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262-483-4576

WWW.SDMFSCHOOLS.ORG

falls schools

AN IMPROVING SYSTEM

Where we started
July 2011

High School
- 2nd Notice NCLB School At Risk Special Education
- Low AP participation & success

Milwaukee Magazine
- SDMF Underperforming, High Spending School District

Middle School Culture
- Suspension rate 7 x the state average

Superintendent retired 2011 Board focus on Improvement

"Shifting mindsets and behaviors is the core of any continuous improvement journey."

Joakim Ahlstrom, 2015

Create a culture around continuous improvement

CONTINUOUS QUALITY IMPROVEMENT

The Board of Education requires the utilization of continuous quality improvement at all levels of the organization that enhances our ability to consistently meet or exceed stakeholder requirements. Continuous quality improvement efforts will make use of a preventative and proactive problem solving approach that benefits our students. Systemic, systematic, and sustainable continuous improvement efforts ensure that all District students receive the highest possible standard of learning that prepares each graduate for a successful workplace or post-high school learning experience. The Board believes that commitment to continuous quality improvement also increases the confidence of existing District stakeholders who are investing in an organization that is of a high standard and one that provides quality services for students and the community.

The Board believes in continuous quality improvement practices that involve and progressively increase value to all stakeholders. The Superintendent shall develop and maintain processes that engage stakeholder participation and provide access to information in a variety of ways. Such processes will facilitate and encourage feedback on quality issues from District stakeholders.

Across the organization, the District leadership, teachers, and other staff shall regularly identify improvement opportunities, monitor and document progress, make necessary adjustments, and manage all strategic and operational risks. The Superintendent shall implement progress reviews for both short cycle and long-term quality accountability measures. Progress updates will be scheduled throughout each year.

The Board is committed to providing staff with access to appropriate quality training and development that ensures staff will sustain and enhance their skills and competencies. Staff is expected to learn quality improvement principles and actively embed District quality improvement strategies into their daily practice. This is a personal responsibility, a mindset, originating from the District's culture and values.

Approved: April 23, 2014

Deming The Man

W. Edwards Deming

Decision-Making

**An organization with
500 people makes 4 million
decisions a day.
Success is the sum
of all decisions.**

Definition of Improvement

- **Improvement means…**

The elimination of unnecessary hassle.

Improving outcomes.

Problems are solved.

High Control, Low Scale

Low Impact, Low Scale

High Involvement, Low Scale

High Impact High Scale

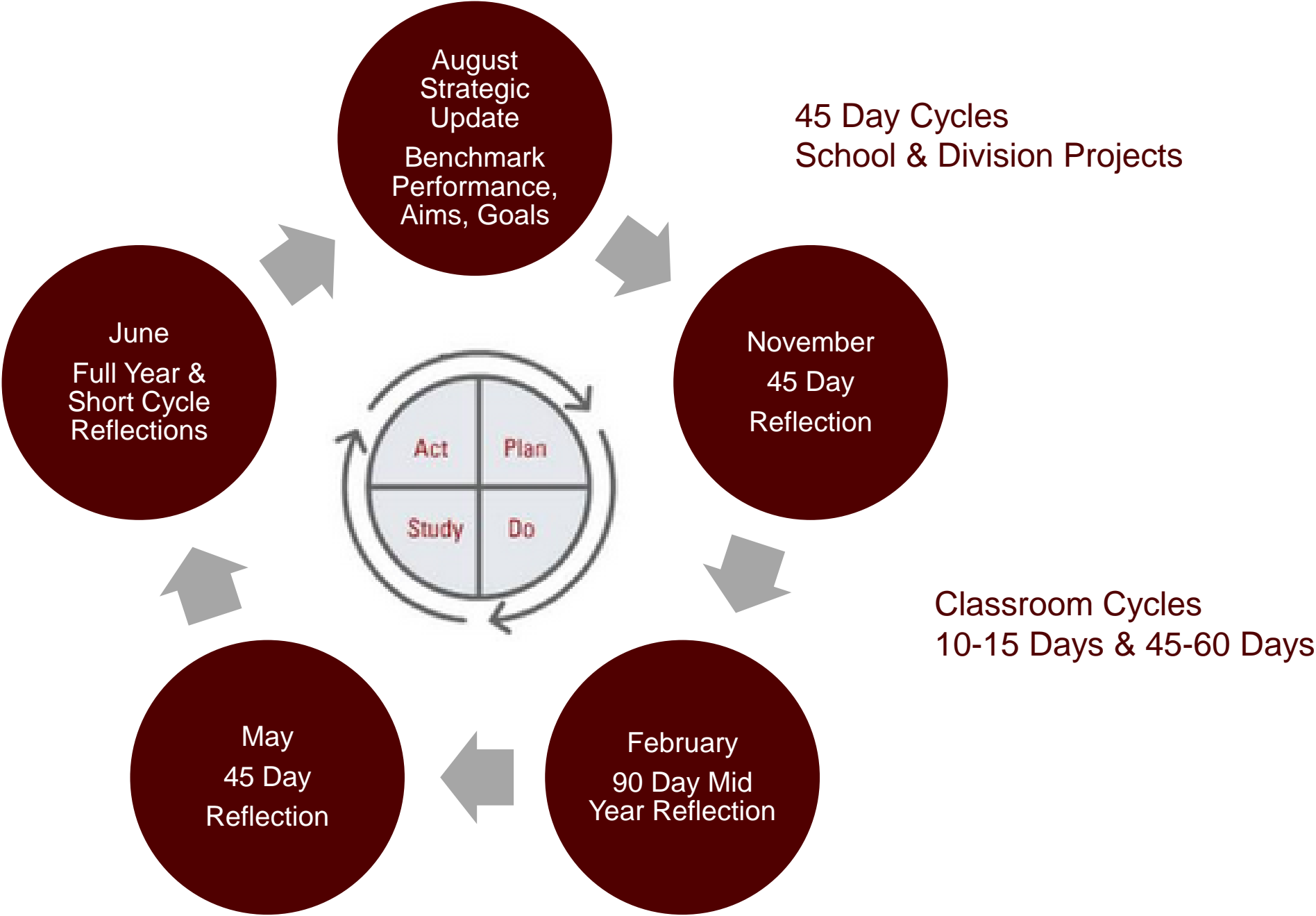| | | |
| --- | --- |
| **Top Down Heavy Control**

System Leaders Leading Change Initiatives with low involvement

Superintendent, Board, Central Office Leaders facilitating the System Goals | **An Aligned & Improving System**

Aligned Division Leaders
Aligned School Leaders
Aligned Teacher Leadership
Aligned Student Learning
Involved Parents & Community ★ |
| Isolated Activity

Strong individuals (leaders or staff) working to advance changes within a fragmented system with little direction or vision. Individual Strong Performers | Isolated Improvement Projects

Leadership Teams (leaders, teachers, staff, parents) working on individual improvement projects. |

Greco, 2018

Improving the Entire System

August
Strategic Update

Benchmark Performance, Aims, Goals

45 Day Cycles
School & Division Projects

November
45 Day Reflection

Classroom Cycles
10-15 Days & 45-60 Days

February
90 Day Mid Year Reflection

May
45 Day Reflection

June
Full Year & Short Cycle Reflections

Act | Plan
Study | Do

Our Big Aims:

All students transition to college and work after high school prepared for their future.

All students and families feel they belong in our school community.

