



*School District of
Menomonee Falls*

Elementary ♦ Middle ♦ High ♦ Community Education and Recreation

Quality Improvement in the Classroom: Balancing a Rigorous Approach to School Improvement

Dr. Pat Greco, Superintendent

Dr. Gary Kiltz, Director of Curriculum & Learning

Ms. Suzy Thomas, Instructional Coach

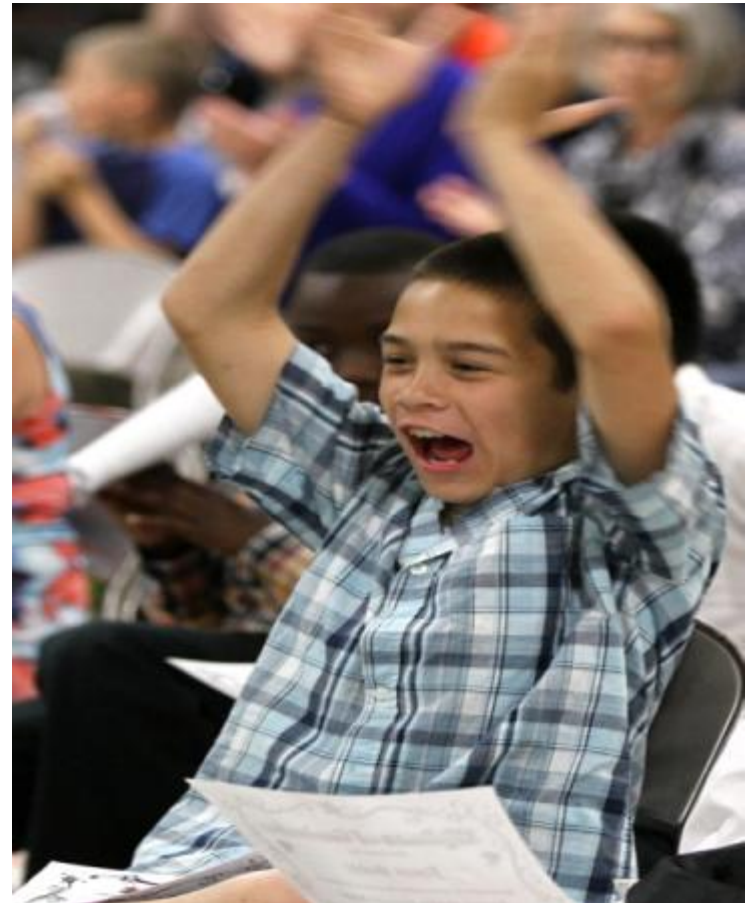
School District of Menomonee Falls

- NW Suburb of Milwaukee, Wisconsin
- 4200 Students 4K-12th Grade
- 9000 Residents in Community Education
- Perform in Top 5% WI
- 60% Attend 4 Year University
- 30+% Attend 2 Year Technical
- 3rd Largest Manufacturing Region in Wisconsin
- Student Demographics
 - 23% Minority
 - 20% Poverty
 - 12% Special Education Needs



Why Continuous Improvement?

- Top 5% in State
- All schools exceeding expectation
- 80% Students 3 or Better AP Exams
 - 100 more AP tests taken (362)
- ACT 23.3 Highest Score
 - Highest Participation 74%
- College Readiness Indicator
 - 85% 8th Graders Reached the Goal
- Math Growth MAP 10th Grade
 - 73% Exceeded Growth Targets
- Decreased Discipline Referrals
- Parent Feedback
 - Learning is important in my school
- Student Feedback
 - Learning is important in my school



Essential Questions

WHAT ARE KEY COMPONENTS OF A CONTINUOUS IMPROVEMENT MODEL?

HOW DO THEY LOOK IN AN EDUCATIONAL ORGANIZATION?

Vision

- **Commit to Excellence**
- **Culture of Service**
- **Focus on Future & Innovation**

Review of Performance

- **Manage by Fact & Measure the Important Things**
- **Synthesis of Results**
- **SWOT**
- **Celebrations, Recognize and Reward Success**

Performance Expectations

- **Benchmark Performance**
- **Set Desired Level of Performance**
- **Timelines for Implementation**

Score Cards & Goals

- **Set Annual Performance Indicators**
- **Establish Score Cards**
- **Set Measurable Goals**

Monitor Progress

- **45 Day Improvement**
- **Short Cycle 10-15 Day Classroom Improvement**
- **Quarterly Updates with School Board**

Best Practice

- **Research Review, Project Maps**
- **Establish Process for Agility & Future Thinking**
- **Customer, Post-secondary & Industry Feedback**
- **Measures for System Improvement & Evaluation (Baldrige Feedback)**

Evidence-Based LeadershipSM

Foundation

Breakthrough

Execution Framework

STUDER GROUP®:

Measurable
Evaluation
System

Development

ALWAYS
Actions

Performance
Management

Standardization

Accelerators

Aligned Goals

Aligned Behavior

Aligned Process

▼ Implement an organization-wide staff/leadership evaluation system to hardwire objective accountability

▼ *Principle 1, 2, & 7*

▼ Create process to assist leaders in developing skills and leadership competencies necessary to attain desired results

