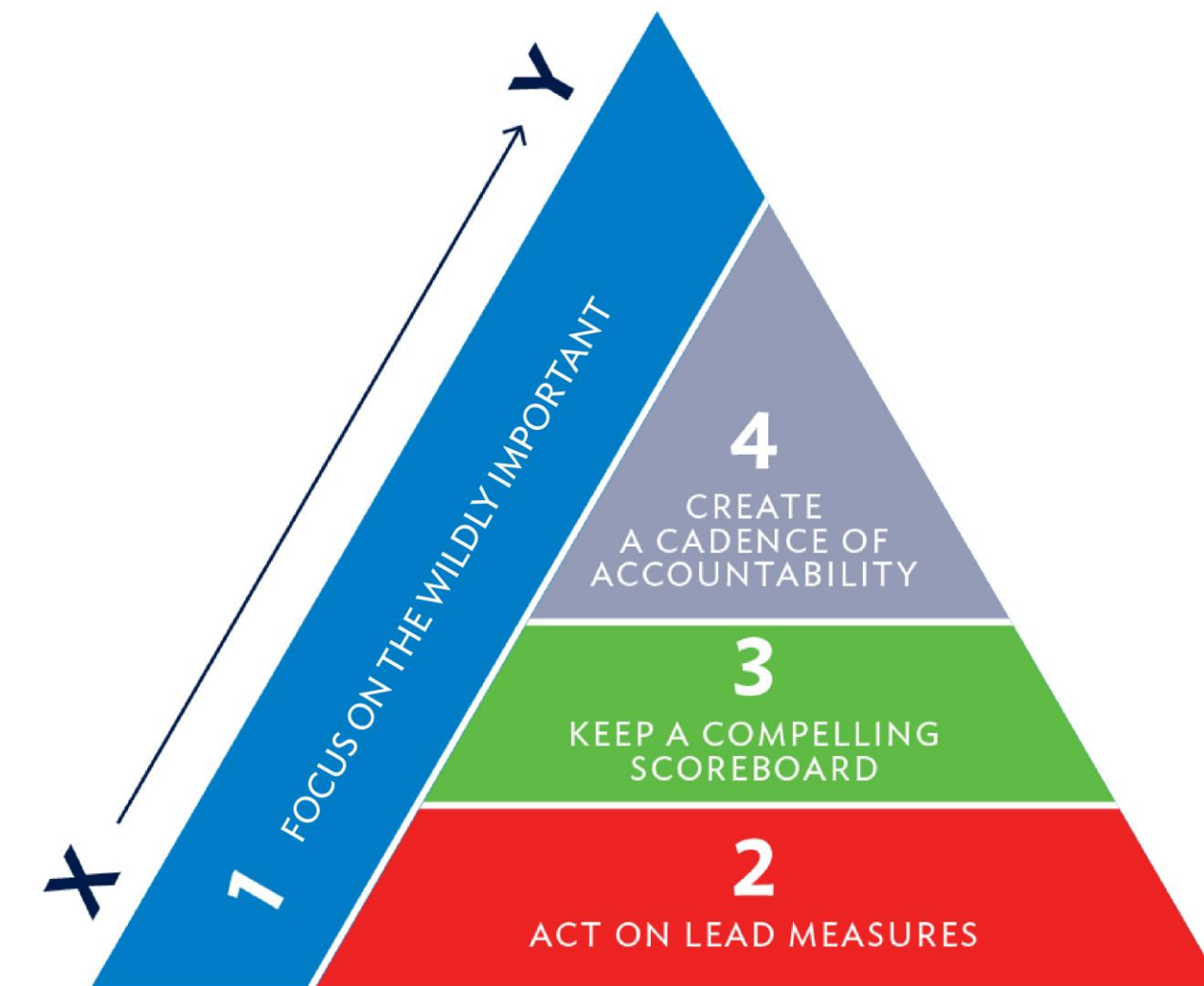


Putting the *4 Disciplines of Execution* to Work

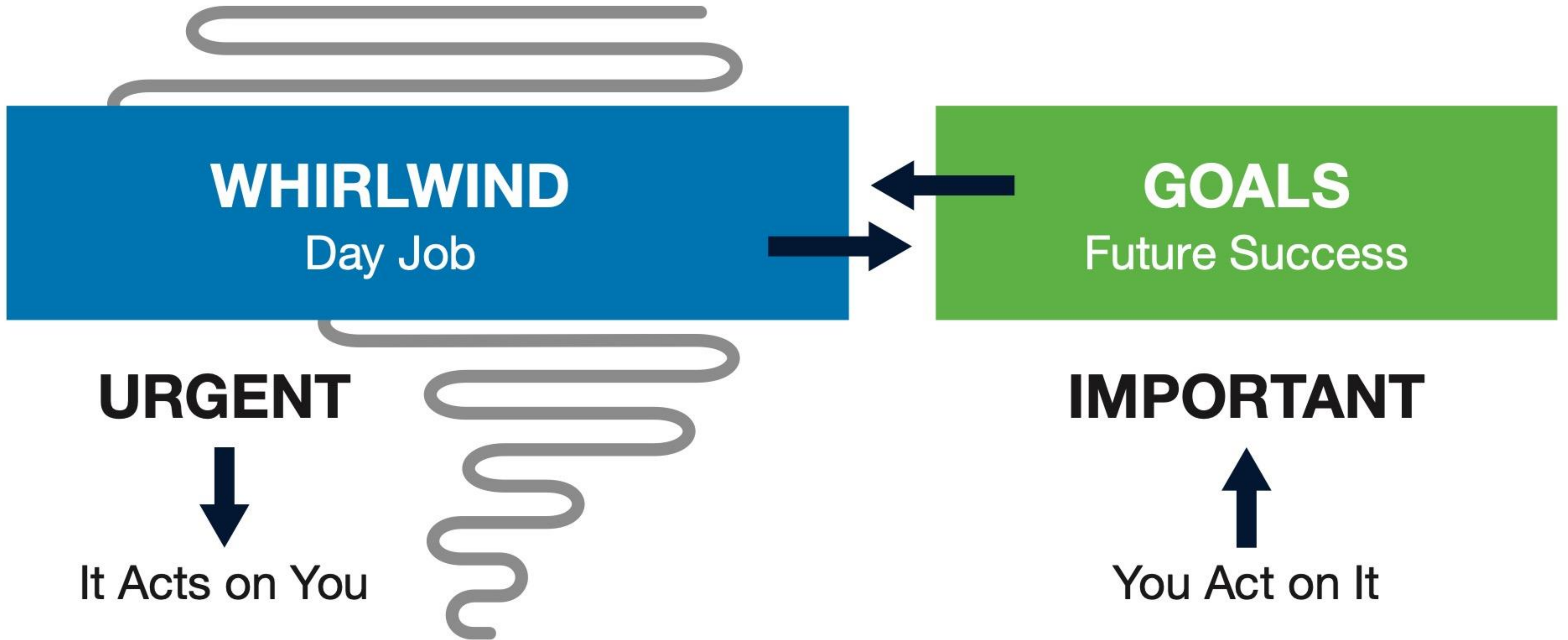
Nevada Superintendents Assn.