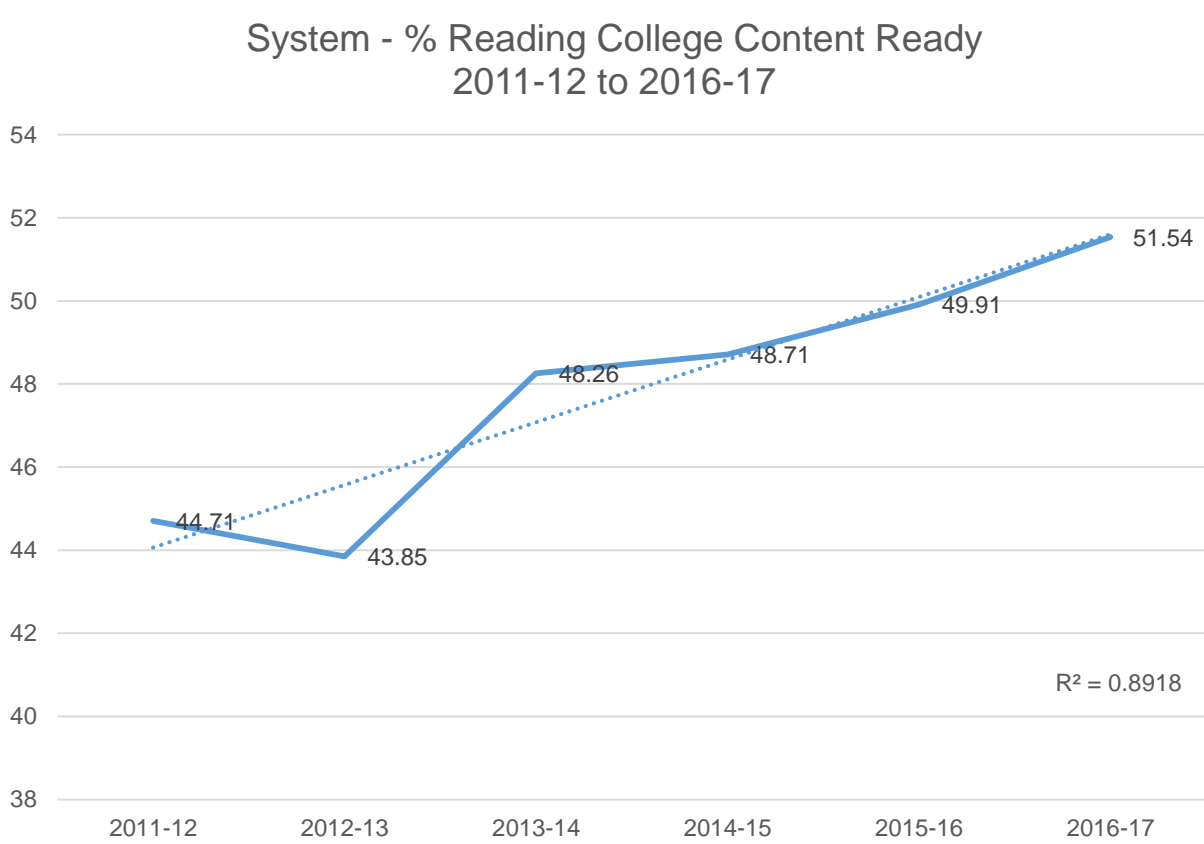All students and adults are engaged, learning and improving.

All students, families and staff members feel we are a School District of Choice.

System Wide College Ready Math

System - % Math College Content Ready
2011-12 to 2016-17

- 49.33
- 52.6
- 51.97
- 54.31
- 53.67
- 53.95

$R^2 = 0.8613$
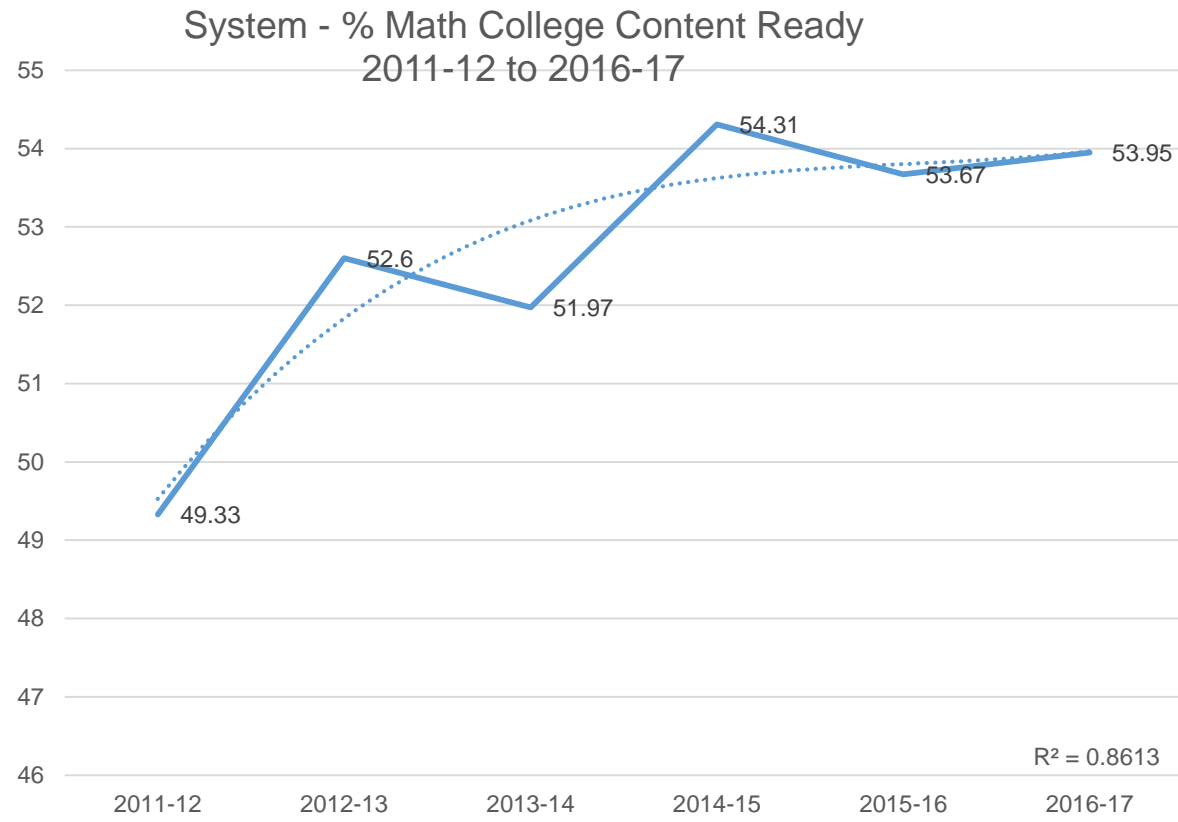
System Wide College Ready Reading

