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) |
STUDER GROUP®:

**Evidence-Based Leadership**

**Measurable Evaluation System**
- Implement an organization-wide staff/leadership evaluation system to hardwire objective accountability
- Implement an organization-wide staff/leadership evaluation system to hardwire objective accountability
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- Implement an organization-wide staff/leadership evaluation system to hardwire objective accountability

**Development**
- Create process to assist leaders in developing skills and leadership competencies necessary to attain desired results
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**ALWAYS Actions**
- Agreed upon tactics and behaviors to achieve goals
- Agreed upon tactics and behaviors to achieve goals
- Agreed upon tactics and behaviors to achieve goals
- Agreed upon tactics and behaviors to achieve goals

**Performance Management**
- Re-recruit high and middle/solid performers
- Re-recruit high and middle/solid performers
- Re-recruit high and middle/solid performers
- Re-recruit high and middle/solid performers

**Standardization**
- Processes that are consistent and standardized
- Processes that are consistent and standardized
- Processes that are consistent and standardized
- Processes that are consistent and standardized

**Accelerators**
- Software
- Curriculum
- Textbooks
- Programs

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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 3, 5, 6, & 9**

**Principle 4**

Re-recruit high and middle/solid performers

Move low performers up or out

**Principle 4**

Processes that are consistent and standardized

**Principle 1 & 2**

Software

Curriculum

Textbooks

Programs

**Rev 4.8.11**
Execution Triangle

Accountability
Consistency
Reliability
Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Act

Plan

Study

Do

SDMF 2014 Greco
Market Will Demand 20 – 40% Improvement
Compelling Need to Develop a Multi-Pronged Approach

Performance Improvement
8-12% Total Improvement

Clinical Transformation
6-14% Total Improvement

Market Drivers:
PAYMENT REFORM
COST PRESSURES
INFORMATION BOOM
IMPROVED CARE

Scale & Integration
4-8% Total Improvement

Asset Rationalization
3-6% Total Improvement

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Demand for Radical Educational Improvement

- Individual & Organizational Performance Improvement (8-12%)
- Best Practice Research to Scale (4-8%)
- Aligned Use of Resources & Core Process Improvement (3-6%)
- Innovations Demonstrating Higher Results (6-14%)
- Leadership Score Cards & Core Tactics (Studer Group)
- LEAN Six Sigma DMAIC Problem Solving (WCTC)
- Implementation of Proven Practice (Gradual Release, Reading Recovery, AVID, Restorative Practice)
- Classroom Improvement Cycles PDSA (Shipley & Assoc)
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.
## Project Map: Continuous Classroom Improvement Model