June 12, 2023

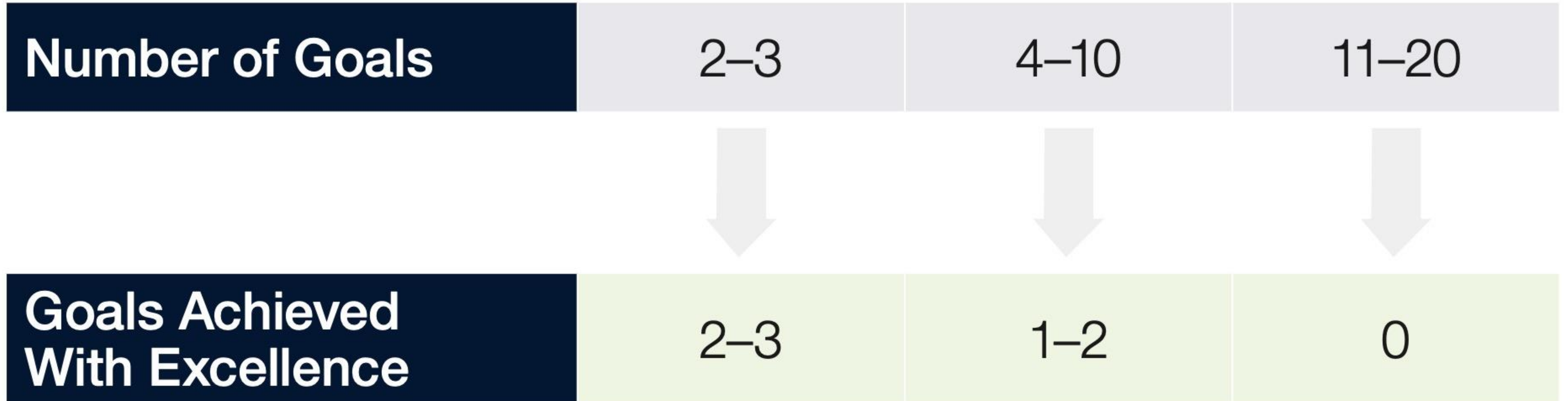
Maria Fleming, Ed.D.
FranklinCovey Education



What makes it difficult for school districts to show significant, sustained improvement?



Number of Goals	2-3	4-10	11-20
Goals Achieved With Excellence	2-3	1-2	0



Mission and Vision



Priorities and Strategy



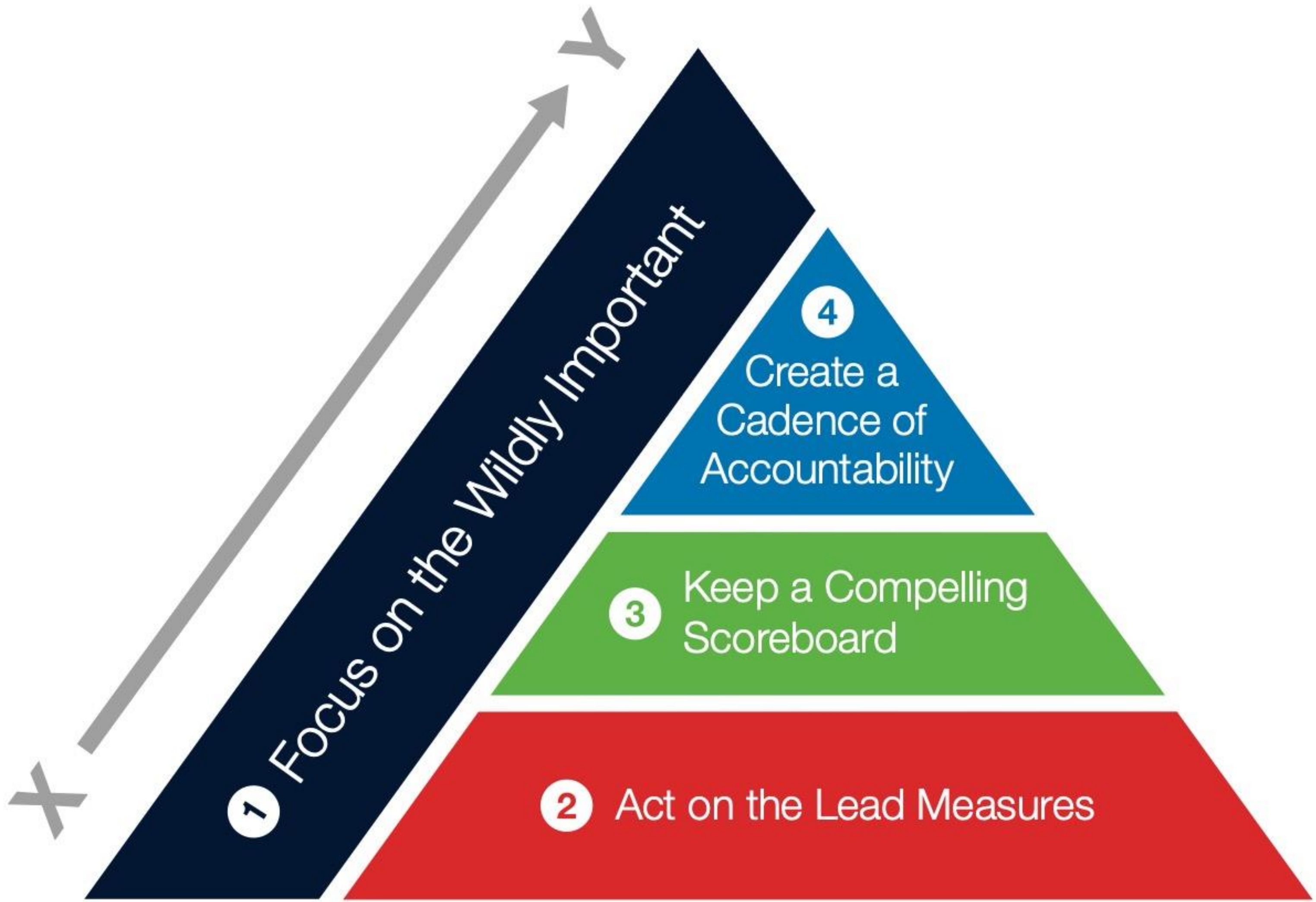
**Stroke of the Pen
Initiatives**

**Wildly Important Goals
(Breakthrough)**

**Whirlwind
(Running the Business)**



The 4 Disciplines of Execution[®]



Why do school districts set goals?

What keeps us from achieving them?

Discipline 1

1.

2.

3.

4.

Discipline 2

1.

2.

3.

4.

Discipline 3

1.

2.

3.

4.

Discipline 4

1.

2.

3.

4.