System - % Reading College Content Ready
2011-12 to 2016-17

- 44.71
- 43.85
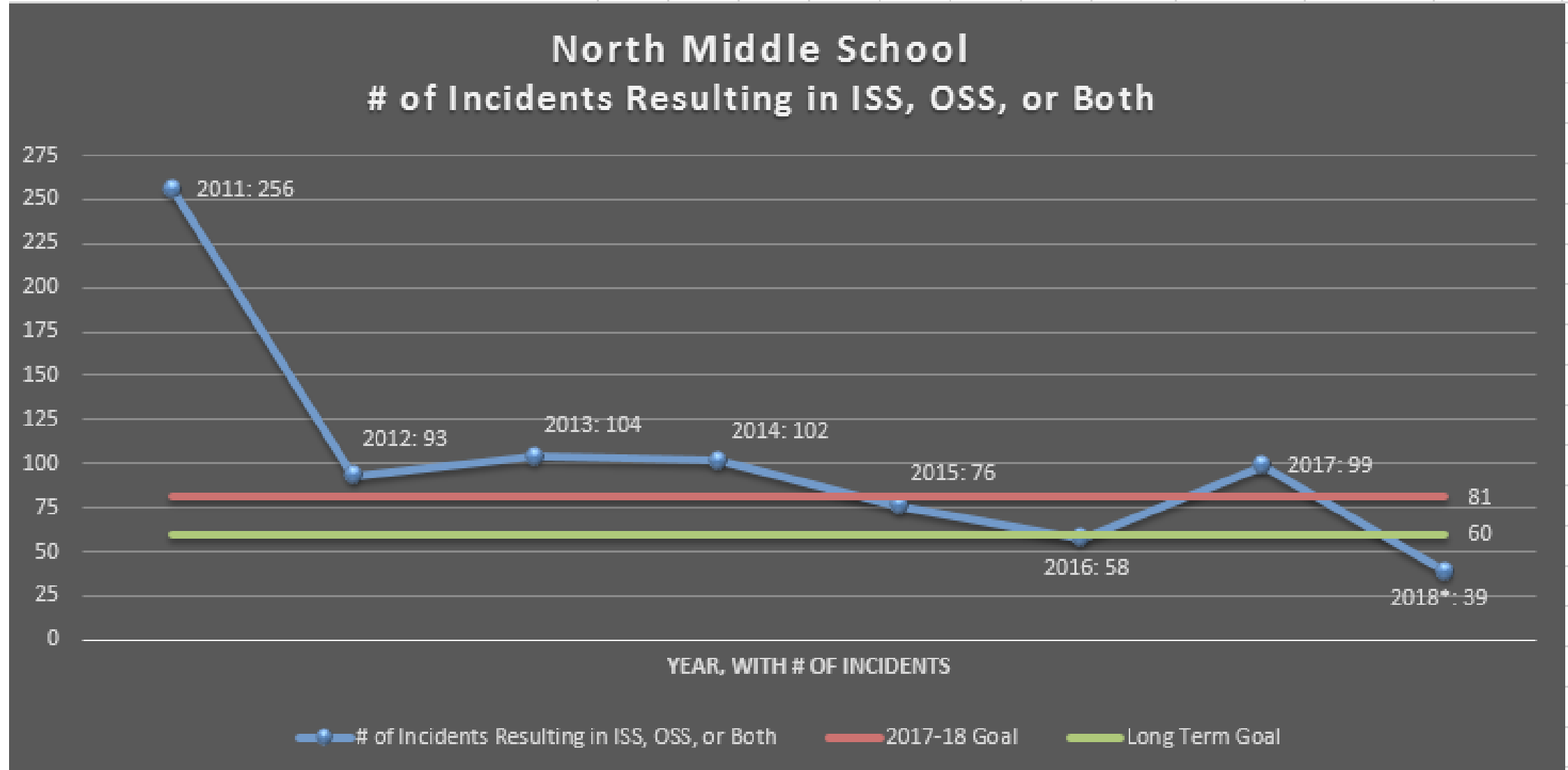- 48.26
- 48.71
- 49.91
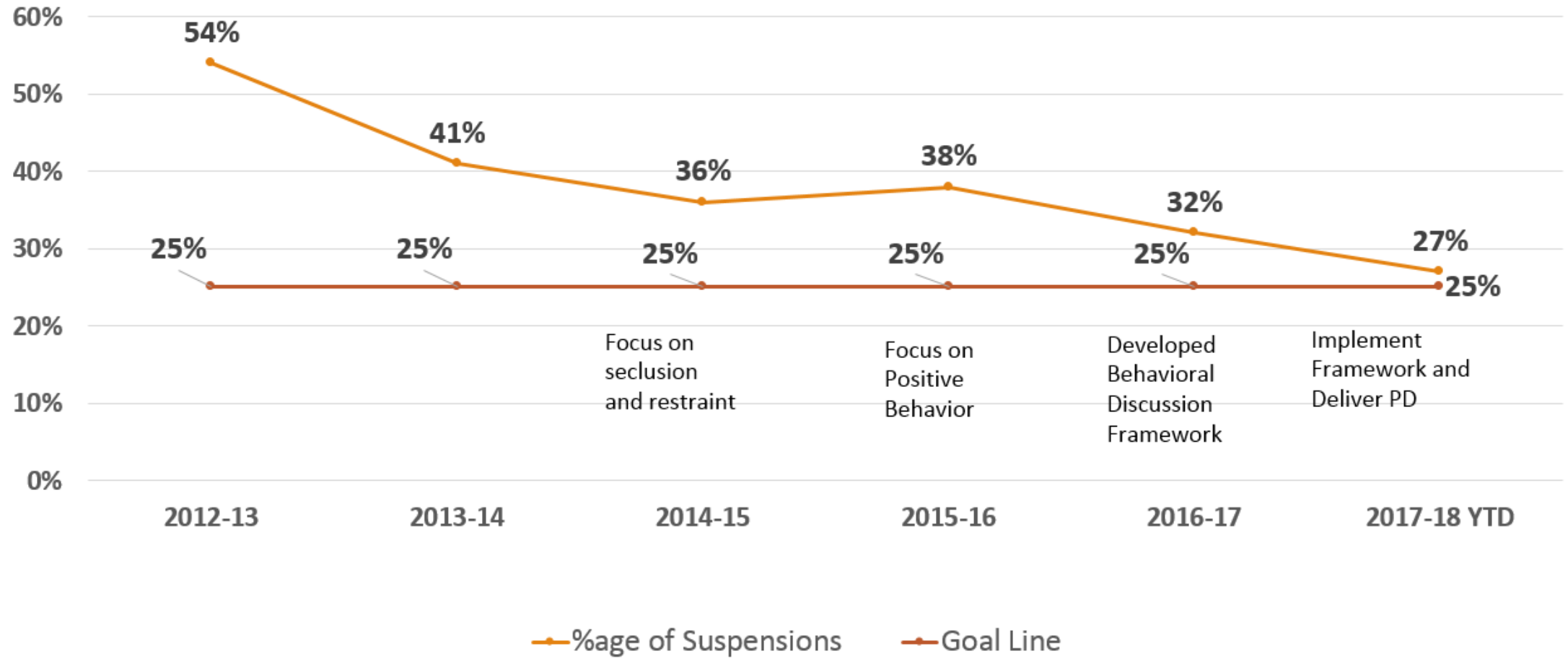- 51.54

$R^2 = 0.8918$

Feedback is a Gift Stakeholder Input

- **Annual Update Board & Leadership**
- **45 Day Reviews**
  - **Each Leadership Team & Each Teacher**

- **Mid Year Score Card Review Leadership Each Site**
- **Feedback**
  - **All Staff 2 x a Year Nov & May**
  - **All Leaders every 45 Days**
  - **All Students 1 x a year May**
  - **All Parents 1 x a year May**

- **Focus Groups**
  - **5th Graders**
  - **8th Graders 2 x Year**
  - **HS Students 3 x Year Target**

- **School Group Input**
  - **PTO Presidents & PTO Boards**
  - **Academic Advisory Teams**

- **Other Community Region Groups**
  - **Service Groups (Annual Presentations)**
  - **Waukesha County Business Alliance**
  - **Village Manager Monthly & Board Annually**
  - **CEO Round Table Chamber Monthly**
  - **Hospital Board**
  - **Chamber Board**
  - **Veterans Group**
  - **Realtor Focus Group**

Year	2011	2012	2013	2014	2015	2016	2017	2018*
# of Incidents Resulting in ISS, OSS, or Both	256	93	104	102	76	58	99	39
2017-18 Goal	81	81	81	81	81	81	81	81
Long Term Goal	60	60	60	60	60	60	60	60

North Middle School
of Incidents Resulting in ISS, OSS, or Both

YEAR, WITH # OF INCIDENTS

— # of Incidents Resulting in ISS, OSS, or Both   — 2017-18 Goal   — Long Term Goal

Percentage of Suspensions for Students with Disabilities 2nd Semester

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 YTD
%age of Suspensions	54%	41%	36%	38%	32%	27%
Goal Line	25%	25%	25%	25%	25%	25%

Focus on seclusion and restraint

Focus on Positive Behavior

Developed Behavioral Discussion Framework

Implement Framework and Deliver PD

— %age of Suspensions   — Goal Line

Build a Culture of Progress

- Every 10 to 15 days student learning

- 45 Days School and Department Progress

- Check In with each Staff Member 3 x Year
  - What is going well?
  - What barriers can you help with?
  - Who has been helpful to you?