▼ *Principle 4 & 8*

▼ Agreed upon tactics and behaviors to achieve goals

▼ *Principle 3, 5, 6, & 9*

▼ Re-recruit high and middle/solid performers

▼ Move low performers up or out

▼ *Principle 4*

▼ Processes that are consistent and standardized

▼ Process Improvement

▼ *Lean*

▼ *Six Sigma*

▼ *Baldrige Framework*

▼ *Principle 1 & 2*

▼ Software

▼ Curriculum

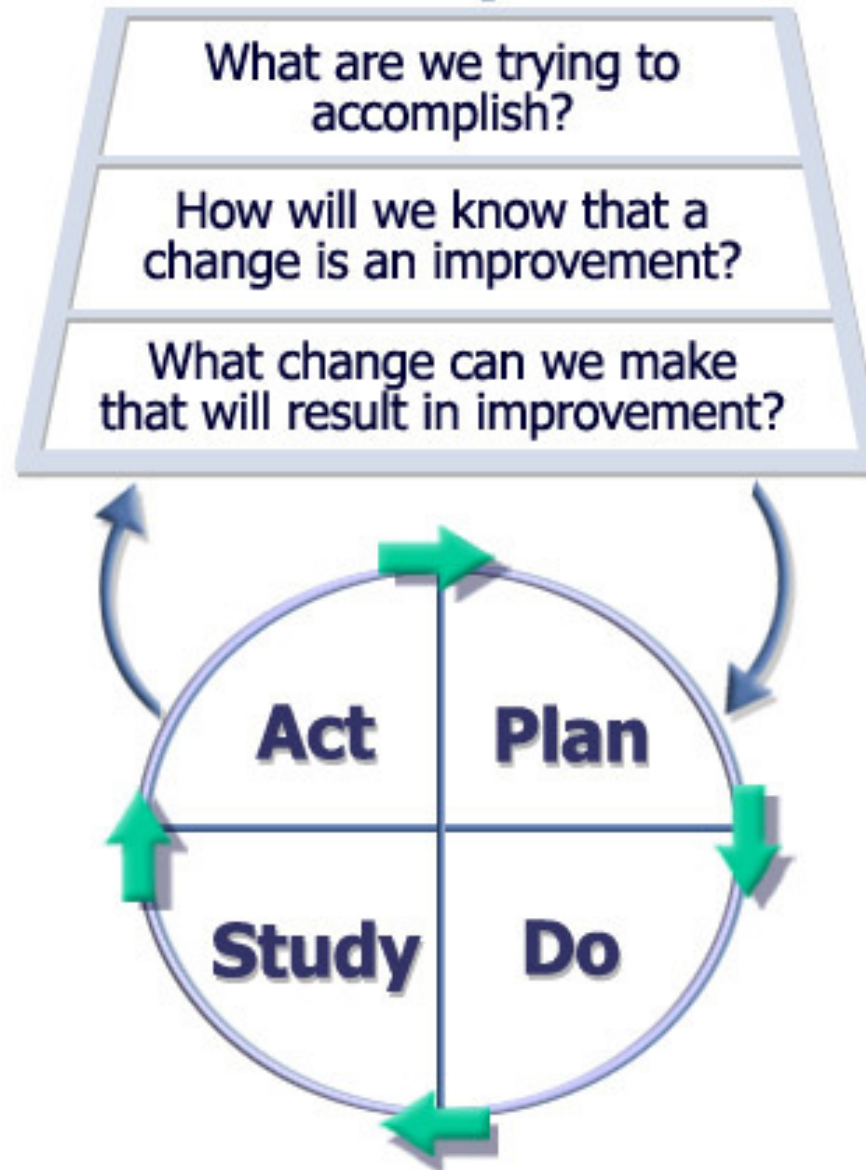
▼ Textbooks

▼ Programs

Execution Triangle

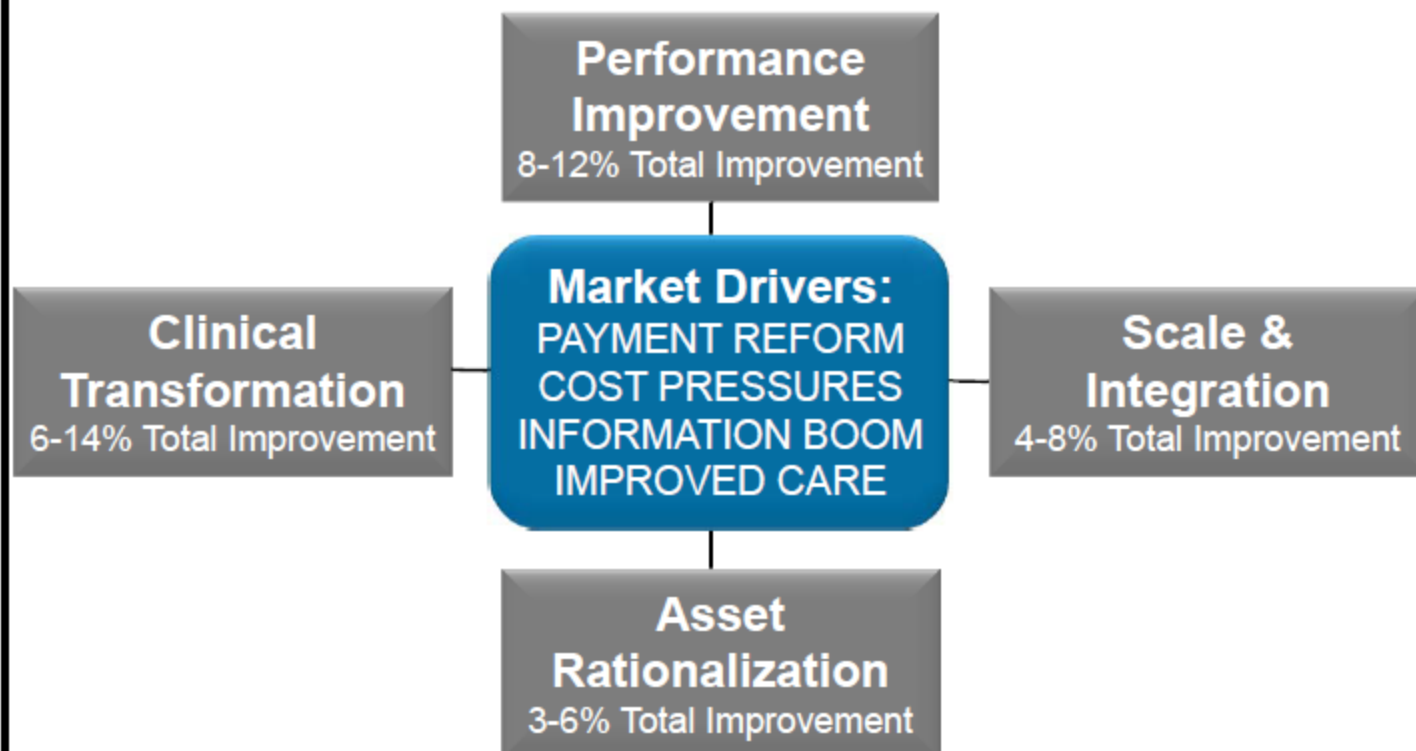


Model for Improvement



Market Will Demand 20 – 40% Improvement

Compelling Need to Develop a Multi-Pronged Approach



**Classroom Improvement
Cycles
PDSA (Shipley & Assoc)**

**Individual &
Organizational
Performance
Improvement
(8-12%)**

**Leadership
Score Cards &
Core Tactics
(Studer Group)**

**Demand for
Radical
Educational
Improvement**

**Innovations
Demonstrating
Higher Results
(6-14%)**

**Best Practice
Research to
Scale
(4-8%)**

**LEAN
Six Sigma DMAIC
Problem Solving
(WCTC)**

**Aligned Use of
Resources &
Core Process
Improvement
(3-6%)**

**Implementation of
Proven Practice
(Gradual Release,
Reading Recovery,
AVID, Restorative
Practice)**

Consistency:

Measurable Evaluation System and Development

SDMF Vision & Mission

Why we focus on planning and improvement?

- To sustain excellent results in our learning and work environment where both students and staff members are engaged and want to belong.

Our Vision:

- To Pursue Excellence One Student at a Time

Our Mission:

- In **partnership** with family and community, the School District of Menomonee Falls provides the **best personalized** and comprehensive education so our students will be ***prepared for***, and ***positively contribute to***, a ***profoundly different future***.

SDMF Quality Score Card

Quality Achievement

Percentage at Grade Level

- Core
- Gap Closing
- Poverty
- Special Education

College Career Ready

- Percent at Grade Level
- Overall Average Score ACT
- Percent Receiving Career Certification
- Percent Taking College Level Courses
- Advanced Placement
 - Participation
 - 3 or Higher
- Map Percent at College Career Level

Graduation Rate

Service

Parent Engagement Survey

Student Engagement Survey

District Support Card

People

Staff Performance

- Evaluation Proficiency 3 or Higher
- Learning Attainment

Employee Engagement Survey

Health & Safety

Suspension

Expulsion

Attendance

Workers Compensation
Mod Rate

Finance

Bond Rating

Balanced Budget

3 Year Budgets

Quality Student Achievement - Reading

Setting
Performance
Expectations

Improve reading proficiency and growth on state and district reading assessments so that by 2018-2019, 70% of the students are proficient/advanced on state assessment and 70% college ready on ACT.



(5)
Super
Stretch

The district will attain/exceed from a 96.5% to a 97.6%-98% pass rate on the PALS 5K reading screener.

The percentage of students in the district that attain/exceed their individual reading growth targets as measured by the 2014 spring MAP test will increase from 60% to 62.7-63.0

The percentage of students in the district that attain/exceed reading proficiency as measured by the 2014 WKCE test will increase from 46.5% to 54.8-55.9%.

The district will improve EPAS scores in reading at the secondary level.
EXPLORE – 56.3% to 65.1% or above
PLAN – 54.5% to 64.1% or above
ACT – 62.4% to 68.1% or above

(4)
Stretch

The district will attain/exceed from a 96.5% to a 97.1%-97.5% pass rate on the PALS 5K reading screener.

The percentage of students in the district that attain/exceed their individual reading growth targets as measured by the 2014 spring MAP test will increase from 60% to 62.3-62.6%

The percentage of students in the district that attain/exceed reading proficiency as measured by the 2014 WKCE test will increase from 46.5% to 53.9-54.7%.

The district will improve EPAS scores in reading at the secondary level.
EXPLORE – 56.3% to 63.1%-65%
PLAN – 54.5% to 62.1%-64%
ACT – 62.4% to 66.1%-68%

(3)
Meets
District
Goals

The district will attain/exceed from a 96.5% to a 96.6%-97% pass rate on the PALS 5K reading screener.

The percentage of students in the district that attain/exceed their individual reading growth targets as measured by the 2014 spring MAP test will increase from 60% to 61.8-62.2%

The percentage of students in the district that attain/exceed reading proficiency as measured by the 2014 WKCE test will increase from 46.5% to 52.5-53.8%.

The district will improve EPAS scores in reading at the secondary level.
EXPLORE – 56.3% to 62-63%
PLAN – 54.5% to 60-62%
ACT – 62.4% to 64.9-66%

(2)
Below

The district will score from a 96.5% to a 90.1-96.4% pass rate on the PALS 5K reading screener.

The percentage of students in the district that attain/exceed their individual reading growth targets as measured by the 2014 spring MAP test will score from 60% to 60-61.7%

The percentage of students in the district that attain/exceed reading proficiency as measured by the 2014 WKCE test will score from 46.5% to 46.5-52.4%.

The district scores EPAS in reading at the secondary level.
EXPLORE – 56.3% to 56.3% to 61.9%
PLAN – 54.5% to 54.5%-59.9%
ACT – 62.4 to 62.5%-64.8%

(1)
Far
Below

The district will score below a 90% pass rate on the PALS 5K reading screener.

The percentage of students in the district that attain/exceed their individual reading growth targets as measured by the 2014 spring MAP test will score from 60% to below 60%

The percentage of students in the district that attain/exceed reading proficiency as measured by the 2014 WKCE test will score from 46.5% to below 46.5%.

The district scores EPAS in reading at the secondary level.
EXPLORE – 56.3% to below 56.3%
PLAN – 54.5% to below 54.5%
ACT – 62.4% to below 62.4%

Project Map: Continuous Classroom Improvement Model

2011-2012	2012-2013	2013-2014	2014-2015
<p>Provide training of Level I of CCI to core teacher and administrative leadership in the district (Summer, 2011)(cohort group of 35)</p> <p>Implementation of Level I CCI by Cohort I (2011-2012 SY)</p> <p>Coaching sessions conducted by consultant at each site (January-February, 2012)</p>	<p>Train CSS to serve as Level I trainers in district (Summer, 2012)</p> <p>Level II training of CCI for Cohort 1 (August, 2012)(24 teachers)</p> <p>Technical team training for CSS (September, 2012)</p> <p>Cohort II training of Level I CCI (September, 2012)(56 teachers)</p> <p>Individual coaching sessions in classrooms conducted by CSS with Cohort I and II (Oct-Dec, 2012)</p> <p>Cohort III training of Level I CCI (November, 2012)(62 teachers)</p> <p>Inservice Days-Training of remaining teachers on Level 1 CCI (156 teachers) (January 21, February 18, 2013)</p> <p>Inservice-January 21-Focus on high yield strategies integrated with CCI for Cohort I-III</p> <p>Inservice-Feb. 18-Reflection</p>	<p>August Inservice-connection of CCI with SLO process (August 28)</p> <p>Level 1 training with all new teachers.</p> <p>Level II training for Cohort III (60 teachers) (September-October 2013)</p> <p>Review of SLO's (January-February 2014)</p> <p>Coaching sessions in classrooms conducted by CSS on Level I and Level II (Oct-Dec, 2013).</p> <p>Level II training for Cohort IV (50-60 teachers (March-April, 2014).</p> <p>Coaching sessions conducted by CSS during second semester (February-May, 2014)</p> <p>CSS trained to provide Level III training (March, 2014)</p> <p>Review and evaluation of SLO process (May-June, 2014)</p>	<p>August Inservice-Review setting goals and using CCI process</p> <p>Level 1 training with all new teachers. (August 2014)</p> <p>Level II training for second year teachers. (August 2014)</p> <p>Level II training for Cohort V (60 teachers) (September-October 2013)</p> <p>Coaching sessions in classrooms conducted by CSS on Level I, Level II , and Level III (Oct-Dec, 2014).</p> <p>Level II training for Cohort VI (50-60 teachers (March-April, 2014).</p> <p>Coaching sessions conducted by CSS during second semester, Levels I-III (February-May, 2014)</p>

SDMF 2014-2015
SCHEDULE

YEAR 1 NEW TEACHER INDUCTION

Tuesday, August 19, 2014	Wednesday, August 20, 2014	Thursday, August 21, 2014
<p>Location: Room 123 Community Ed and Rec (Riverside Elementary)</p> <p>8:00 AM Welcome-Dr. Greco, Dr. Kiltz</p> <p>➤ Introductions – Faith Vanderhorst, School Board President</p> <p>Morning Session: Continuous Classroom Improvement (Steps 1-4)-CSS</p> <p>12:00-LUNCH (Provided by District)</p> <p>1:00 PM Laptop Distribution and Use of Technology Tools</p> <p>AESOP POWERSCHOOL FUSION My Learning Plan</p>	<p>Location: Room 123 Community Ed and Rec (Riverside Elementary)</p> <p>8:00 AM Welcome-Dr. Kiltz, CSS Feedback on Mentor Checklist</p> <p>8:10 ELEMENTARY-Workshop Model and Running Records</p> <p>SECONDARY-Gradual Release with WICR, Tech Tools</p> <p>12:00 PM Lunch (provided by PTSA)</p> <p>12:45 PM Dismissed to work in buildings with mentors</p>	<p>Location: Room 123 Community Ed and Rec (Riverside Elementary)</p> <p>8:00 AM Welcome-Dr. Kiltz, CSS Feedback on Mentor Checklist</p> <p>8:10 AM Safety and Finances-Jeff Gross and Team</p> <p>9:00 AM Pupil Services-Kathy Zarling and Team</p> <p>10:00 AM Break</p> <p>10:15 AM PI 34 Process, SLO's and Teacher Evaluation Dr. Kiltz, Lynn Zindl</p> <p>11:45 AM Dismissal for Lunch-on your own</p> <p>12:30 PM Work in buildings with mentors</p>