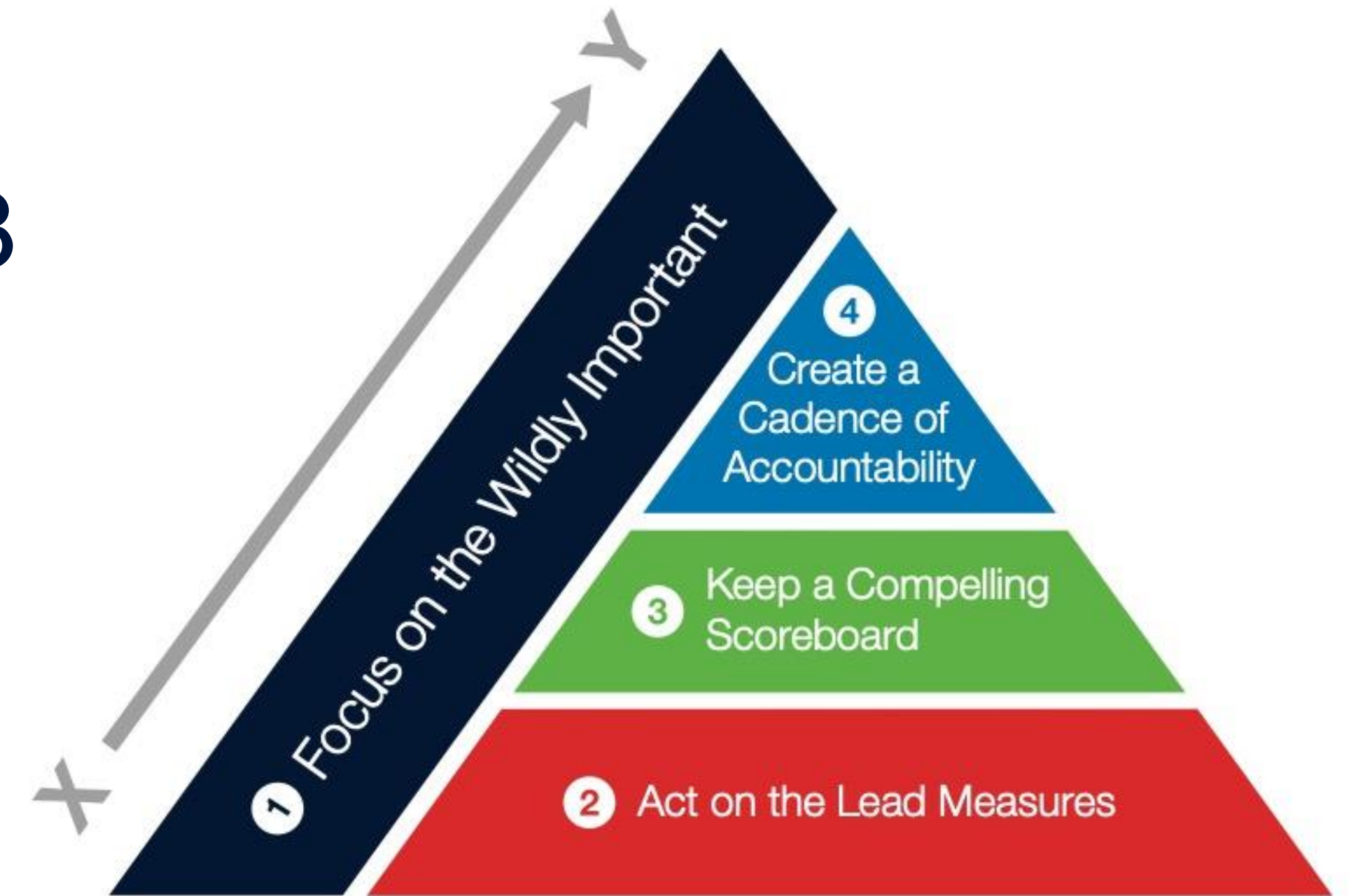


Discipline 1: Focus on the Wildly Important

There will always be more good ideas than there is capacity to execute.

Discipline 1: Focus on the Wildly Important

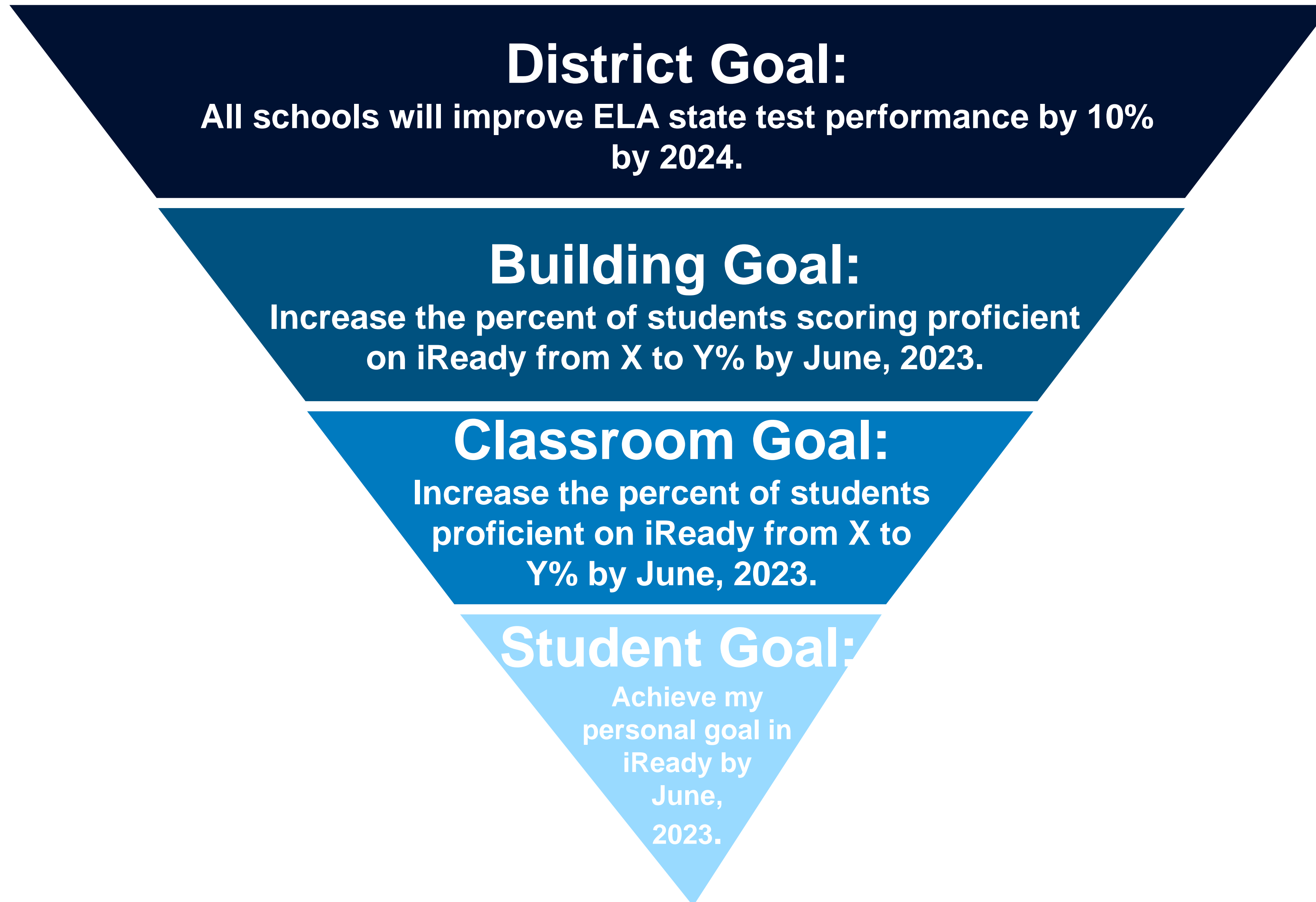
- Organize yourselves into groups of 3
- Read and annotate pages 25-26 of *The 4 Disciplines for Educators*
- Discuss your key take-aways about Discipline 1 from that page
- Be prepared to share out with the larger group