- Staff Shout Outs

- Share Progress with Board and Community

MFHS Attendance – Quarter 1 17-18

MFHS Quarter 1 Attendance
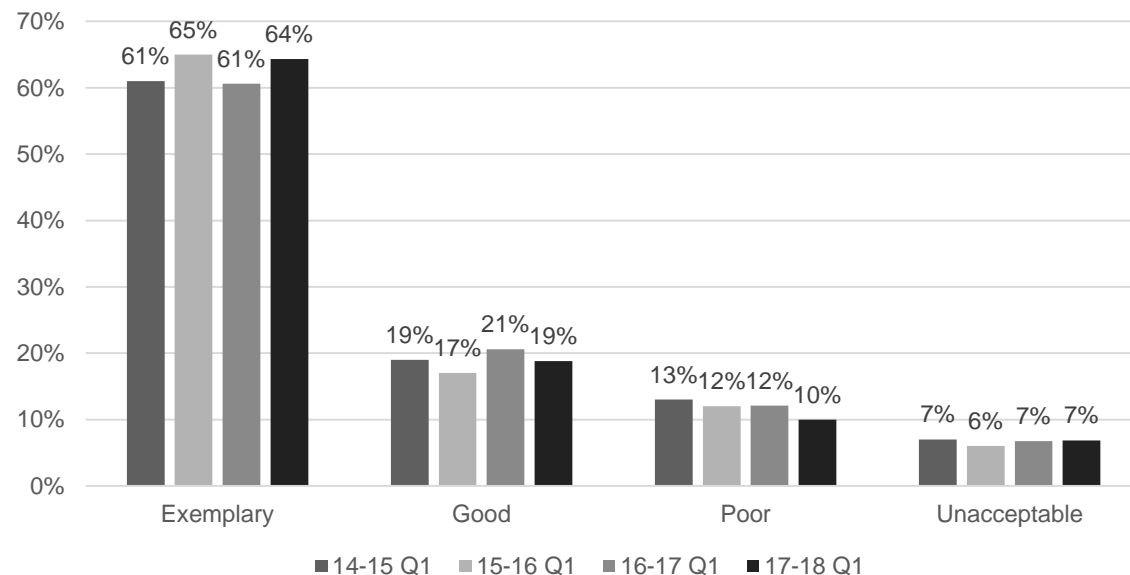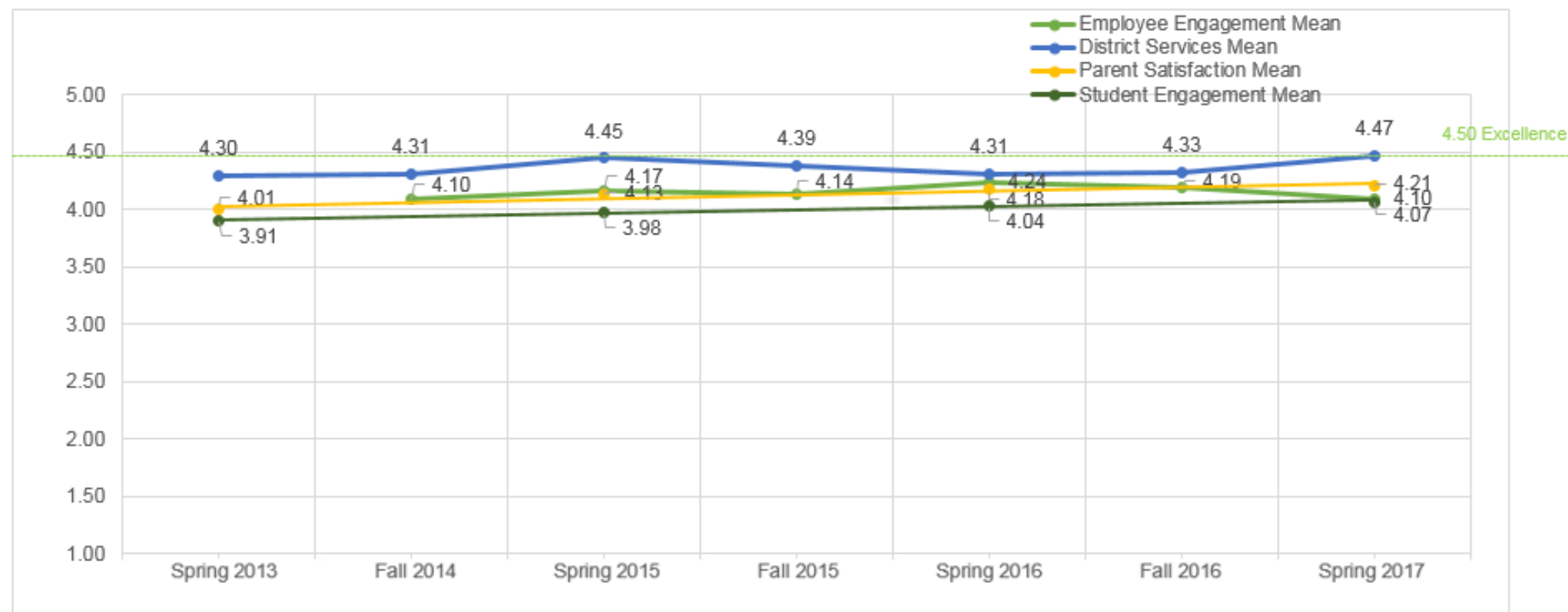
Exemplary/Good Attendance through Quarter 1
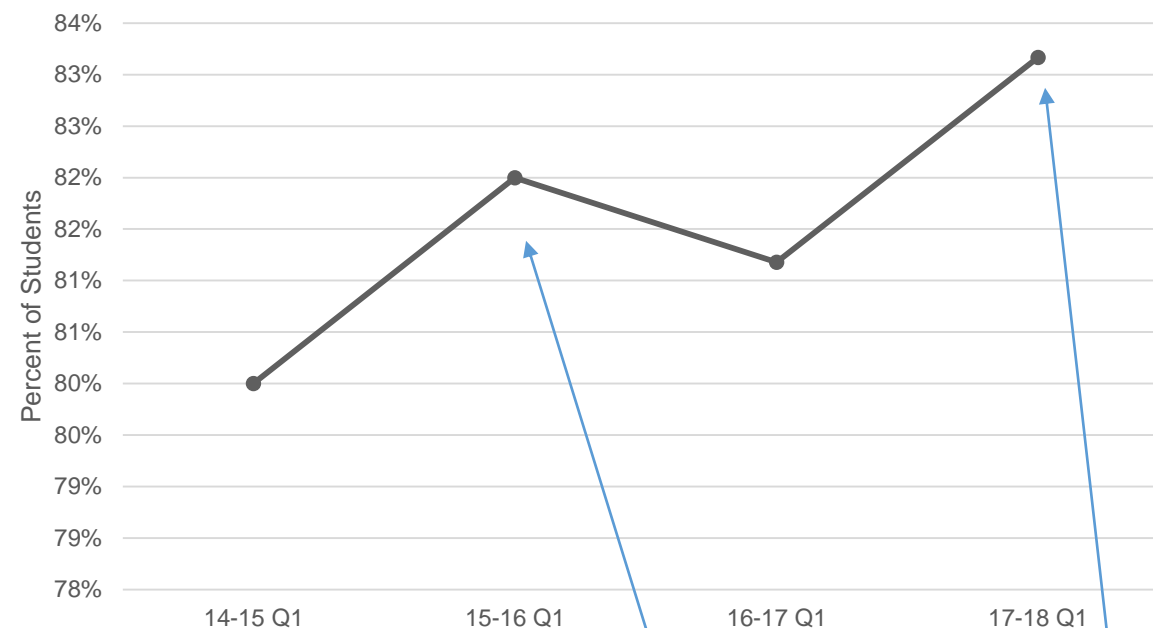
Started defining attendance categories: Exemplary, Good, Poor, Unacceptable

Homeroom period was implemented 2 times per month and attendance expectations were revisited

Survey Mean	Spring 2013	Fall 2013	Winter 2014	Spring 2014	Fall 2014	Winter 2015	Spring 2015	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Change Baseline to 2017
Employee Engagement					4.10		4.17	4.14		4.24	4.19		4.10	No Change
District Services	4.30	4.39	4.35	4.24	4.31	4.11	4.45	4.39	4.42	4.31	4.33	4.57	4.47	+ 0.17
Parent Satisfaction	4.01			4.09			4.13			4.18			4.21	+ 0.20
Student Engagement	3.91			3.84			3.98			4.04			4.07	+0.16

Figure 1. Line Graph of Survey Data Trends 2013-2017

Studer Education

TOP WORK PLACES 2015

MILWAUKEE·WISCONSIN JOURNAL SENTINEL

TOP WORK PLACES 2016

MILWAUKEE·WISCONSIN JOURNAL SENTINEL

TOP WORK PLACES 2017

MILWAUKEE·WISCONSIN JOURNAL SENTINEL

It's an award given to us by our employees...
We're a top workplace 3 times in a row!

Principles of Organization Improvement

Dr. Janet Pilcher
Managing Director & Executive Leader

QUINT STUDER

1. Commit to Excellence
2. Measure the Important Things
3. Build a Culture around Service
4. Create & Develop Leaders
5. Focus on Employee Satisfaction
6. Build Individual Accountability
7. Align Behaviors with Goals & Values
8. Communicate at all Levels
9. Recognize & Reward Success

Greco, 2018

Leading Change

Not tending to a toxic culture is fatal. Fixing culture is the most critical and the most difficult part of transformation.