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide training of Level I of CCI to core teacher and administrative leadership in the district (Summer, 2011) (cohort group of 35)</strong></td>
<td><strong>Train CSS to serve as Level I trainers in district (Summer, 2012)</strong></td>
<td><strong>August Inservice-connection of CCI with SLO process (August 28)</strong></td>
<td><strong>August Inservice-Review setting goals and using CCI process</strong></td>
</tr>
<tr>
<td><strong>Implementation of Level I CCI by Cohort I (2011-2012 SY)</strong></td>
<td><strong>Level II training of CCI for Cohort 1 (August, 2012) (24 teachers)</strong></td>
<td><strong>Level 1 training with all new teachers.</strong></td>
<td><strong>Level 1 training with all new teachers. (August 2014)</strong></td>
</tr>
<tr>
<td><strong>Coaching sessions conducted by consultant at each site (January-February, 2012)</strong></td>
<td><strong>Technical team training for CSS (September, 2012)</strong></td>
<td><strong>Level II training for Cohort III (60 teachers) (September-October 2013)</strong></td>
<td><strong>Level II training for second year teachers. (August 2014)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cohort II training of Level I CCI (September, 2012) (56 teachers)</strong></td>
<td><strong>Review of SLO’s (January-February 2014)</strong></td>
<td><strong>Level II training for Cohort V (60 teachers) (September-October 2013)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Individual coaching sessions in classrooms conducted by CSS with Cohort I and II (Oct-Dec, 2012)</strong></td>
<td><strong>Coaching sessions in classrooms conducted by CSS on Level I and Level II (Oct-Dec, 2013).</strong></td>
<td><strong>Coaching sessions in classrooms conducted by CSS on Level I, Level II, and Level III (Oct-Dec, 2014).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cohort III training of Level I CCI (November, 2012) (62 teachers)</strong></td>
<td><strong>Level II training for Cohort IV (50-60 teachers) (March-April, 2014).</strong></td>
<td><strong>Level II training for Cohort VI (50-60 teachers) (March-April, 2014).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Inservice Days-Training of remaining teachers on Level 1 CCI (156 teachers) (January 21, February 18, 2013)</strong></td>
<td><strong>Coaching sessions conducted by CSS during second semester (February-May, 2014)</strong></td>
<td><strong>Coaching sessions conducted by CSS during second semester, Levels I-III (February-May, 2014)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Inservice-January 21-Focus on high yield strategies integrated with CCI for Cohort I-III</strong></td>
<td><strong>CSS trained to provide Level III training (March, 2014)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Inservice-Feb. 18-Reflection</strong></td>
<td><strong>Review and evaluation of SLO process (May-June, 2014)</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday, August 19, 2014</td>
<td>Wednesday, August 20, 2014</td>
<td>Thursday, August 21, 2014</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Location: Room 123 Community Ed and Rec (Riverside Elementary)</td>
<td>Location: Room 123 Community Ed and Rec (Riverside Elementary)</td>
<td>Location: Room 123 Community Ed and Rec (Riverside Elementary)</td>
<td></td>
</tr>
<tr>
<td>8:00 AM  Welcome-Dr. Greco, Dr. Kiltz</td>
<td>8:00 AM Welcome-Dr. Kiltz, CSS Feedback on Mentor Checklist</td>
<td>8:00 AM Welcome-Dr. Kiltz, CSS Feedback on Mentor Checklist</td>
<td></td>
</tr>
<tr>
<td>➢ Introductions – Faith Vanderhorst, School Board President</td>
<td>8:10 ELEMENTARY-Workshop Model and Running Records</td>
<td>8:10 AM Safety and Finances-Jeff Gross and Team</td>
<td></td>
</tr>
<tr>
<td>Morning Session: Continuous Classroom Improvement (Steps 1-4)-CSS</td>
<td>SECONDARY-Gradual Release with WICR, Tech Tools</td>
<td>9:00 AM Pupil Services-Kathy Zarling and Team</td>
<td></td>
</tr>
<tr>
<td>12:00-LUNCH (Provided by District)</td>
<td>12:00 PM Lunch (provided by PTSA)</td>
<td>10:00 AM Break</td>
<td></td>
</tr>
<tr>
<td>1:00 PM Laptop Distribution and Use of Technology Tools</td>
<td>12:45 PM Dismissed to work in buildings with mentors</td>
<td>10:15 AM PI 34 Process, SLO’s and Teacher Evaluation Dr. Kiltz, Lynn Zindl</td>
<td></td>
</tr>
<tr>
<td>AESOP</td>
<td></td>
<td>11:45 AM Dismissal for Lunch-on your own</td>
<td></td>
</tr>
<tr>
<td>POWERSCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUSION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Learning Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Induction Meetings for 2014-15 SY</td>
<td>Location: Rm 123 Community Ed &amp; Rec.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accountability

Always Actions & Performance Management
# School District of Menomonee Falls SUPERINTENDENT EVALUATION 2014

## Overall Scale – Overall Score 2014

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 1.99</td>
<td>Well below expectations</td>
</tr>
<tr>
<td>2.00 – 2.74</td>
<td>No overall improvement from past year – (lower than expected)</td>
</tr>
<tr>
<td>2.75 – 3.74</td>
<td>Met expectations and goals for improvement (good evaluation for solid performance)</td>
</tr>
<tr>
<td>3.75 – 4.49</td>
<td>Above expectations and goals (better than expected performance)</td>
</tr>
<tr>
<td>4.50 – 5.00</td>
<td>Far beyond expectations</td>
</tr>
</tbody>
</table>

## Scale of Measure

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Declined from last evaluation</td>
</tr>
<tr>
<td>2</td>
<td>Remained the same as last evaluation</td>
</tr>
<tr>
<td>3</td>
<td>Met Goal for improvement</td>
</tr>
<tr>
<td>4</td>
<td>Met Stretch Goal</td>
</tr>
<tr>
<td>5</td>
<td>Met Audacious Goal</td>
</tr>
</tbody>
</table>