Identify What's Wildly Important

- Consider your current district goals as well as your larger mission and vision for your district
- Ask yourself: *'What goal won't be achieved without special attention or focus?'*
- Frame your WIG in the format of *X to Y by When*

Aligning Goals



Two Types of Goals

Proficiency

Proficiency targets set a minimum level of achievement that all students are expected to meet on summative assessments, regardless of where they start at the beginning of the instructional experience.

Growth

Growth targets are customized for students based on their pre-assessment scores or other baseline data.



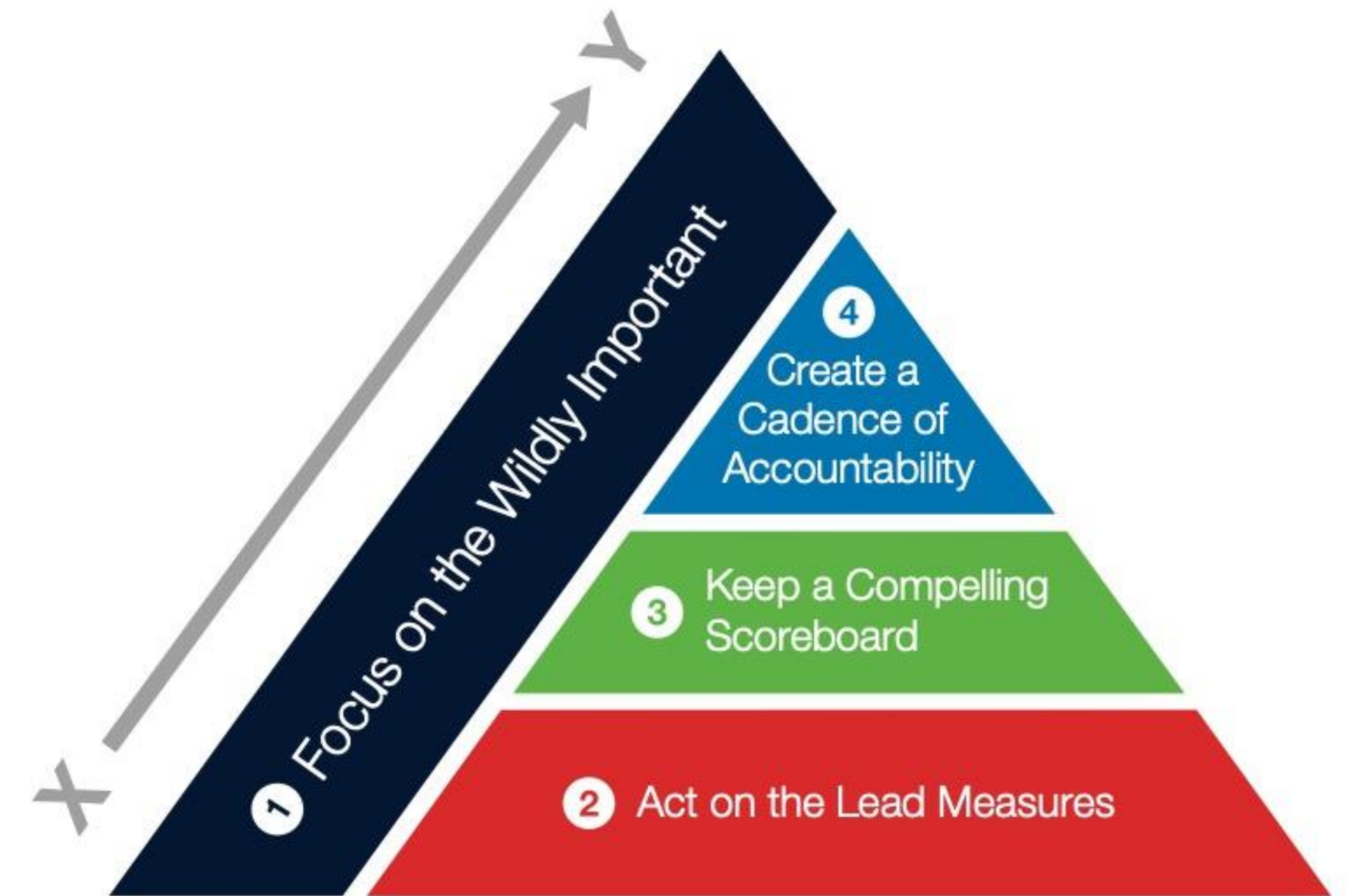
Discipline 2: Act on the Lead Measures

Lag Measures vs. Lead Measures

Lag Measure	Lead Measure
Are easier to measure.	Can be difficult to measure.
Are harder to influence.	Are influenceable.
Measure progress toward the goal.	Are predictive.
Tell us if we have achieved the goal.	Measure leading behaviors.

Discipline 2: Act on the Lead Measures

- Organize yourselves in groups of 3
- Read and annotate from the Lag Measures heading on p. 56 to middle of page 59 of *The 4 Disciplines for Educators*
- Discuss your key take-aways about Discipline 2 from those pages
- Be prepared to share out with the team



Two Types of Lead Measures

Project-Based

- Focus on achieving a result (less prescriptive than leveraged behaviors).
- Allow flexibility in how the result is achieved.

Example: Attend a workshop about strategies for teaching fractions.

Behavior-Based

- Track specific behaviors to perform as a team in a designated time period.
- Enable everyone to be at the same level.