Gerstner

Greco, 2018

Evidence-Based Leadership℠

Aligned Goals
- Scorecard Evaluation System
- Leader Development

Aligned Behavior
- Always Behaviors
- Performance Management

Aligned Process
- Standardization
- Accelerators

Foundational — Breakthrough
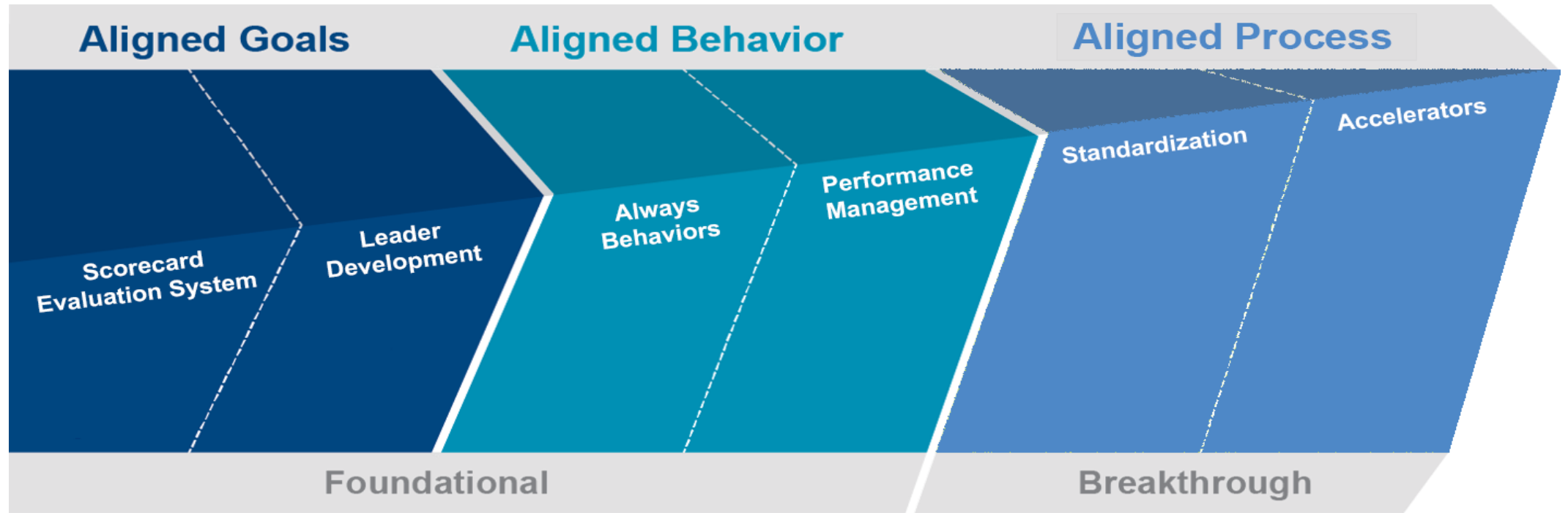
The Nine Principles®

Diagnose & Reflect – The Baldrige Framework

Studer Education
A HURON SOLUTION

Our System Score Card   **Measuring our TEAMS**
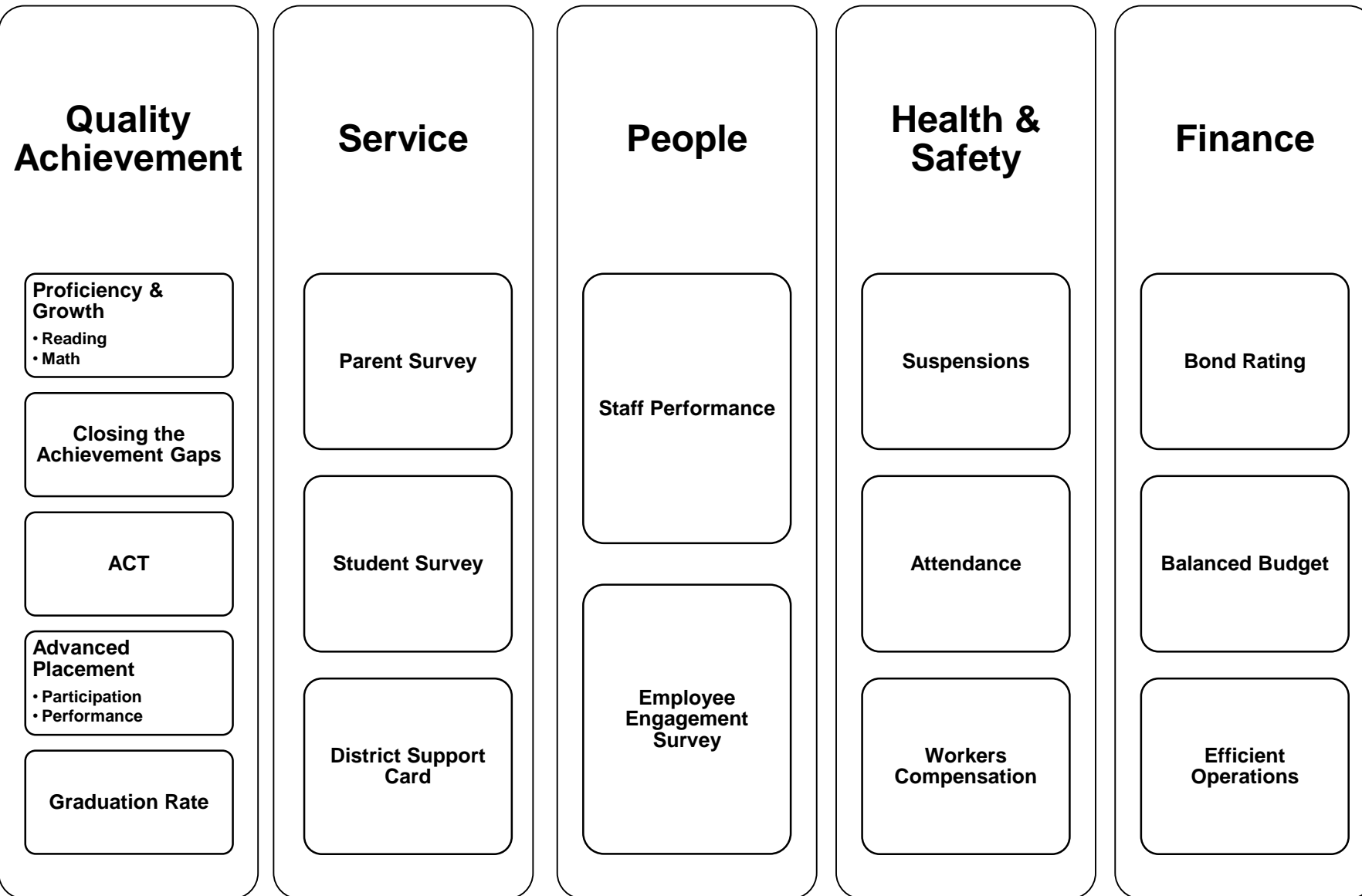
Quality Achievement

Proficiency & Growth
• Reading
• Math

Closing the Achievement Gaps

ACT

Advanced Placement
• Participation
• Performance

Graduation Rate

Service

Parent Survey

Student Survey

District Support Card

People

Staff Performance

Employee Engagement Survey

Health & Safety

Suspensions

Attendance

Workers Compensation

Finance

Bond Rating

Balanced Budget

Efficient Operations

Standard: Collaboration and Relationships

WOW/Memorable Performance ⑤	Many Strengths/Keep Going ④	Almost/Needs Support ③	Not Quite/Support Needed Outweighs Strengths ②	Not Yet/Keep Improving ①
• Proactively include and value the voice of all team members • Shared responsibility and accountability focused on common goals; commitment to system-thinking • Knowing and utilizing the strengths of each team member • Value relationships (personal and professional) • Willingness to share and listen to diverse points of view				• Visibly unwilling to listen, use, or share diverse points of view • Consistent compliance to completion of task; isolation from team; problem-focused rather than solution-focused (complaining, not owning the problem) • Not thinking as a system (ex: focused on self rather than the team and building) • Actions and words are disrespectful • Not engaged in the conversation and the work of the team