## PILLAR | MEASURE | GOAL | SCALE | Score |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Scorecard Goal</td>
<td>Number of Student Achievement Goals Met (Appendix 1)</td>
<td>50%</td>
<td>5= 8 goals, 4= 7 goals, 3= 5 to 6 goals, 2= 3 to 4 goals, 1= 1 to 2 goals</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People</td>
<td>Employee Engagement Survey</td>
<td>Increase the district mean score from 4.02 to 4.07 on Employee Engagement Survey (see *notes)</td>
<td>10%</td>
<td>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</td>
</tr>
<tr>
<td>Service</td>
<td>Parent Satisfaction Survey</td>
<td>Increase the district mean score from 4.02 to 4.12 on Parent Satisfaction Survey (see *notes)</td>
<td>10%</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Support Card Survey</td>
<td>Increase the district mean average score from 4.31 to 4.37 on the District Services Survey after 3 administrations (see *notes)</td>
<td>5%</td>
<td>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</td>
</tr>
<tr>
<td>Finance</td>
<td>1. Develop a multi-year budget strategy</td>
<td></td>
<td>10%</td>
<td>5= Met both goals, 3= Met one goal, 1= Did not meet goal</td>
</tr>
<tr>
<td></td>
<td>2. Remain in budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Board Evaluation</td>
<td>Competencies</td>
<td>Overall average score from all board member assessments on the Superintendent Assessment</td>
<td>15%</td>
<td>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</td>
</tr>
</tbody>
</table>

## Notes

* Appendix 1 student achievement goals from the district scorecard
## Mean by Characteristic for Each Administration

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Mean 05/2013</th>
<th>Mean 11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>4.29</td>
<td>4.38</td>
</tr>
<tr>
<td>Accuracy</td>
<td>4.36</td>
<td>4.41</td>
</tr>
<tr>
<td>Attitude</td>
<td>4.40</td>
<td>4.56</td>
</tr>
<tr>
<td>Operations</td>
<td>4.22</td>
<td>4.34</td>
</tr>
<tr>
<td>Timeliness</td>
<td>4.21</td>
<td>4.23</td>
</tr>
<tr>
<td>Overall Mean</td>
<td><strong>4.30</strong></td>
<td><strong>4.39</strong></td>
</tr>
</tbody>
</table>
## Teacher Evaluation Framework

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Professional Knowledge</td>
<td>The teacher has an understanding of the curriculum, subject content, pedagogical knowledge, and the developmental needs of students</td>
</tr>
<tr>
<td>2: Instructional Planning</td>
<td>The teacher plans using the state standards, district curriculum, effective strategies, resources, and data.</td>
</tr>
<tr>
<td>3: Instructional Delivery</td>
<td>The teacher uses a variety of effective instructional strategies in order to meet individual learning needs.</td>
</tr>
<tr>
<td>4: Assessment of/for Learning</td>
<td>The teacher uses a variety of formative and summative assessment strategies and data.</td>
</tr>
<tr>
<td>5: Learning Environment</td>
<td>The teacher provides a well-managed, safe, student-centered, academic environment that is conducive to learning.</td>
</tr>
<tr>
<td>6: Professionalism and Communication</td>
<td>The teacher maintains a commitment to professional ethics and professional growth and effective communication with all stakeholders.</td>
</tr>
</tbody>
</table>
## Adult Learning Framework: Continuous Classroom Improvement Model

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

![Histogram of Total Normal](image1)

![Histogram of Total Normal](image2)

![Histogram of Total Normal](image3)
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

Regular and Frequent Evaluation of Learning Processes

- Plan
- Do
- Study
- Act

Anchoring Learning
- Learning Requirements
- Class Goal
- Chart Progress
- Mission Statement
Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Act

Plan

Study

Do

SDMF 2014 Greco
Result Triangle

Strategy

Structure

Execution

Results

SDMF 2014 Greco
**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 asked 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**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Not Prof.</td>
<td>Prof. %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17..25..24..14..1</td>
<td>9..5..2..6..9</td>
<td>76%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
Set and Communicate Direction

