

# Continuing Our Course Through *Focus* and *Feedback*

## Superintendent's Message

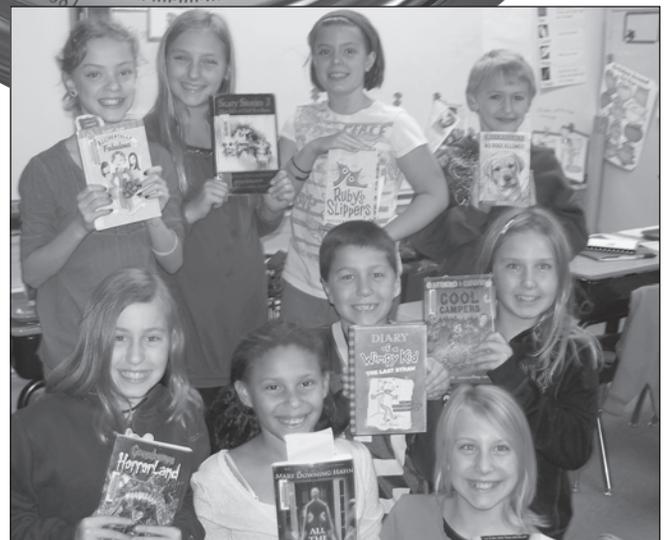
We have made tremendous progress the past three years in implementing our district's five-year strategic plan. Muskego-Norway's selection as a 2010 Wisconsin Forward Award recipient at the mastery level (only the third K-12 district to receive this prestigious honor in the history of the program) is a particularly notable indicator of our progress to date.

As our district enters year four of our five-year plan, we continue to seek out deeper ways to achieve our mission of "every student learning, growing ... succeeding" en route to obtaining our vision of being "the district of choice in southeastern Wisconsin." To this end, the latest research underscores the importance of focus and feedback for district staff, whose work provides the most important predictor of student learning. Thus, in response, the inside pages

- highlight our system's high-leverage practices that provide instructional focus for every district classroom
- describe how we will align teacher, leadership and organizational efforts to maximize impact
- detail how we will monitor and support classroom work so we can communicate progress, continuously improve practices, and celebrate our successes.

I am very thankful for the over 100 staff members who contributed this past summer to the good planning detailed in this publication. I also am very thankful for the community that continues to support us in making this ambitious mission and vision achievable for our students. To this end, page four details our 2011-12 key performance objectives, indicating the next steps of progress for our system this year. May achievement of these objectives continue advancing our district's journey from good to great.

*Joe A. Schroeder*



# Muskego-Norway's 3 High-Leverage Professional Practices

*Our focus and alignment of work so that our mission and vision are attainable.  
Like a compass, these practices will "bring us home."*

Teaching Practices	Leadership Practices	Organizational Practices
<b>STANDARDS-ALIGNED, DIFFERENTIATED INSTRUCTION</b>		
<p><b>T1:</b> Teachers will deliver high-quality, standards-based instruction to every student based on individual needs.</p> <p><b>T2:</b> Teachers will use assessments to differentiate rigorous instructional practices that ensure continual student growth.</p>	<p><b>L1:</b> Administrators will monitor instruction routinely and give timely, explicit feedback regarding standards-based instructional effectiveness.</p> <p><b>L2:</b> School-wide leadership will facilitate and monitor dialogue around common assessments at the school, grade and/or departmental levels.</p>	<p><b>O1:</b> Administration will provide time for preparation, implementation and collaboration of standards-aligned, differentiated instruction and assessment.</p> <p><b>O2:</b> District leadership will provide ongoing training/collaboration for successful understanding and implementation of standards-based instruction.</p>
<b>DATA-INFORMED COLLABORATION AND ACCOUNTABILITY</b>		
<p><b>T3:</b> Teachers will collaborate regularly, using pertinent data to make immediate best-practice instructional decisions.</p> <p><b>T4:</b> Teachers will use a cycle of inquiry that fosters accountable conversation and action among practitioners to address students' needs.</p>	<p><b>L3:</b> Administration will provide timely, descriptive feedback and support(s) around data-informed collaboration.</p> <p><b>L4:</b> Administration will support the expectation that individual and collective behaviors are consistent with data-informed collaboration and accountability.</p>	<p><b>O3:</b> District and building leadership teams will support and monitor regular, consistent, and protected collaboration time.</p> <p><b>O4:</b> District leadership will develop annual professional development goals and training, using feedback from building and grade-level PLC's.</p>
<b>ACCELERATED INTERVENTION</b>		
<p><b>T5:</b> Teachers will identify, respond to, and monitor students for targeted, accelerated interventions.</p> <p><b>T6:</b> Teachers will utilize district resources to document and provide interventions.</p>	<p><b>L5:</b> The leadership team will provide aligned support in resources to assist in integrating and monitoring interventions.</p> <p><b>L6:</b> The leadership team will ensure that collaboration is occurring around student needs, while monitoring student progress.</p>	<p><b>O5:</b> District leadership will provide a consistent framework for accelerated interventions across district schools.</p> <p><b>O6:</b> District leadership will provide resources and structured time to monitor student progress on the effectiveness of interventions.</p>

**“ A vision without execution is only a dream. ”**

– John Blaydes



# Our Vital Signs and “Look Fors”

***Our focus for ongoing feedback and assessment of implementation efforts to date***

## VITAL SIGNS OF STUDENT LEARNING

### **Vital Sign #1: Cognitively Engaging Work**

- Students are engaged in reading text sources at their independent reading level.
- Students apply content literacy skills to authentic, relevant situations.
- Students apply academic vocabulary to authentic, relevant situations.
- Students engaging in high-level thinking (e.g., making deeper connections, reflecting and synthesizing) as evidenced through dialogue and writing.