Accountability

Always Actions & Performance
Management

School District of Menomonee Falls SUPERINTENDENT EVALUATION 2014

Overall Scale – Overall Score 2014

0.00 – 1.99	Well below expectations
2.00 – 2.74	No overall improvement from past year – (lower than expected)
2.75 – 3.74	Met expectations and goals for improvement (good evaluation for solid performance)
3.75 – 4.49	Above expectations and goals (better than expected performance)
4.50 – 5.00	Far beyond expectations

Scale of Measure

1=	Declined from last evaluation
2=	Remained the same as last evaluation
3=	Met Goal for improvement
4=	Met Stretch Goal
5=	Met Audacious Goal

PILLAR	MEASURE	GOAL	SCALE	Score
Quality Student Achievement Summary	Scorecard Goal	Number of Student Achievement Goals Met (Appendix 1)	50%	5= 8 goals 4= 7 goals 3= 5 to 6 goals 2= 3 to 4 goals 1= 1 to 2 goals
People	*Employee Engagement Survey	Increase the district mean score from 4.02 to 4.07 on Employee Engagement Survey (see *notes)	10%	5= 4.19 and above 4= 4.08 to 4.18 3= 4.02 to 4.07 2= 3.91 to 4.01 1= 3.90 or below
Service	*Parent Satisfaction Survey	Increase the district mean score from 4.02 to 4.12 on Parent Satisfaction Survey (see *notes)	10%	5= 4.34 or above 4= 4.13 to 4.33 3= 4.02 to 4.12 2= 3.81 to 4.01 1= 3.80 or below
	*Support Card Survey	Increase the district mean average score from 4.31 to 4.37 on the District Services Survey after 3 administrations (see *notes)	5%	5= 4.43 or above 4= 4.38 to 4.42 3= 4.31 to 4.37 2= 4.25 to 4.30 1= 4.24 or below
Finance		1. Develop a multi-year budget strategy 2. Remain in budget	10%	5= Met both goals 3= Met one goal 1= Did not meet goal
School Board Evaluation	*Competencies	Overall average score from all board member assessments on the Superintendent Assessment	15%	5= Average from 9 to 10 4= Average from 7 to 8.9 3= Average from 4 to 6.9 2= Average from 2 to 3.9 1= Average from 0 to 1.9
Overall Score				

Notes

*Appendix 1 student achievement goals from the district scorecard

Mean by Characteristic for Each Administration

Characteristics	Mean 05/2013	Mean 11/2013
Accessibility	4.29	4.38
Accuracy	4.36	4.41
Attitude	4.40	4.56
Operations	4.22	4.34
Timeliness	4.21	4.23
Overall Mean	4.30	4.39

Teacher Evaluation Framework

Performance Standard 1: Professional Knowledge

The teacher has an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students

Performance Standard 2: Instructional Planning

The teacher plans using the state standards, district curriculum, effective strategies, resources, and data.

Performance Standard 3: Instructional Delivery

The teacher uses a variety of effective instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of/for Learning

The teacher uses a variety of formative and summative assessment strategies and data.

Performance Standard 5: Learning Environment

The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.

Performance Standard 6: Professionalism and Communication

The teacher maintains a commitment to professional ethics and professional growth and effective communication with all stakeholders.

Adult Learning Framework: Continuous Classroom Improvement Model

Core Component	Stage 1	Stage 2	Stage 3	Danielson Components
Learning Requirements	Learning Requirements: Short-term learning targets are displayed but not clearly communicated with students and families. ('I can' statements not displayed)	Learning Requirements: Short-term learning targets are displayed and somewhat communicated with students and families. ('I can' statements posted, not used)	Learning Requirements: Short-term learning targets are displayed and/or clearly communicated with students and families. ('I can' statements)	2b-Establishing a culture for learning 3a-Communicating with students
Classroom Learning Goals	Classroom Learning Goals are not aligned to school goals and standards, and does not address areas of the greatest need according to data.	Classroom Learning Goals are somewhat aligned to school goals and standards, may address areas of the need according to data.	Classroom Learning Goals are aligned to school goals and standards, and address areas of the greatest need according to data of the individual student. Learning goals are posted and shared with students and parents.	2b-Establishing a culture for learning 3a-Communicating with students
Class Learning Results	Class Learning Results: Progress monitoring charts for class goals are displayed but not current. The teacher does not refer to them during instruction.	Class Learning Results: Progress monitoring charts for class goals are displayed somewhat current when appropriate. The teacher sometimes refers to them during instruction.	Class Learning Results: Progress monitoring charts for class goals are displayed and current when appropriate. The teacher refers to them throughout instruction. Progress monitoring charts for class goals show anonymous individual student data are displayed.	2b-Establishing a culture for learning 3d-Using assessment in instruction
Mission Statement	Mission statement has been developed by the teacher with little use to guide class priorities and decisions.	The classroom mission statement has been jointly developed, communicated and is sometimes used to guide classroom priorities and decisions.	The classroom mission statement has been jointly developed, communicated and is used consistently to guide classroom priorities and decisions.	2b-Establishing a culture for learning

Monitoring Implementation of Continuous Classroom Improvement Instructional Framework

IV. Current Quarter Analysis of Data

2. Target elementary special education and electives with focus on Do, Study, Act
3. Target middle school special education with focus on Do, Study, Act.
4. Target high school special education and English

V. Current Quarter Proposed Countermeasures

- Provide Level II training to special education and pupil services
- Intensive coaching at all levels around plan, do, study, act cycle

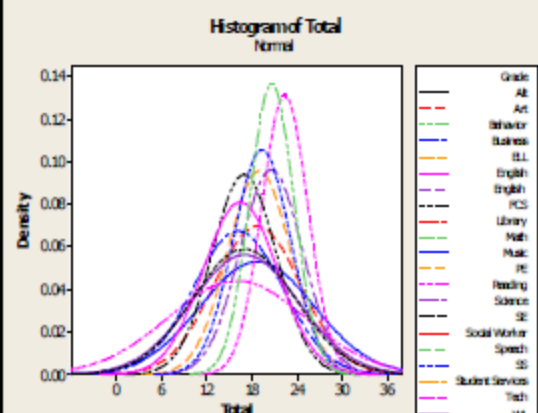
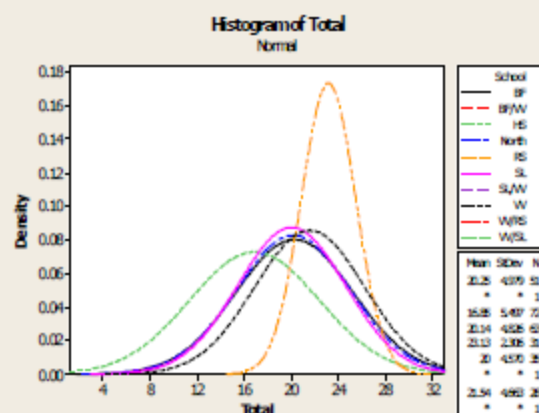
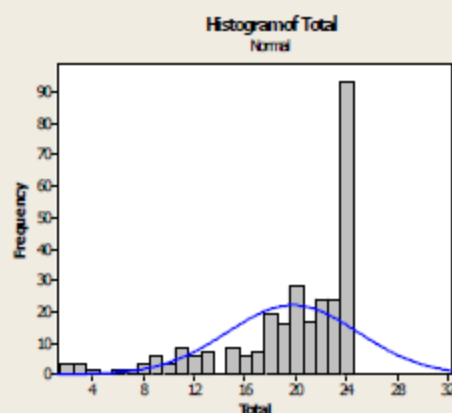
VI. Current Quarter Plan Overview

- At least one team coaching session with each level of special education teachers.
- Coaching with HS English on PDSA cycle. Team meeting on process and templates.
- Level II training in March/April and April/May with special education
- Level II TT Training

VII. Current End of Quarter Results

Increased percentage of teachers at Level 3 from 24% to 37%. Increased overall mean from 18.4 to 19.7. Special Education average from 16.1 to 19.8. Percentage of special education at Stage 3 increased from 17% to 36%. All CSS staff received Technical Team training to certify for Level II.

VIII. Next Quarter Focus Area



Reliability

Standardization & Accelerators

Putting the System in Place

8 Steps – Broken into 2 Parts

Part 1:

Set and
Communicate
Direction for
Teachers and
Students

Part 2:

Regular and
frequent
evaluation of
our learning
processes

Classroom Learning System

Set and Communicate Direction

Learning
Requirements

Class Goal

Chart
Progress

Mission
Statement

Regular and Frequent Evaluation of
Learning Processes

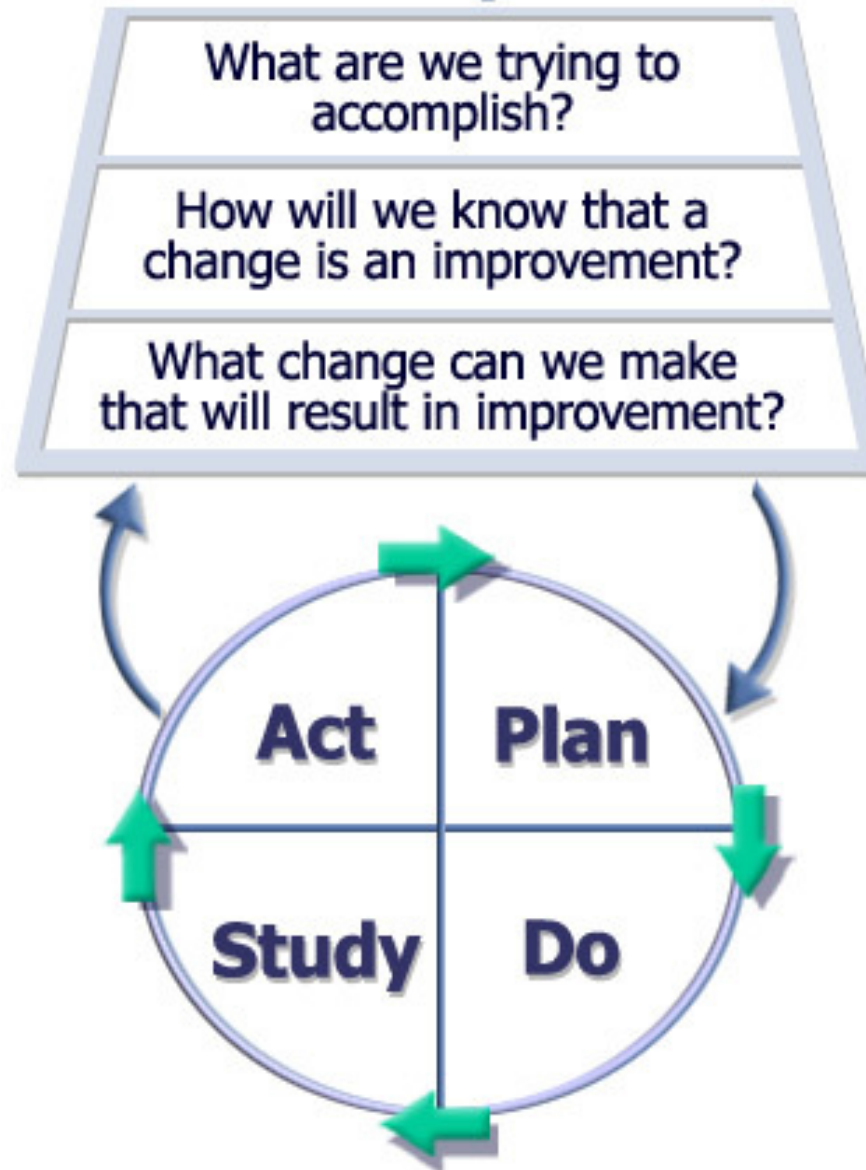
Plan

Do

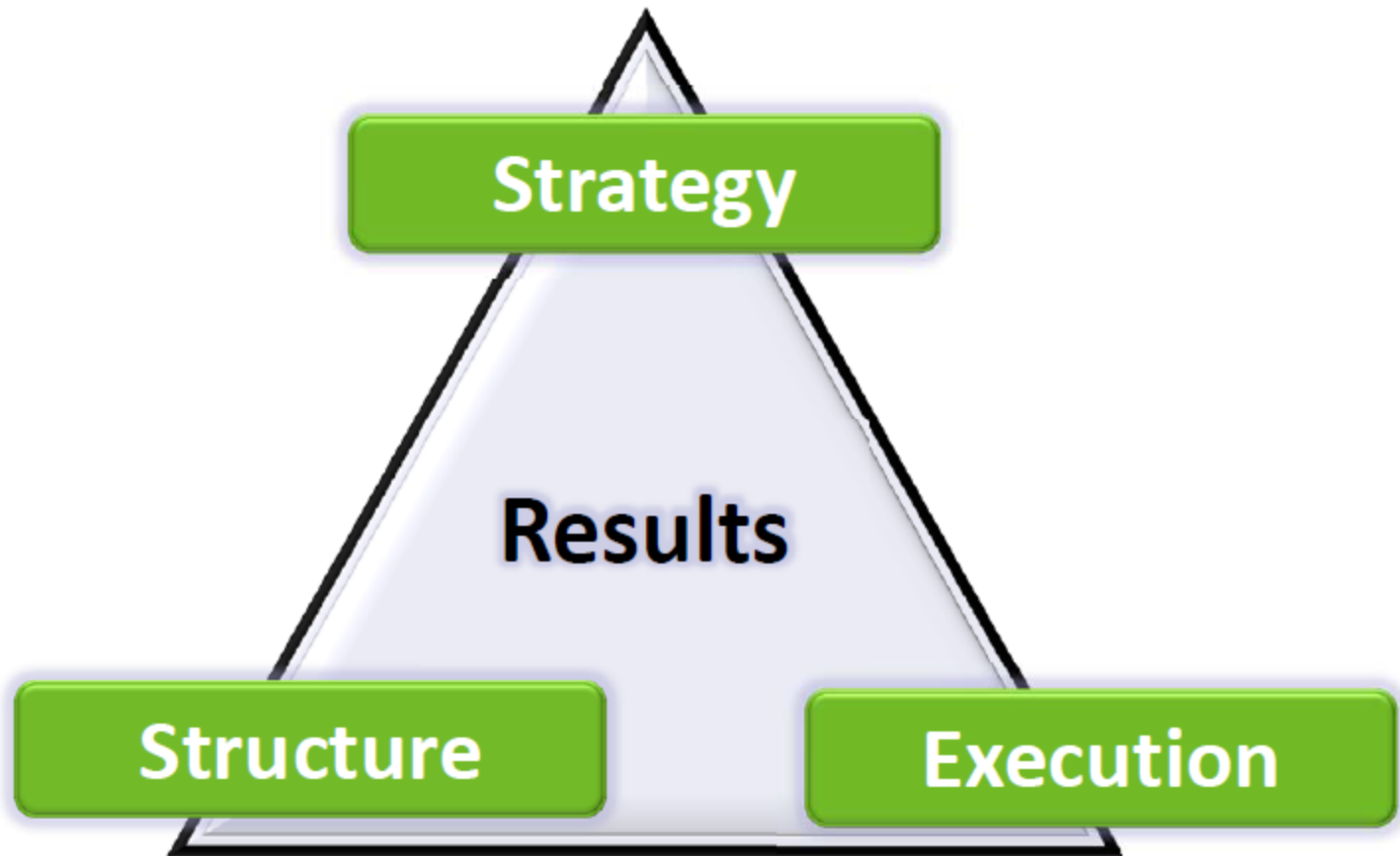
Study

Act

Model for Improvement



Result Triangle



Middle School Social Studies

Learning Target:

Students will be able to use an atlas to carry out various geography skills, including: estimating distance between two locations, and determining land use and population density of specific locations or regions.

Measure of Proficiency:

- * Students will score at least a 15/20 (75%) on the Atlas City Postcard Activity.

Mr. Stollenwerk Will:

- * demonstrate atlas map skills with PPT examples
- * give students time for individual practice
- * let students work in teams during the Atlas skills stations activity

Students Will:

- * attempt individual practice situations and check answers during an instructional slide show demonstration on atlas skills
- * work with peers in small groups to solve atlas skill problems
- * create a postcard for a US city which demonstrates proficiency in the atlas skills ask for in the learning target



4. ACT

Adjustments for the Next Learning Cycle

- * consider shrinking down the number of examples/questions on the Day 1 PPT demonstration and practice to allow for more time to go through and discuss answers
- * spend more time on measurement in degrees



3. STUDY

A	B	C	D	F
Proficient	Not Prof.	Prof. %		
17..25..24..14..1	9..5..2..6..9	76%		

PLUS(positives):

- * Students enjoyed the small group stations activity and felt it helped them learn the map skills

DELTA (neg. or change):

- * Needed more time on the PPT individual practice activity during day one of the cycle.... Didn't have enough time to check all



Curriculum

- Results drive alignment work.

Set and Communicate Direction

Learning
Requirements

Class Goal

Chart
Progress

Mission
Statement

Regular and Frequent Evaluation of Learning Processes

Plan

Do

Study

Act

Wisconsin Educator Effectiveness Model

Student Learning Objectives (SLO)

An SLO is:

- A detailed measurable goal for student growth.
- To be achieved in a specific period of time.
- Developed collaboratively by educators and their evaluators.



The diagram illustrates the Wisconsin Educator Effectiveness Model. On the left, a vertical stack of four boxes represents 'Learning Requirements': 'Learning Requirements' (grey), 'Class Goal' (yellow), 'Chart Progress' (grey), and 'Mission Statement' (grey). A blue arrow points from the 'Class Goal' box to the 'Regular and Frequent Evaluation of Learning Processes' box. This evaluation box contains the title 'Regular and Frequent Evaluation of Learning Processes' and a horizontal row of four boxes labeled 'Plan', 'Do', 'Study', and 'Act'.

Regular and Frequent Evaluation of Learning Processes

Plan

Do

Study

Act

Professional Development

- PDSA drives the need to improve your strategy bank.
- Teachers ask for the PD they need.
- Most training is provided internally.



Regular and Frequent Evaluation of Learning Processes

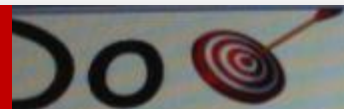
Plan

Do

Study

Act

Do



How will we meet our target?