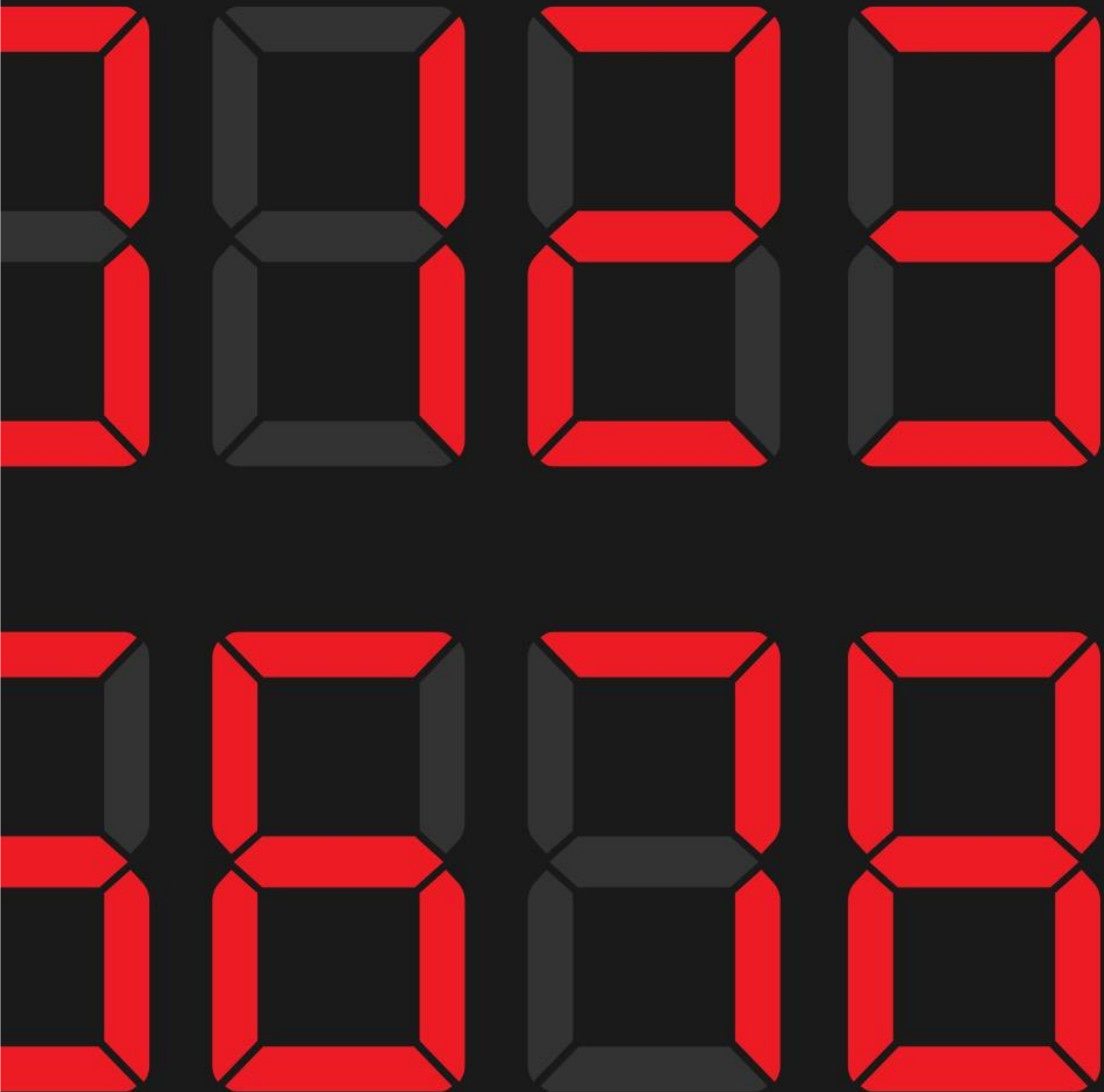
Example: Create and implement five differentiated reading lesson plans.

What Will LEAD to Success?

Based on your previously identified WIG:

What could my team do consistently and with fidelity that would be predictive of success and influenceable on a regular basis?

Identify two lead measures for your goal.



Discipline 3: Keep a Compelling Scoreboard

Leader Scoreboards vs. Team Scoreboards

Conventional Scoreboards	4DX Scoreboards
<p><i>Scoreboards are for the leaders. They are coaches' scoreboards that consist of complex spreadsheets with multiple data points. Their purpose is to enable coaches to strategize future moves.</i></p>	<p><i>Scoreboards are for the team. Team scoreboards are simple graphs or charts that show the current reality. At a glance, anyone can determine whether they are winning or losing. Scoreboards are maintained at both the team and individual levels.</i></p>

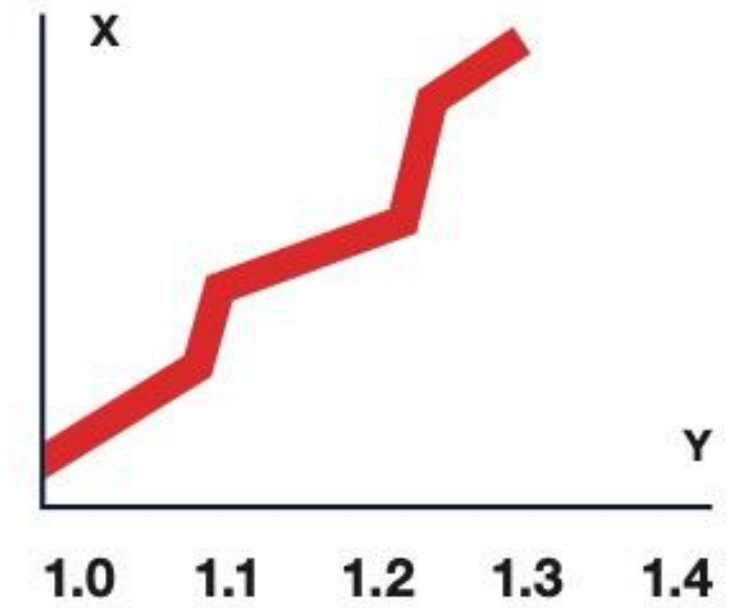
Characteristics of a Player's Scoreboard

- **Motivating.** Can we tell if we are winning; where are we and where should we be?
- **Simple.** Can we tell within five seconds if we are winning?
- **Updateable.** Can we update it easily?
- **Complete.** Can we see both the lead and lag measures?
- **Accessible.** Can the whole team view it easily and often?

Sample Scoreboard

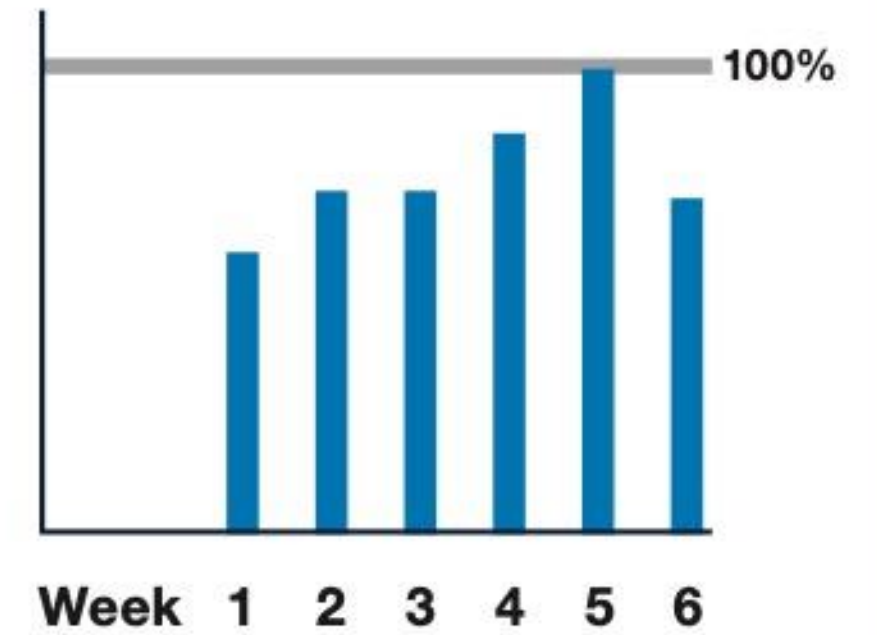
WIG (Lag Measure)

New client sales: \$1M
to \$1.4M by Dec 31.