SDMF ALWAYS ACTIONS

CULTURE OF SERVICE

30, 90 Day New Hire Meetings
Service Excellence Standards
Team Excellence Standards
Leadership Check-Ins
Stop Light Reports/Follow-up

Problems Solved & Hassle Removed

ALIGN BEHAVIOR TO IMPROVEMENT
Individual Accountability

PDSA Student, Class, Team
10-15 Day Cycles of Improvement

All Evaluations
Service/Team Excellence Standards

45 Day Cycles
Grade Level, Schools, Departments, Board

COMMUNICATE AT ALL LEVELS

Feedback loops to All
Survey Roll Out & Follow-up
Student Focus Groups
Eliminate WE/THEY Behavior

COMMIT TO EXCELLENCE
CREATE & DEVELOP LEADERS

Scorecards Measure Important
Quarterly Leadership Development Core Tactics

Quality Tools Training
Project Management, DMAIC, KT, Orange Belt,
Green Belt, Black Belt

Greco, 2018

Evidence Based Leadership

TEAM OF ALL STARS

ALL STAR TEAM

Greco, 2018
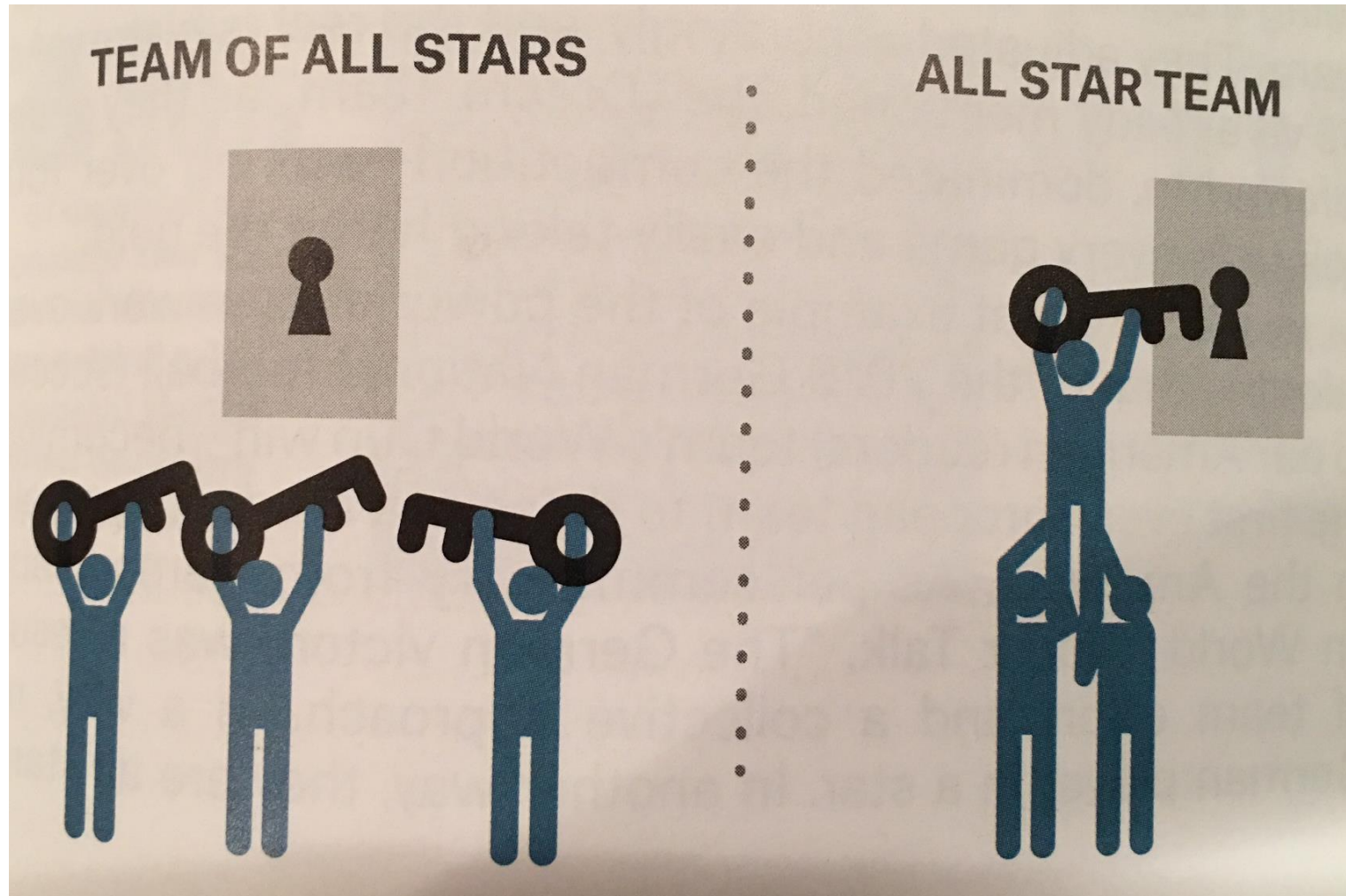
Short Cycles of Improvement

"The 'big' measures can signal where improvements are needed, they rarely provide the detail needed to help teachers & schools actually improve."

Dr. Tony Bryk, Carnegie Foundation

Dr. Tony Bryk
President Carnegie Foundation

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

Greco, 2018
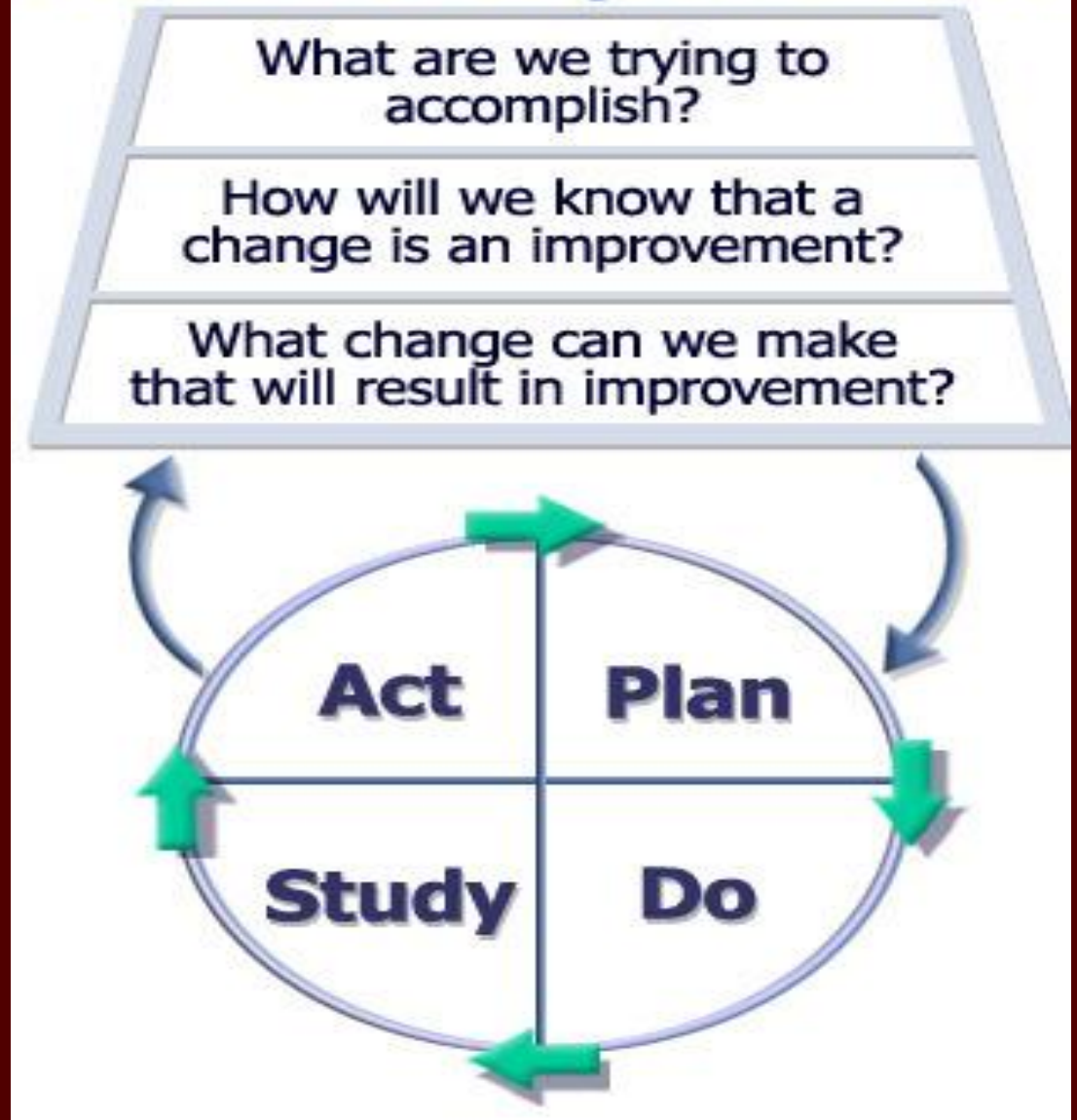
Principles of Improvement Science