Independent Reading



Shared Reading



Teacher Models



Read Aloud



Buddy Reading



Word Study



Small Group with Teacher



Computer Games



Conference



Share Session



iPad practice

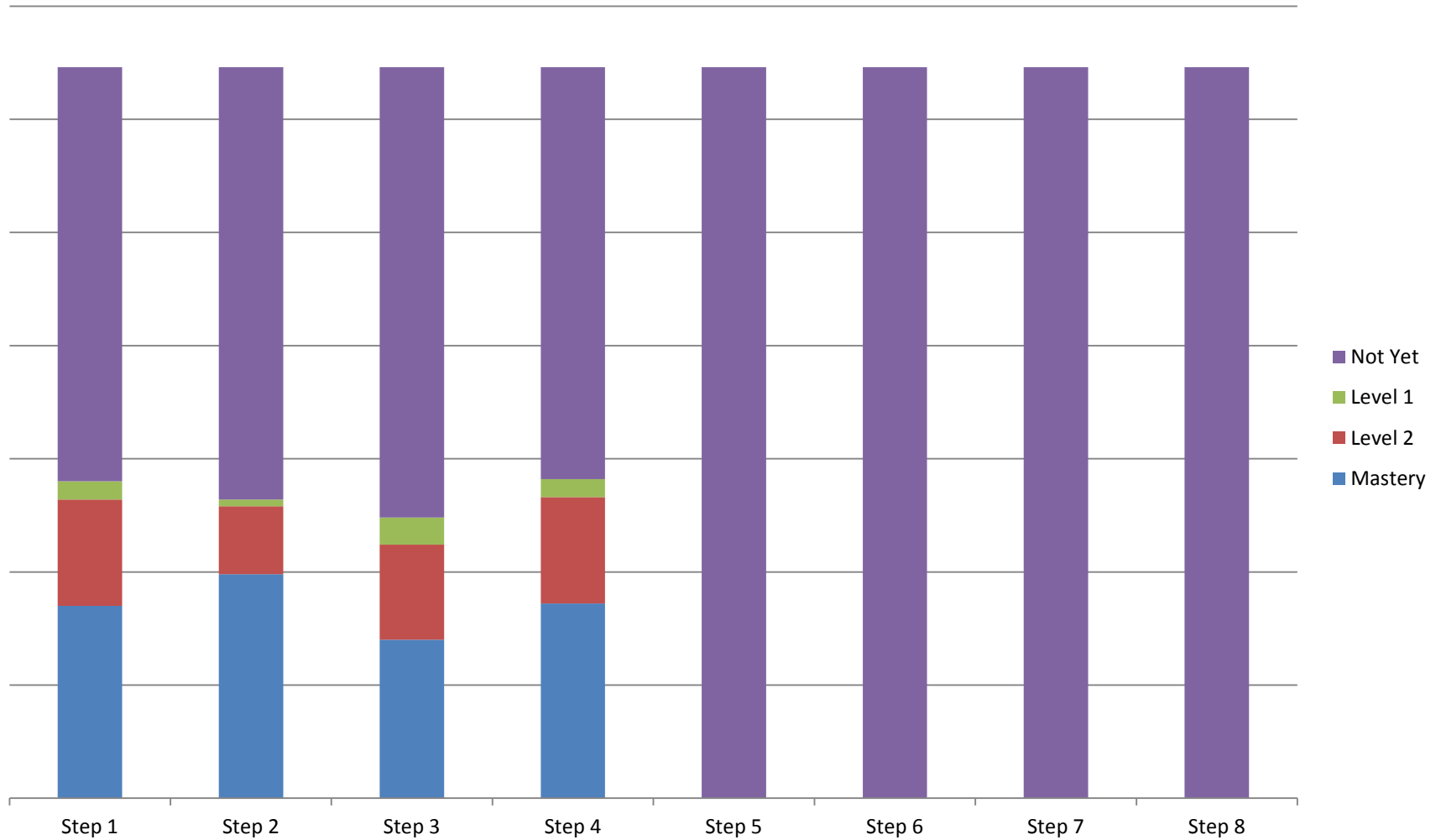
Elementary **Strategy Bank**

Do

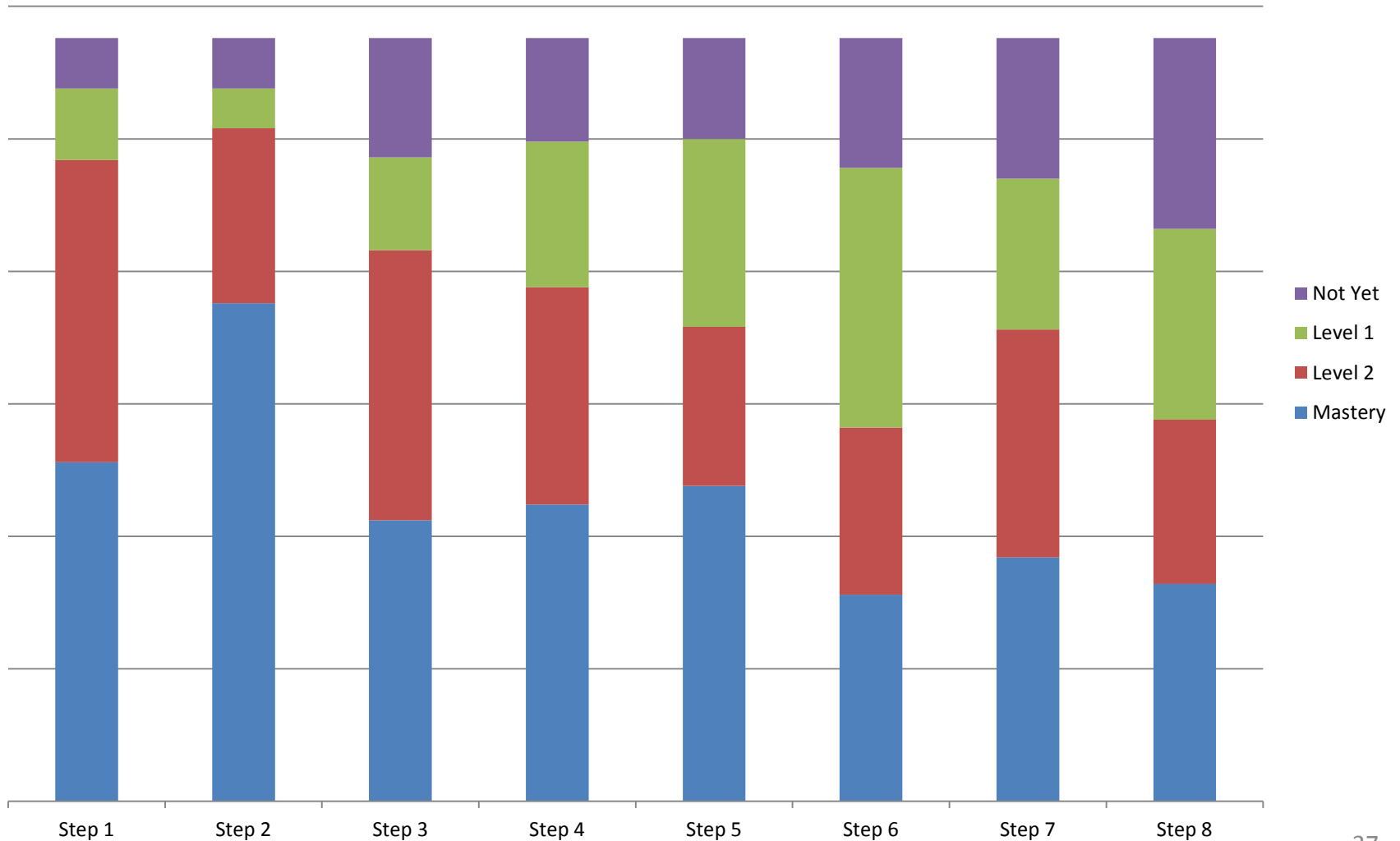


Secondary **Strategy Bank**

Coaching Records Beginning of Year



Coaching Records End of Year



Monitoring Progress of Implementation of Workshop Instructional Model: Pre

III. Current Quarter Goals/Targets

Desired State:

100% of elementary classroom/special ed teachers will be trained and implementing the workshop model. **Goal met.**

Process Goal:

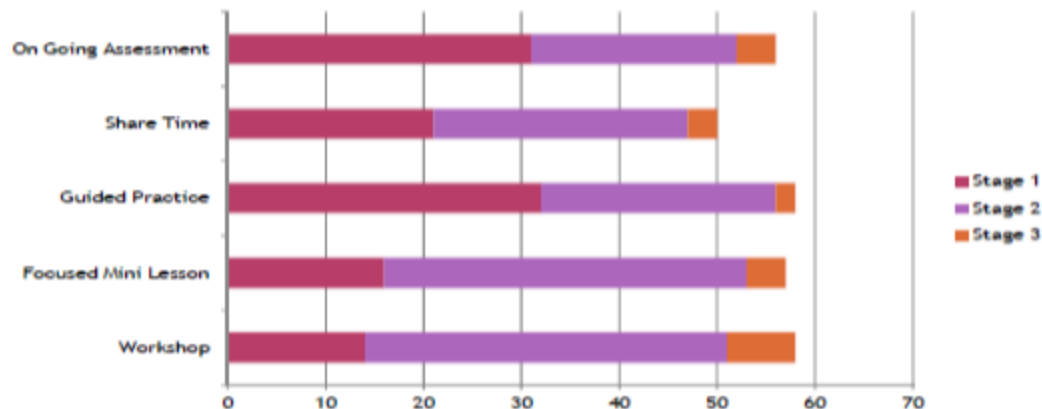
100% of elementary classroom and special education teachers will implement the workshop model as evidenced by attaining approaching or meeting in all areas observed during the ESAIL walk-through- Criterion 2 & 4. **Goal met.**

IV. Current Quarter Analysis of Data

PRE TRAINING RESULTS

Whole Group			
Core Component	Stage 1	Stage 2	Stage 3
Workshop	14	37	7
Focused Mini Lesson	16	37	4
Guided Practice	32	24	2
Share Time	21	26	3
On Going Assessment	31	21	4

K-5 Workshop Adult Framework Self-Assessment (Pre-Training)