### **Vital Sign #2: Monitoring Own Progress**

- Students compare work against high-quality work samples.
- Students chart their own progress against a learning target.

### **Vital Sign #3: Self-Efficacy**

- Students track their own achievement during an assessment cycle.
- Students exhibit initiative in seeking resources to support their own academic and behavioral growth.

## VITAL SIGNS OF TEACHING PRACTICES

### **Vital Sign #1: Rigorous Learning Activities**

- Teachers explicitly model, coach, and explain effective pre-, during, and post-reading strategies.
- Teachers assign tasks/activities directly related to standards.
- Teachers provide instructional time on project / inquiry-based learning.

### **Vital Sign #2: Data-Guided Instruction**

- Teachers group students based on common needs identified by assessments.
- Teachers check for understanding to inform and adjust instruction (formative and summative).
- Teachers use data to evaluate instruction and address student needs during an assessment cycle.

### **Vital Sign #3: Collaborative Analysis of Student Work**

- Teachers have rich discussions regarding student work quality and responsive practices.
- Teachers will develop, score and analyze results of common assessments.
- Teachers will plan and assess student progress collaboratively.

## VITAL SIGNS OF LEADERSHIP PRACTICES

### **Vital Sign #1: Professional Development Aligned to Priorities**

- Grade level / department teams meet to develop and refine instructional plans based on the review of student learning data.
- Grade level / department team members will share their successful implementation of research-based instructional practices.

### **Vital Sign #2: Team Collaboration**

- Team collaboration will focus around the three corollary questions (What do we want students to know and be able to do? How will we know if they learned it? How will we respond if they didn't learn it or if they already know it?)
- Grade-level / department teams meet at least 45 minutes per week or 90 minutes every other week to reflect on instructional practices and student learning.

## VITAL SIGNS OF ORGANIZATIONAL PRACTICES

### **Vital Sign #1: Resources Aligned to Priorities**

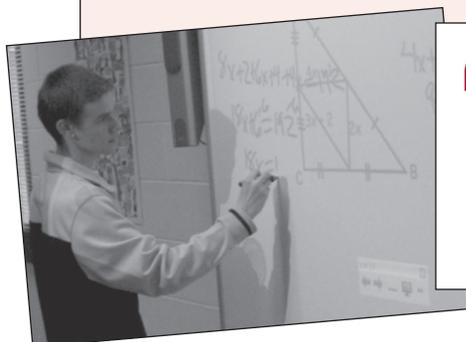
- Professional development focused on analyzing student data (qualitative, quantitative) will be provided.
- Accurate, timely and user-friendly data is provided.

### **Vital Sign #2: Protected Collaborative Time**

- Time is set aside for grade-level / departmental teams to meet to develop and refine research-based instructional plans and analyze student learning data.

**“ Successful execution matters because it is the foundation of strong results for students. ”**

– Mutiu Fagbayi



# MUSKEGO-NORWAY SCHOOLS — 2011-12 Key Performance Objectives (KPOs)

## *Our district's next steps of progress in our five-year continuous improvement journey*

### **Enhancing Teaching and Learning**

- E1) Focus classroom instruction, professional collaboration and feedback on the district's high-leverage practices that impact student learning:
- Standards-aligned, differentiated instruction
  - Data-informed collaboration and accountability
  - Accelerated intervention

### **Developing People and Partnerships**

- D1) Monitor and provide feedback on the implementation of K-8 reading units of study and secondary content literacy strategies, including the embedding of critical thinking and technology targets.

### **Providing Quality Leadership**

- P1) Implement administrator training around common supervisory components and effective, consistent feedback aligned to our system's high-leverage practices.
- P2) Provide workforce representatives opportunities for voice and input into the development and implementation of an employee handbook and health insurance plan.
- P3) Continue the middle school and 4K program reviews, with findings and recommendations to the board by November / December 2011 respectively.

### **Continuously Improving Services and Operations**

- C1) Conduct an informational campaign for a November 2011 facilities referendum.
- C2) Articulate a district-level plan for full implementation of Response to Intervention (RtI).
- C3) Articulate a long-term plan of program review for the system.



### **OUR MISSION**

*Every student learning,  
growing... succeeding.*

### **OUR VISION**

Muskego-Norway Schools is the district of choice in southeastern Wisconsin for prospective students, parents, and staff.

High student achievement, system-wide continuous improvement, and sound stewardship of community resources are the hallmarks of Muskego-Norway Schools.



## **2008-13 Strategic Objectives**

- 1** *Improve student performance through a focus on literacy, critical thinking, rigor and relevance.*
- 2** *Improve stakeholder satisfaction and perception of the district by incorporating a continuous improvement system and related values into all areas of district operations.*
- 3** *Maintain financial stability while improving cost-effectiveness and resource management.*
- 4** *Address facilities needs, particularly at the elementary level.*