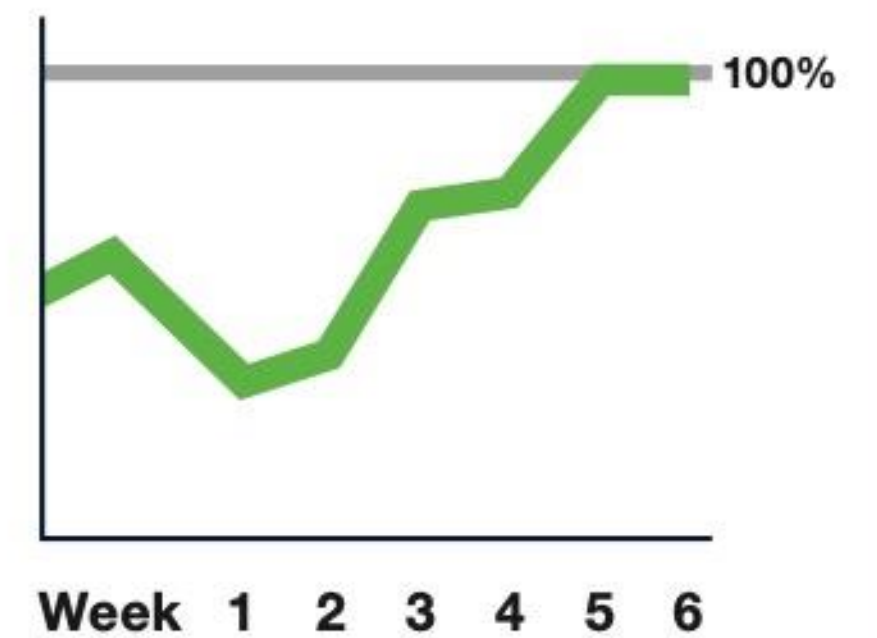
Lead Measure

10 F2F client mtgs/wk.



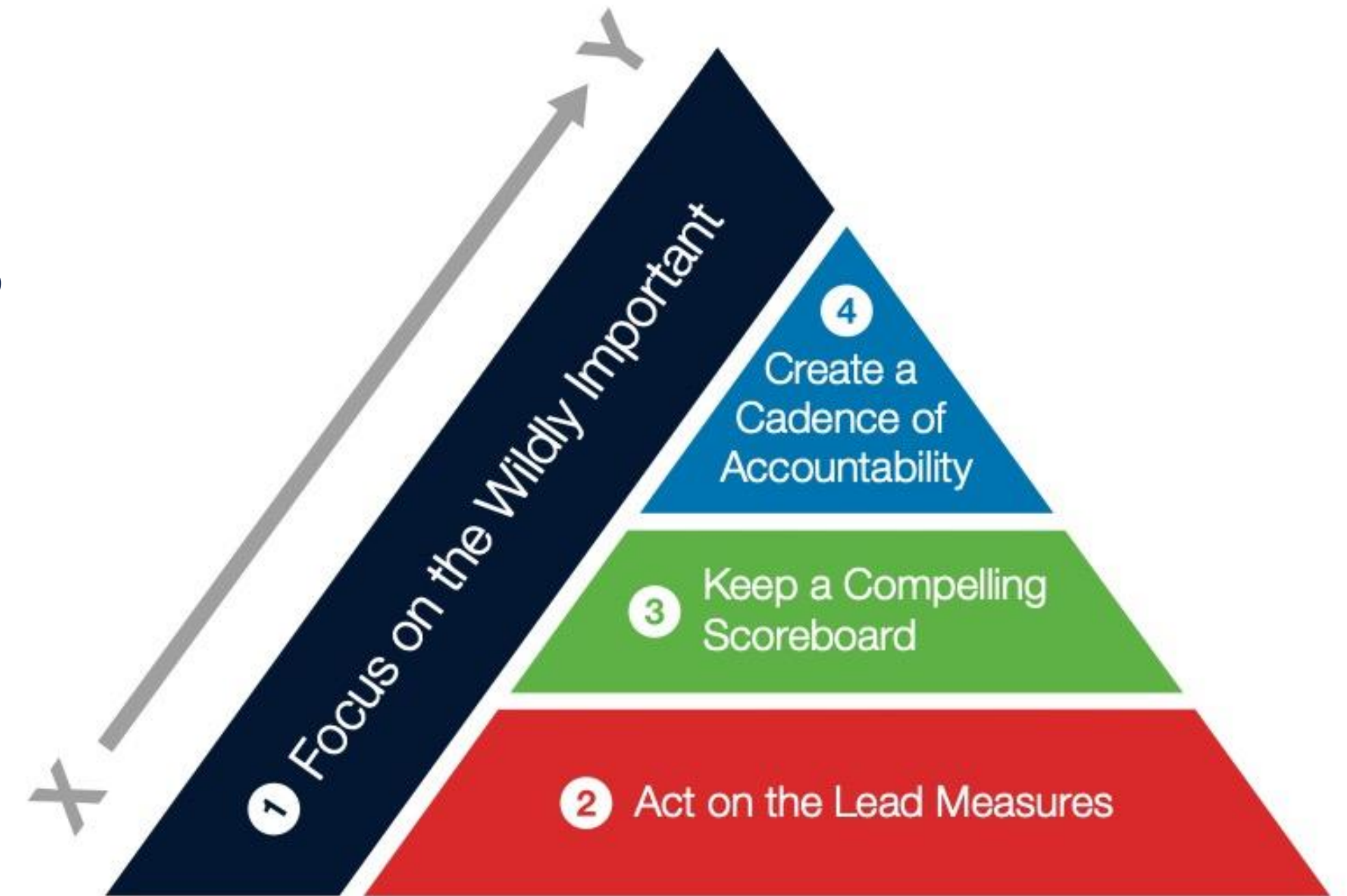
Lead Measure

Submit 3 proposals/wk.