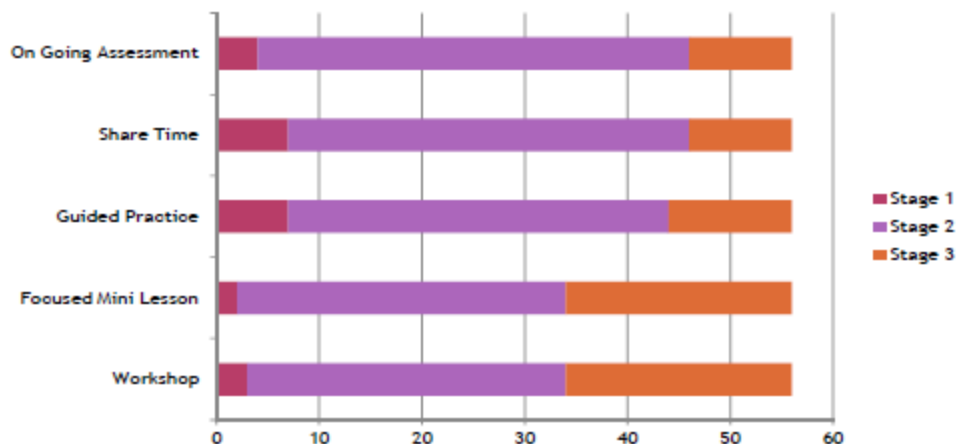
Workshop Model: Post Training Data

VII. Current End of Quarter Results

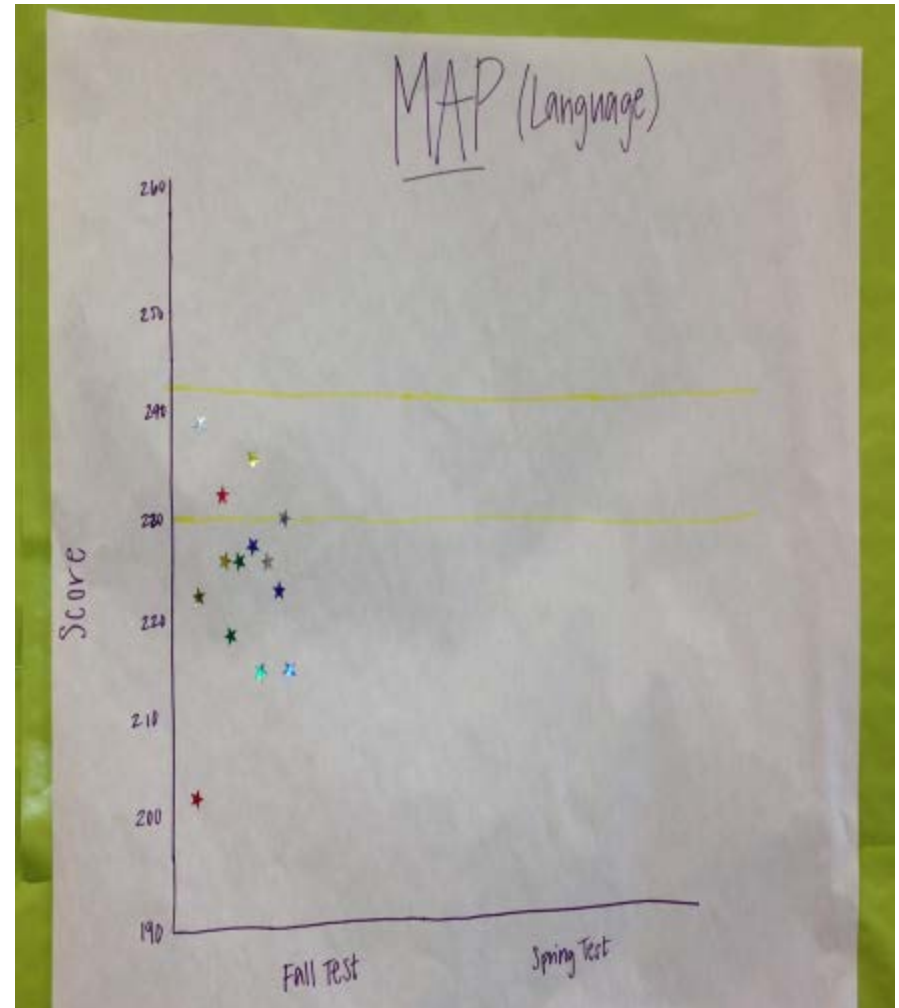
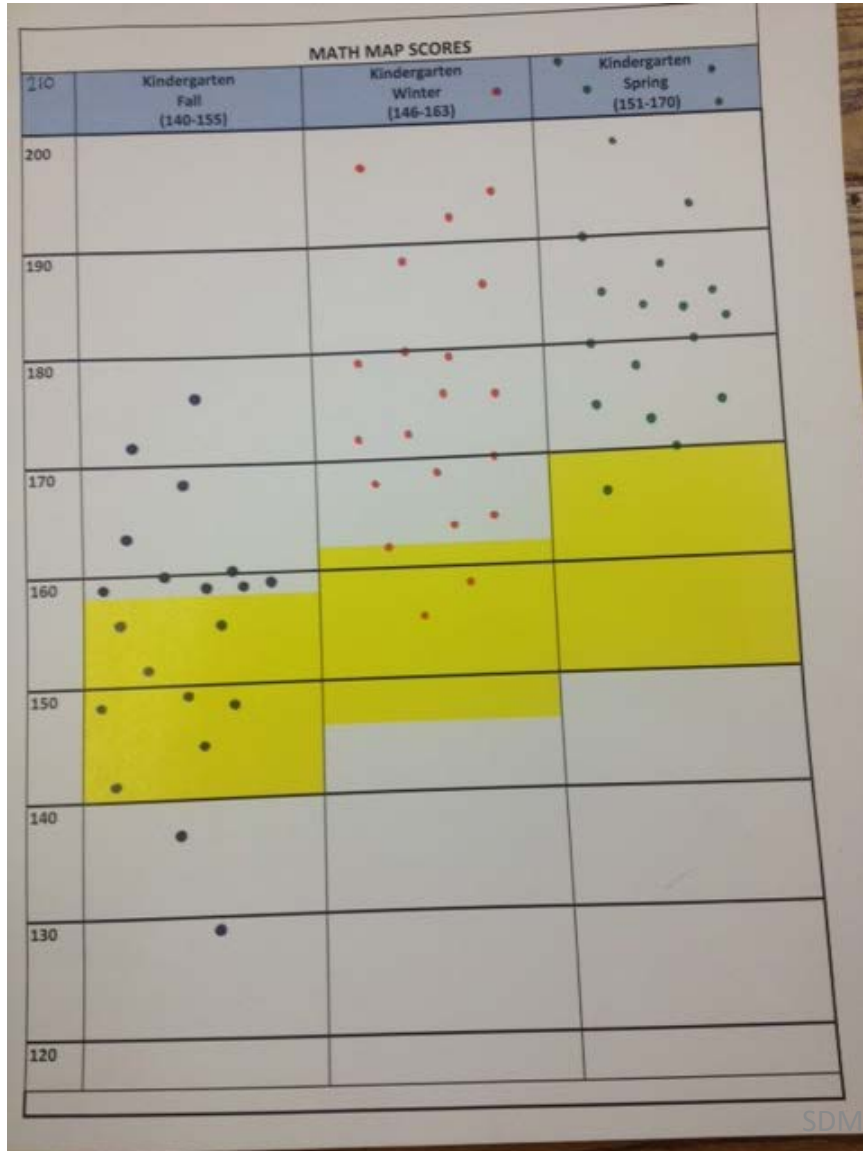
POST TRAINING RESULTS

Whole Group			
Core Component	Stage 1	Stage 2	Stage 3
Workshop	3	31	22
Focused Mini Lesson	2	32	22
Guided Practice	7	37	12
Share Time	7	39	10
On Going Assessment	4	42	10