- Make the work problem specific and user centered
- Variation in performance is the core problem
- See the system that produces the results
- We cannot improve what we cannot measure
- Anchor improvement in disciplined inquiry
- Accelerate improvements through networked communities

Impact of Improvement Protocols
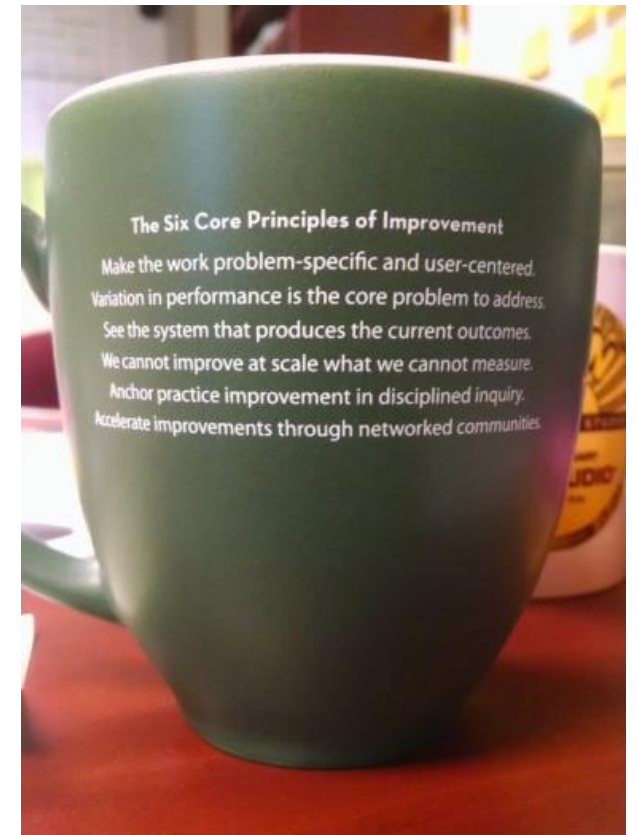
Classroom Continuous Improvement

1. Learning Requirements

Chemistry I "I Can…" Statements

1. I can describe the experimental evidence of the subatomic structure of atoms and relate that structure to the stability of the atom and to the element's position on the periodic table.

2. I can use the structure and arrangement of subatomic particles, atoms, ions, or molecules and the forces between them to explain the chemical and physical properties of materials.

3. I can use the rearrangement and/or reorganization of atoms and/or the transfer of electrons and other charged particles to explain chemical and nuclear changes in matter.

4. I can use the mole concept to relate the macroscopic to the submicroscopic and stoichiometry to relate amounts of substances in a chemical equation to each other.

5. I can describe the essential role energy and the transfer of energy play in the explanation and prediction of changes in matter.

6. I can explain chemical reactions and their rates with the details of molecular collisions.

7. I can describe the dynamic balance of equilibrium between forward and reverse reactions and the conditions that would produce increased amounts of reactants or products.

8. I can evaluate a problem and propose a solution incorporating guidelines for accuracy and precision, defining the criteria, approaching those criteria systematically, and making decisions about the priority of certain criteria over others.