Discipline 3: Keep a Compelling Scoreboard

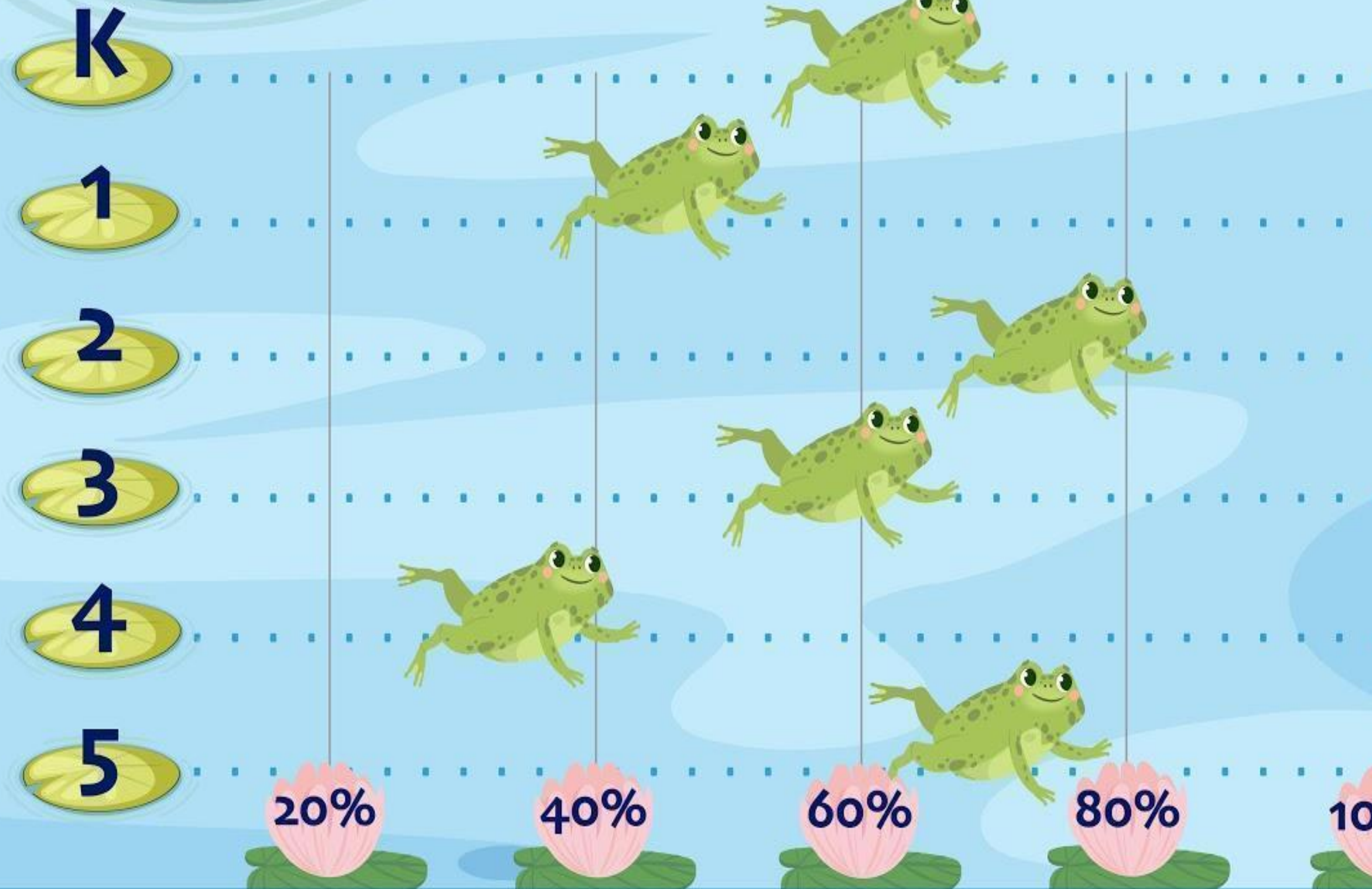
- Organize yourselves in groups of 3
- Read and annotate sections 2 and 3 on pages 89-93 in *The 4 Disciplines for Educators*
- Discuss your key take-aways about Discipline 3 from those pages
- Be prepared to share out with the team



Schoolwide Scoreboard

Get your frog to the log!

100% of Holly Elementary School students will improve their reading assessment score by May.



100% of Holly Elementary School students will complete their individual lead measures each month

	Sept.	Oct.	Nov.	Dec.	Feb.	March	April	May
K	85	85	77	87	100			
1	88	72	72	88	72			
2	100	100	100	76	100			
3	66	57	66	70	83			
4	70	76	73	80	87			
5	78	76	100	76	100			
School Total	87	81	81	87	91			

KEY	100%	90-99%	80-89%	70-79%	60-69%	< 59%

Administrative Scoreboard

WIG: Admin Scoreboard

ELA Star
 _____ to _____

BOY MOY EOY

--	--	--	--	--	--	--	--	--	--

Lead

Ensure a common meeting time for HPE/LE PLC Weekly

Week	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
31	32	33	34	35	36	37				

Monthly PD and collaboration time for Benchmark Advance

Aug	Sept	Oct	Nov	Dec
Jan	Feb	March	April	May

Schedule and coordinate grade level data meetings & teacher/building PD needs

0-Data Δ-PD √-scoreboard

Quarter 1	Quarter 2	Quarter 3	Quarter 4
-----------	-----------	-----------	-----------

Ensure compelling scoreboard is posted and updated quarterly

Keeping Score for Your WIG

Based on your previously identified WIG:

Draft an individual and/or team scoreboard that includes your goal and a means to track both your lag and lead measures.

Share with a small group and discuss how you will maintain it over time.



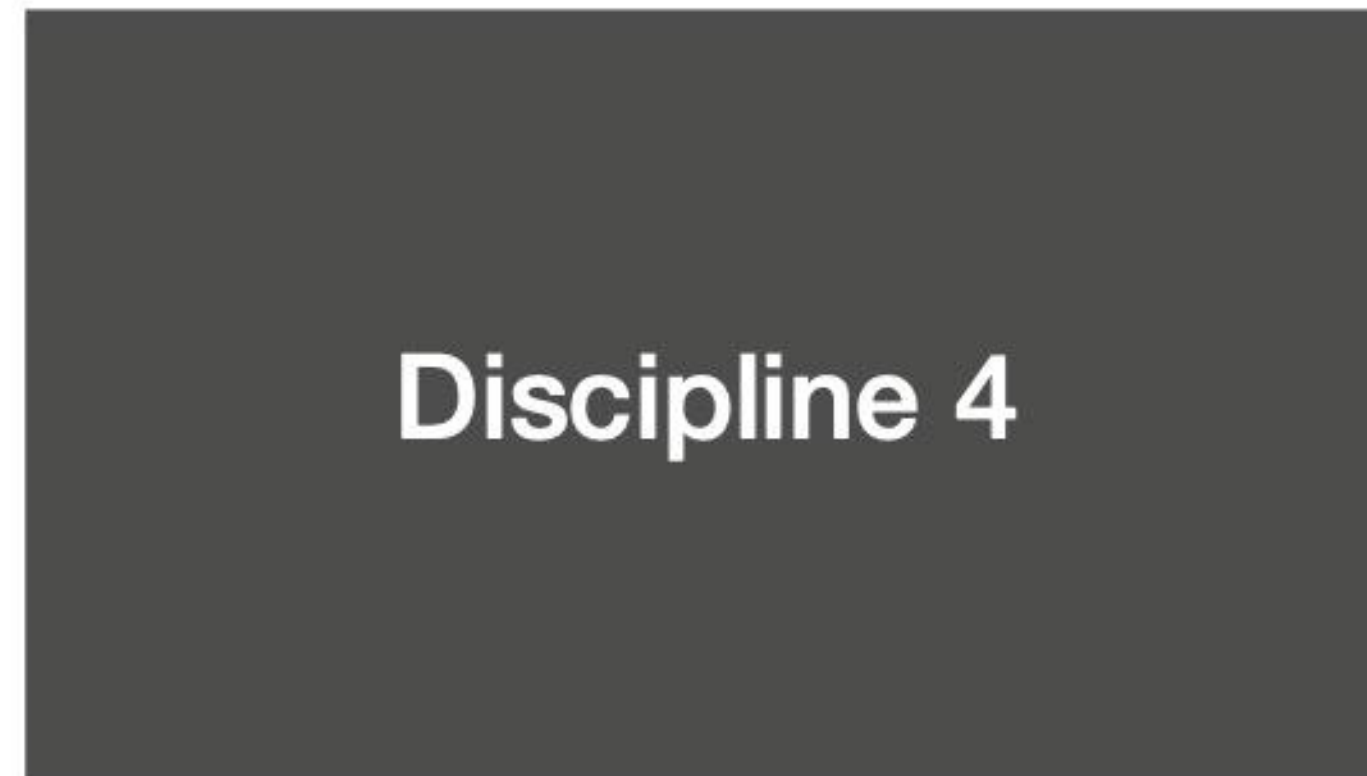
Discipline 4: Create a Cadence of Accountability