Post K-5 Workshop Adult Framework Self-Assessment

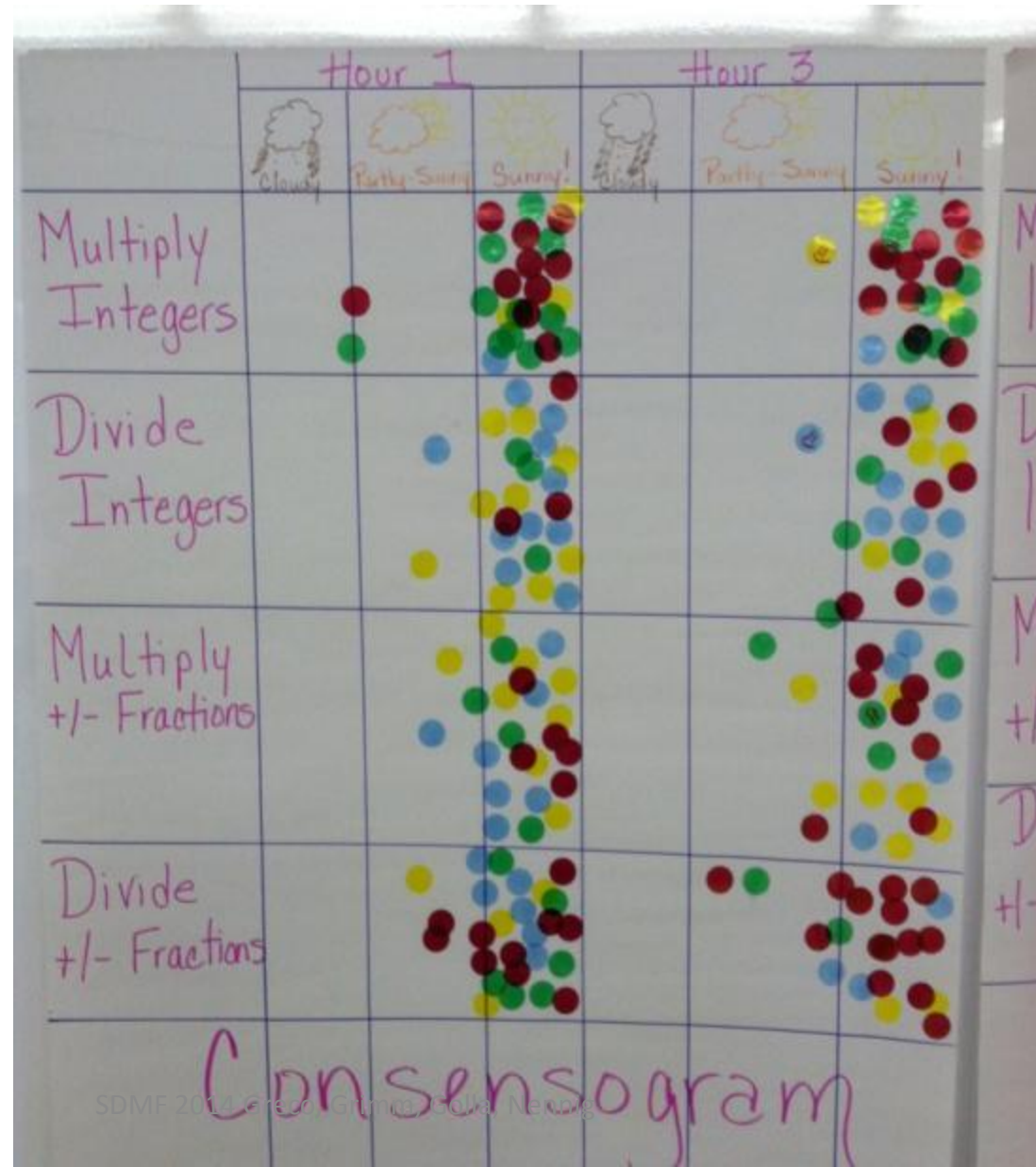


3. Classroom Learning Results

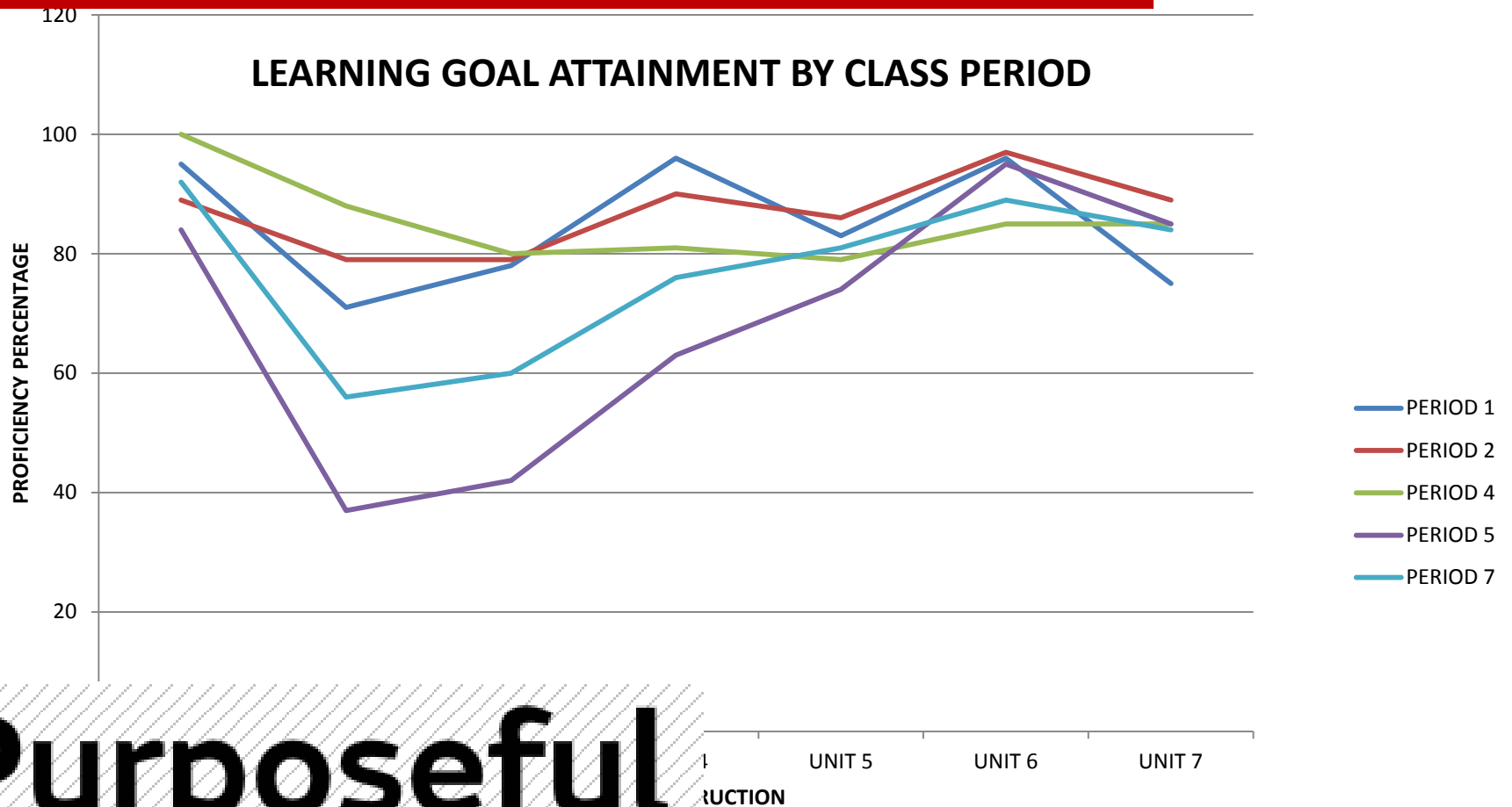


Impact on Teacher Instruction to Improve Student Learning

Students become more reflective about what they know and understand.



Middle School Social Studies



Purposeful

adjustments to instruction

Deployment of Leadership Tools and Impact

- Toolkit
 - A3 Reports (45 Day Report Outs)
 - Flow Charts
 - Fishbone
 - Histograms
 - Gantt Charts
 - Pareto Charts
 - Data Graphs
- Tell the story through the tools

Maintenance A3 Update (May) on Reduction of Custodial Labor

III. Current Quarter Goals/Targets

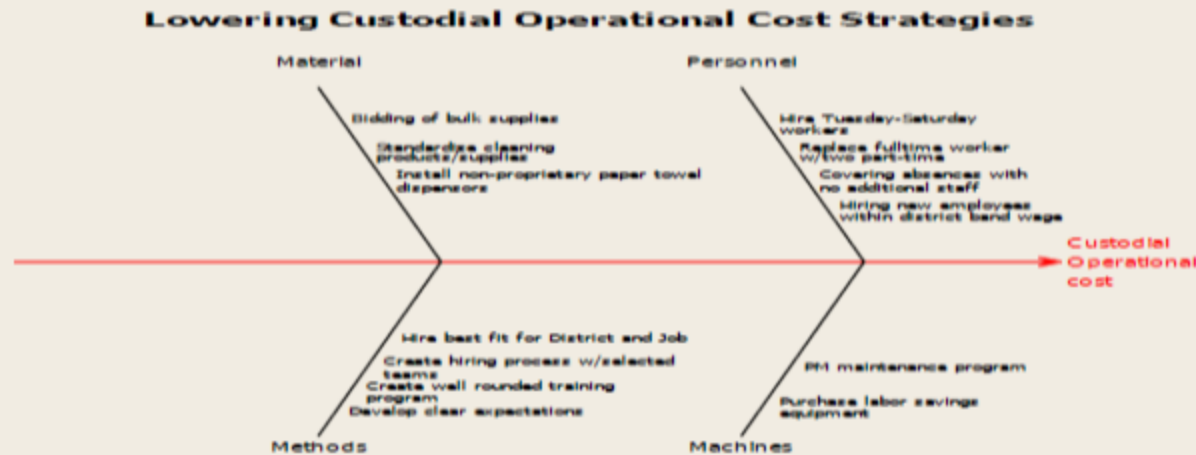
Original Goal for year: To reduce the custodial labor cost by 3% (\$60,981) and increase cleaning quality levels from 3.0 – 3.2.

Stretch Goal for year: To reduce the custodial labor cost by 5.3% (\$100,000) and increase cleaning quality levels from 3.0 – 3.2.

Cleaning Quality GOAL MET

Reduction in labor cost GOAL NOT MET at this time.

IV. Current Quarter Analysis of Data



Primary Strategies

Covering Custodial absences on weekends

Reduce summer staffing

Team cleaning for summer

Standardize floor care program

V. Current Quarter Proposed Countermeasures

Focus on identified primary strategies (Hiring Practices, Scheduling, Training of Staff, Equipment)

Analyze savings results on a monthly basis with leadership team.

VI. Current Quarter Plan Overview

Wage banding with custodial staff, Alternative scheduling model, Standardize training, Analyze equipment replacement schedule

VII. Current End of Quarter Results

❖ 1st Semester PDSA and 3rd quarter A3 Executive Report analysis shows a 2.8% (\$56,146) Custodial Operations Cost Reduction.

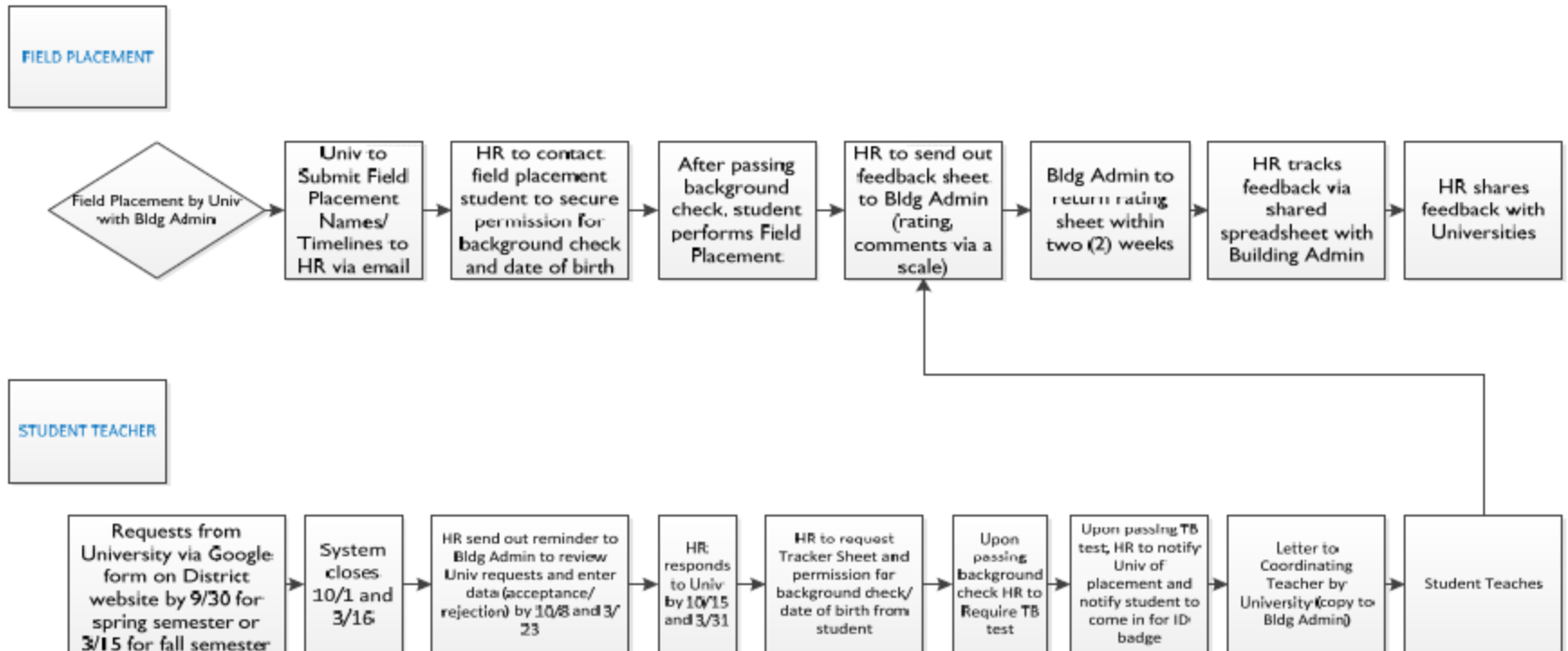
❖ Cleaning quality scorecards:

- January of 2013 = average score of 3.0
- December of 2013 = average score of 3.41
- May of 2014 = TBD

Cleaning Quality GOAL MET

Reduction in labor cost GOAL NOT MET at this time.

Human Resources: Goal of Increasing Number of Student Teachers in District



- Coordinator Teacher - supervisory course:
 - Administrator license - qualified
 - Cardinal Stritch mentoring class – qualified
 - Or complete online, 6 week free course
 - A course from any University satisfies the requirement
 - Unofficial transcript to prove class taken.
 - Supervision class should be taken after the year 2004 (beginning of PI 34 process).