Learning Requirements
Class Goal
Chart Progress
Mission Statement

Regular and Frequent Evaluation of Learning Processes

Plan
Do
Study
Act

Curriculum
• Results drive alignment work.
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.
Professional Development

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

- Graphic Organizers
- Quick Writs
- Cornell Notes
- Reflective Journals
- Review Learning for the Day at Home
- T-Charts
- Venn Diagrams
- Compare and Contrast Organizers
- Frayer Model
- Affinity Charts
- VISIT Diagrams
- Nonlinguistic Representations
- Development of Academic Vocabulary
- Questions, cues, & advanced organizers
- Generating and testing hypotheses
- Setting objectives & providing feedback
- Cooperative Learning
- Debriefs
- Jigsaw
- Shared Reading & Writing
- Simulation or Trial
- Think-Pair-Share

Do
Coaching Records End of Year
Monitoring Progress of Implementation of Workshop Instructional Model: Pre
Workshop Model: Post Training Data

### VII. Current End of Quarter Results

#### POST TRAINING RESULTS

<table>
<thead>
<tr>
<th>Core Component</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>3</td>
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<tr>
<td>Focused Mini Lesson</td>
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<td>Guided Practice</td>
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<td>Share Time</td>
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<tr>
<td>On Going Assessment</td>
<td>4</td>
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</tr>
</tbody>
</table>

#### Post K-5 Workshop Adult Framework Self-Assessment

- **On Going Assessment**
- **Share Time**
- **Guided Practice**
- **Focused Mini Lesson**
- **Workshop**

Legend:
- Stage 1
- Stage 2
- Stage 3
3. Classroom Learning Results

<table>
<thead>
<tr>
<th>MATH MAP SCORES</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Fall (140-153)</td>
</tr>
<tr>
<td>Winter (146-163)</td>
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<tr>
<td>Spring (151-170)</td>
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<td>210</td>
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<td>140</td>
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<tr>
<td>130</td>
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<tr>
<td>120</td>
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MAP (Language)

<table>
<thead>
<tr>
<th>Score</th>
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<tr>
<td>260</td>
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<tr>
<td>255</td>
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<td>210</td>
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<td>205</td>
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</table>

SDMF 2014 Greco
Impact on Teacher Instruction to Improve Student Learning

Students become more reflective about what they know and understand.
Middle School Social Studies

LEARNING GOAL ATTAINMENT BY CLASS PERIOD

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
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

Lowering Custodial Operational Cost Strategies

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

- 1\textsuperscript{st} Semester PDSA and 3\textsuperscript{rd} 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.

![Labor Costs](image)

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**

**Running Record Data**

- 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)
<table>
<thead>
<tr>
<th>Vision</th>
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<tbody>
<tr>
<td>• Commit to Excellence</td>
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<td>• Culture of Service</td>
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<td>• Focus on Future &amp; Innovation</td>
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<tr>
<th>Review of Performance</th>
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<tr>
<td>• Manage by Fact &amp; Measure the Important Things</td>
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<td>• Synthesis of Results</td>
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<tr>
<td>• SWOT</td>
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<td>• Celebrations, Recognize and Reward Success</td>
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<thead>
<tr>
<th>Performance Expectations</th>
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<tbody>
<tr>
<td>• Benchmark Performance</td>
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<tr>
<td>• Set Desired Level of Performance</td>
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<tr>
<td>• Timelines for Implementation</td>
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<tr>
<th>Score Cards &amp; Goals</th>
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<tbody>
<tr>
<td>• Set Annual Performance Indicators</td>
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<tr>
<td>• Establish Score Cards</td>
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<tr>
<td>• Set Measurable Goals</td>
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<tr>
<th>Monitor Progress</th>
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<tbody>
<tr>
<td>• 45 Day Improvement</td>
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<td>• Short Cycle 10-15 Day Classroom Improvement</td>
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<td>• Quarterly Updates with School Board</td>
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<thead>
<tr>
<th>Best Practice</th>
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<tbody>
<tr>
<td>• Research Review, Project Maps</td>
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<tr>
<td>• Establish Process for Agility &amp; Future Thinking</td>
</tr>
<tr>
<td>• Customer, Post-secondary &amp; Industry Feedback</td>
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<tr>
<td>• Measures for System Improvement &amp; Evaluation (Baldrige Feedback)</td>
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</tbody>
</table>
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?