These create a winnable game.



These create a winnable game.



This is how you play the game.

Discipline 4: Create a Cadence of Accountability

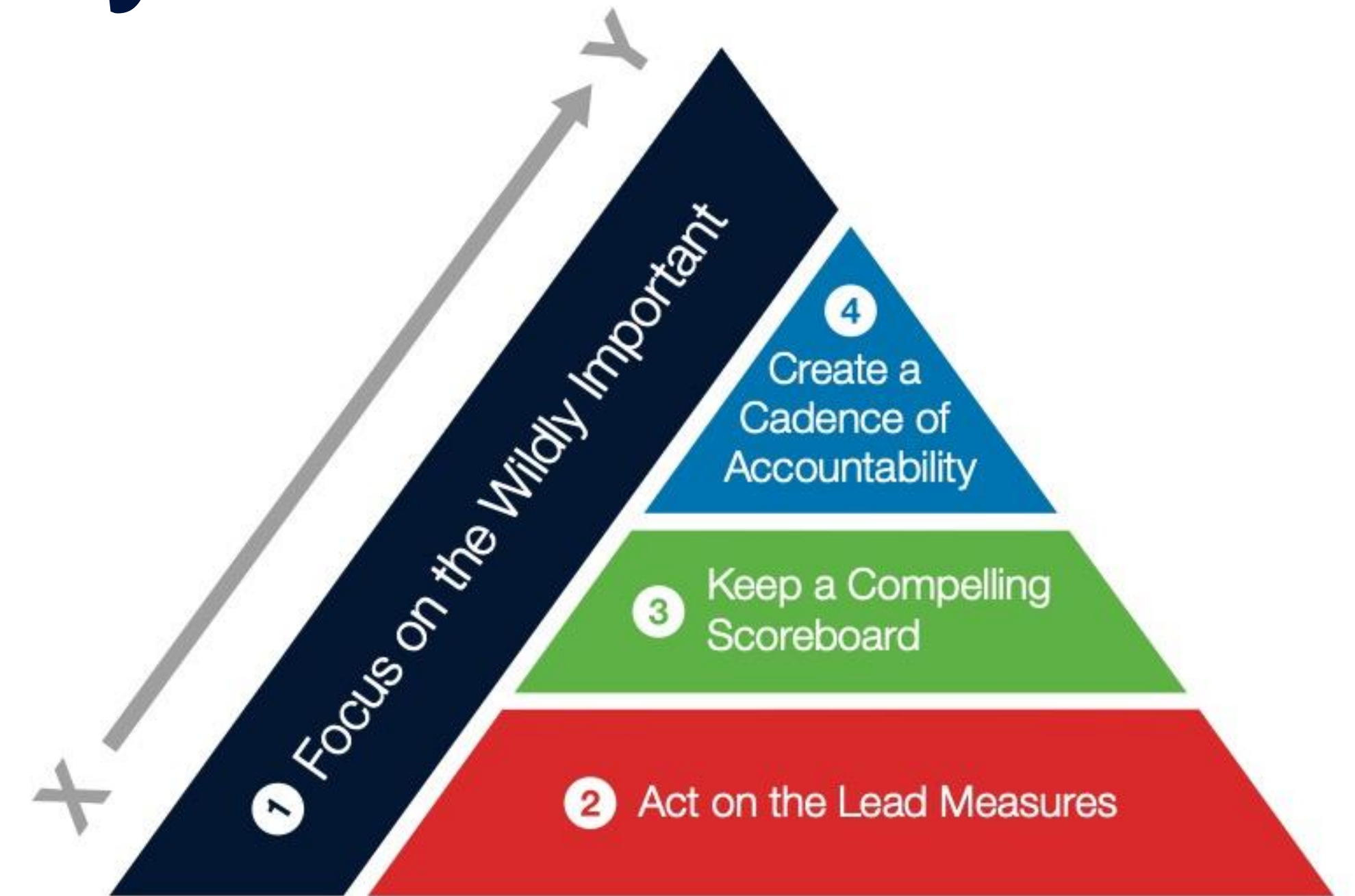
Discipline 4 is the discipline of accountability.

1. Report on last week's commitments.
2. Review and update the scoreboard.
3. Make commitments for next week.



Discipline 4: Maintain a Cadence of Accountability

- Organize yourselves in groups of 3
- Read and annotate the Discipline 4 and WIG Sessions sections on pages 118-123 of *The 4 Disciplines for Educators*
- Discuss your key take-aways about Discipline 4 from those pages
- Be prepared to share out with the team



Accountability Time

Based on your previously identified WIG:

Identify an Accountability Partner or Team who will support you in sustaining momentum to achieve your goal.

When and where will you meet? How often?

Rewards and Celebrations

Celebrations Menu

Individual Celebrations

- Bring a Stuffed Animal to School
- Lunch Date With a Teacher
- Lunch Date With a Friend
- Creation Station Time (Art/Crafting Project)
- Phone Call Home
- Round of High Fives
- Select a Read-Aloud
- Invite a Guest Reader
- Be a Guest Reader

Class Celebrations

- Extra Recess
- Reading With a Friend
- Build and Listen to a Class Playlist
- Wear a Hat Day
- Visit to the Library
- Tacky Sock Day
- Dance Party
- Picnic Lunch
- Pajama Day
- Technology Time
- Guest Reader
- Walking Field Trip

Grade Level Celebrations

- Spirit Day
- College Day
- Crazy Hair Day
- Wacky Tacky Day
- Book Character Dress-Up Day
- Board Games
- Picnic Lunch
- Homework Pass
- Additional Gym Time

Schoolwide Celebrations

- Community Leader Visit
- Pep Rally
- Cafeteria Karaoke
- Additional Club Time
- Sharpen the Saw® Day
- Silent Disco
- Movie Viewing

What's Next?

Make a commitment to yourself about your next steps regarding your learning today.

Be specific and share your commitment with someone else in the room.

Thank You!