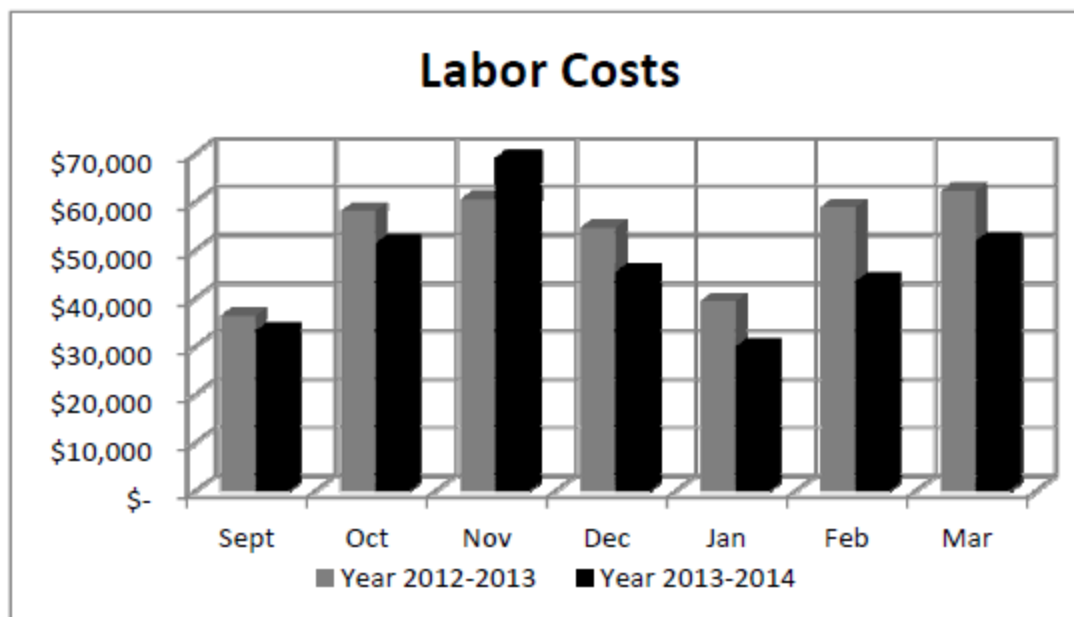
School Nutrition A3 Update (May): Reducing Labor Costs

III. Current Quarter Goals/Targets

Our goal was to save the School Nutrition Department money by evaluating and adjusting labor hours. We also wanted to make sure the lunch lines are still going well, found out all students are getting through the line within 10 minutes. So the reduction of hours are not affecting the students times through the lines. **GOAL MET**

IV. Current Quarter Analysis of Data

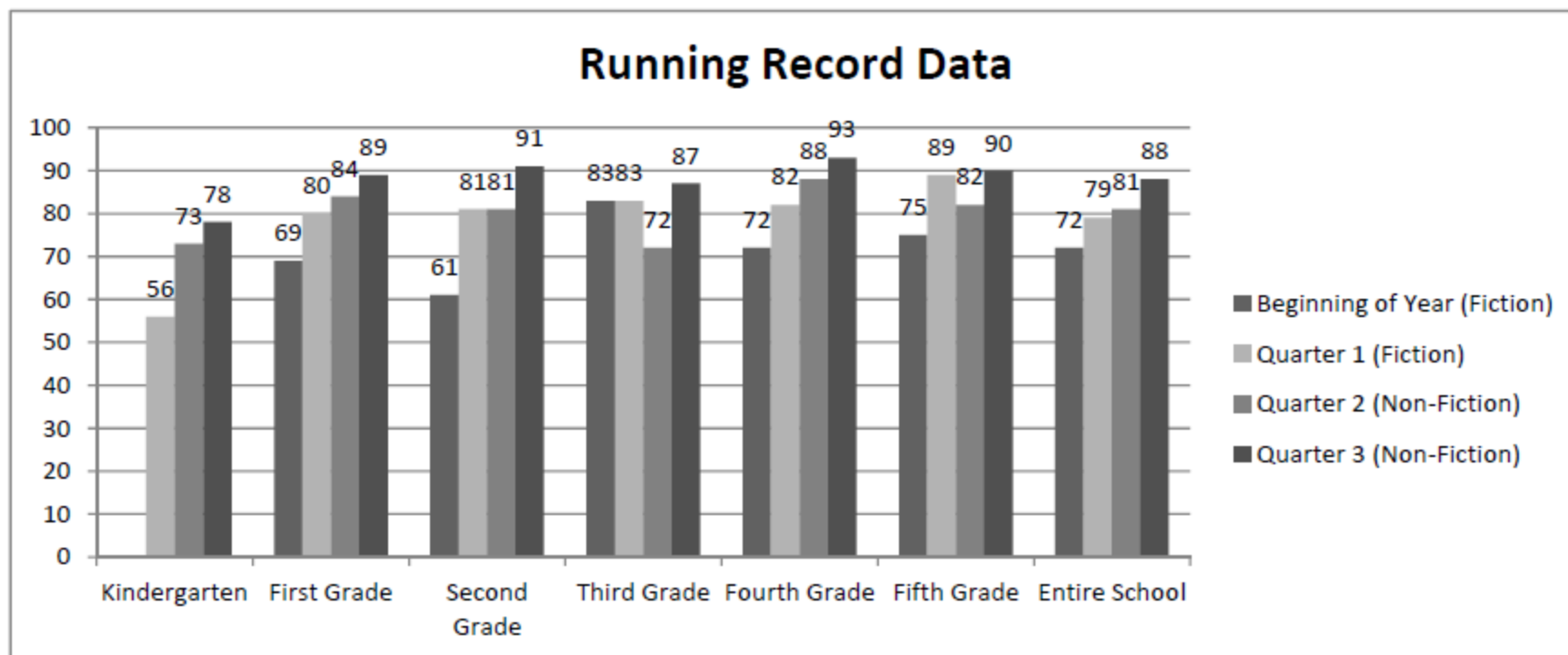
This data shows a comparison of salaries in 2012-13 and 2013-14. This shows the School Nutrition Department saved \$43,513.00 through March 2014.



Note: The November for 2013-2014 looks as if we spent more money, but it was higher because the food service dept., this year, went from a twice a month pay period, to a every two week pay period. So it happened in November we had three pay periods instead of two.

Valley View A3 Update (May): Reading Growth and Proficiency

VII. Current End of Quarter Results



- 88% of all students are proficient using Running Records in Non-Fiction.
- There was a 7% gain in the number of children who met proficiency from Q2 to Q3.
- All grade levels increased the number of students who were proficient or above in Non-Fiction according to Running Record Data.

VIII. Next Quarter Focus Area

- The percentage of students that attain/exceed their individual reading spring growth targets as measured by the 2014 Spring MAP test will increase from 64.5% to 70.5%.
- 2% of our students who are below proficiency at end of quarter 3 running records will be moved to proficiency by June, 2014.

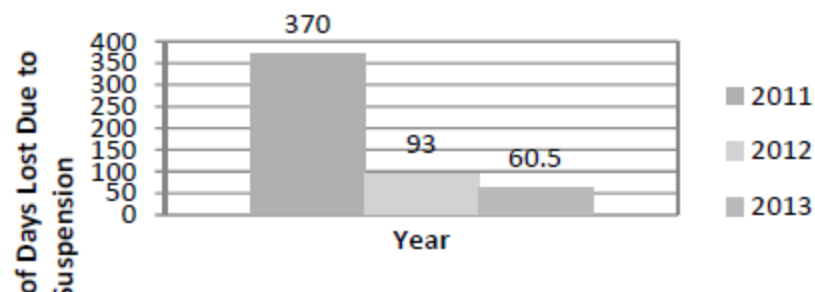
North Middle School A3 Update (May): Progress on Behavioral Expectations

I. Background of Issue

North Middle staff will build relationships with students and will teach students to build healthy relationships so that by 2018-2019 the number of days lost to out-of-school suspension decreases by at least 22%.

II. Current Conditions at the Start of Quarter

Days Lost Due to Suspensions - All Students North Middle



Suspension and referral numbers have been dropping over the last 3 years. 93% of all students received 1 or 0 major referrals in 2012-13.

122 major referrals were issued during Q3 of 2012-13. Attendance during Q3 of 2012-13 was at 96.1%.

III. Current Quarter Goals/Targets

North Middle School will focus on building relationships between staff and students so that 93 major referrals or less will be issued during all of Q3 and that attendance will increase to 95% by the end of Q3. **GOAL NOT MET**

North Middle School will focus on improving work completion and organization skills with our “at-risk” students so that we see an increase in completion when comparing Q2 to Q3. **GOAL NOT MET BY ALL STUDENTS**

IV. Current Quarter Analysis of Data

Each year, Q3 demonstrates the largest number of Average Referrals Per Day – specifically during February, March, and April. This year is no exception.

The data shows a population of “at-risk” students who need assistance with behavioral, organizational, and/or work-completion skills. (34 students, which is less than 4% of all students)

Vision

- **Commit to Excellence**
- **Culture of Service**
- **Focus on Future & Innovation**

Review of Performance

- **Manage by Fact & Measure the Important Things**
- **Synthesis of Results**
- **SWOT**
- **Celebrations, Recognize and Reward Success**

Performance Expectations

- **Benchmark Performance**
- **Set Desired Level of Performance**
- **Timelines for Implementation**

Score Cards & Goals

- **Set Annual Performance Indicators**
- **Establish Score Cards**
- **Set Measurable Goals**

Monitor Progress

- **45 Day Improvement**
- **Short Cycle 10-15 Day Classroom Improvement**
- **Quarterly Updates with School Board**

Best Practice

- **Research Review, Project Maps**
- **Establish Process for Agility & Future Thinking**
- **Customer, Post-secondary & Industry Feedback**
- **Measures for System Improvement & Evaluation (Baldrige Feedback)**

Leadership Plus Delta

Improvement Process Year to Date

Positives

- 45 Day Cycles
- More communication to Parents
- Electronic Data for easy access (Elementary Data Wall)
- Focus on Service
- Adult Learning and Implementation
- Growth in Reading HS
- Workshop & Literacy
- School Climate PBIS Behavior Significantly Improved
- Where we focus we get results
- Shout Outs
- Hiring Process
- Evaluation
- Continuous Improvement focus of work
- CSS Support & training is respected
- Early Release Wednesdays
- Highest Performing Region in State

Delta/Refinement

- Expectations are high
- Salary Banding and change is hard
- Time to refine and gain confidence
- Closing the gaps
- Hardwiring core principles into actions
- Continuing to communicate on student performance
- Highest Performing Region in State
- Communicating to beyond parents
- Stable Metrics to measure growth

Questions?