9. I can approach and read a text like a scientist, including determining the author's purpose, following their procedure to replicate results, analyzing data in both
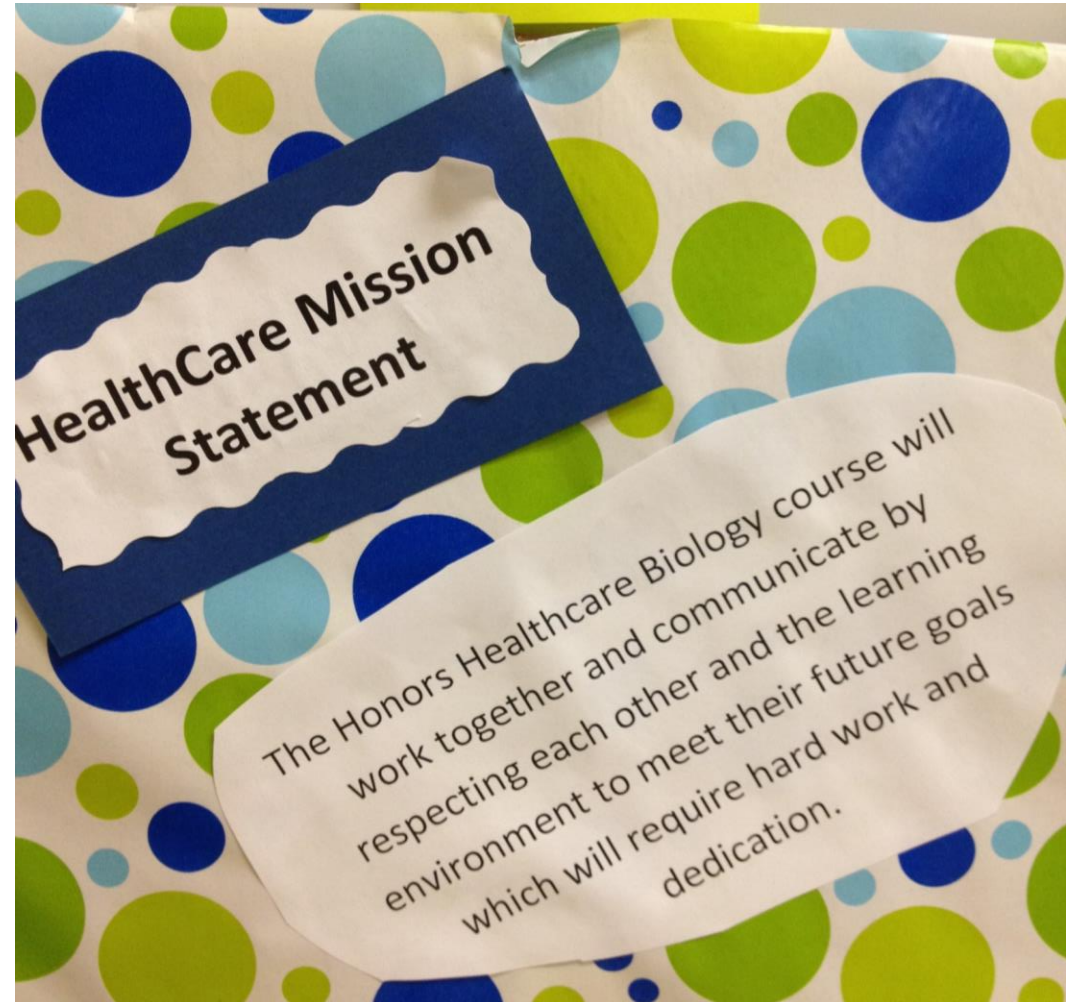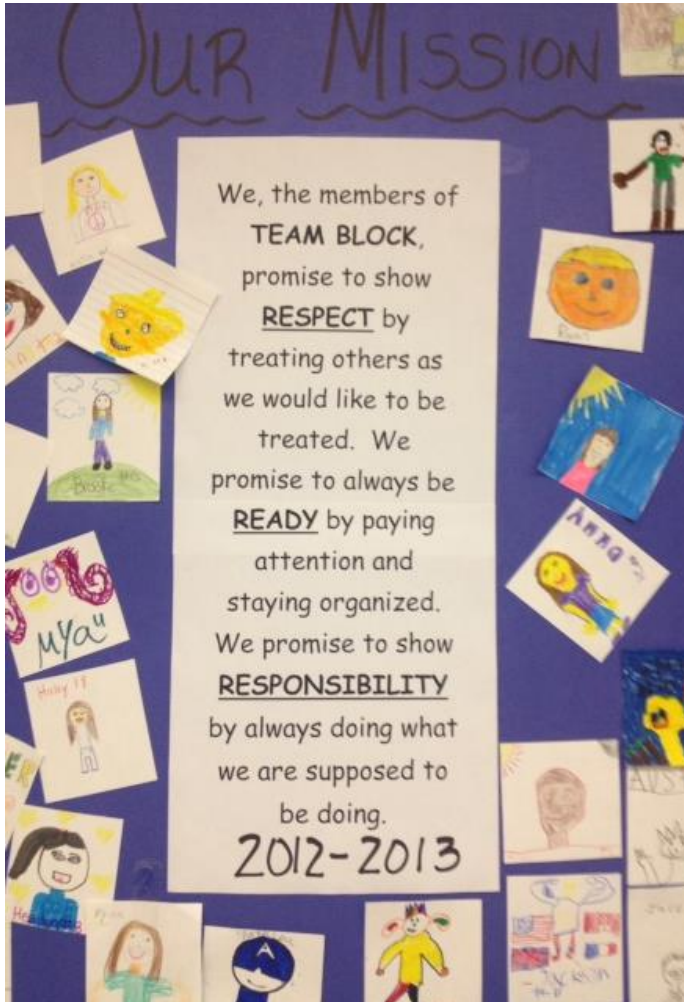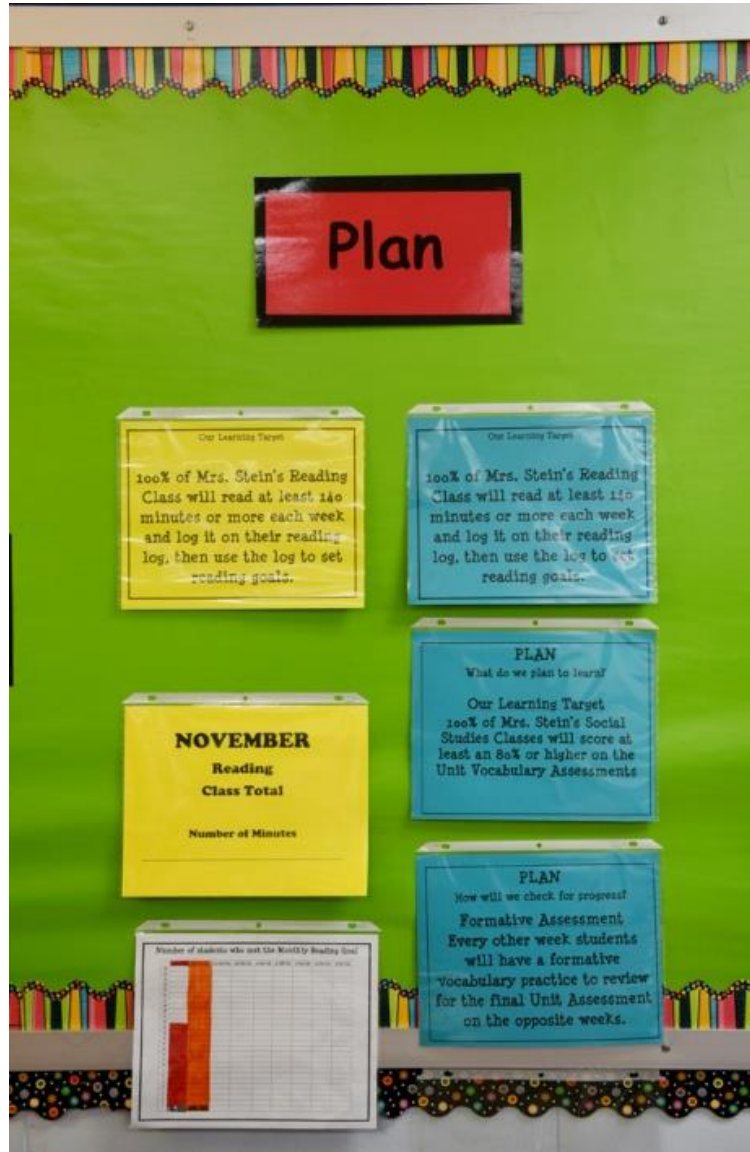
2. Class Learning Goal
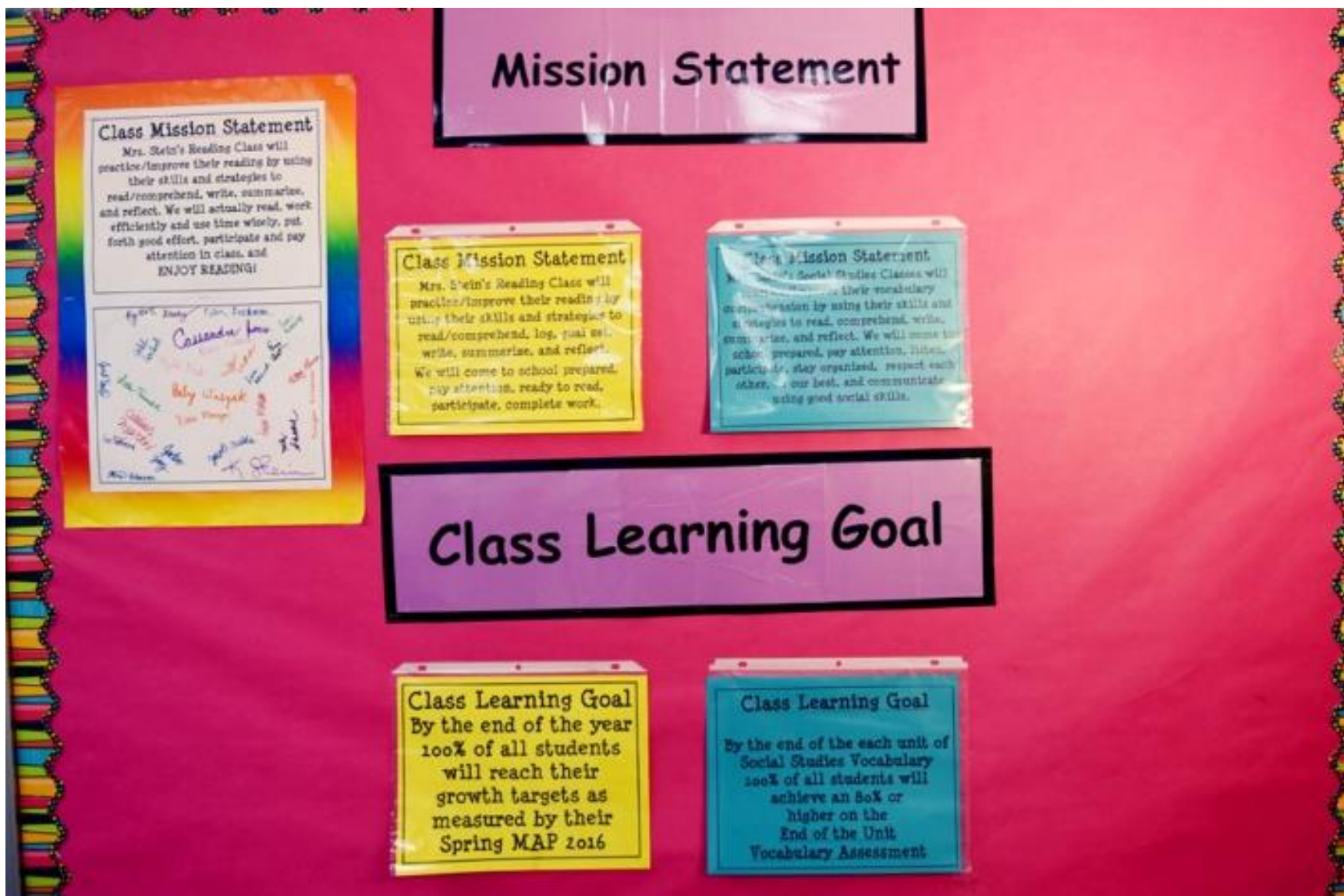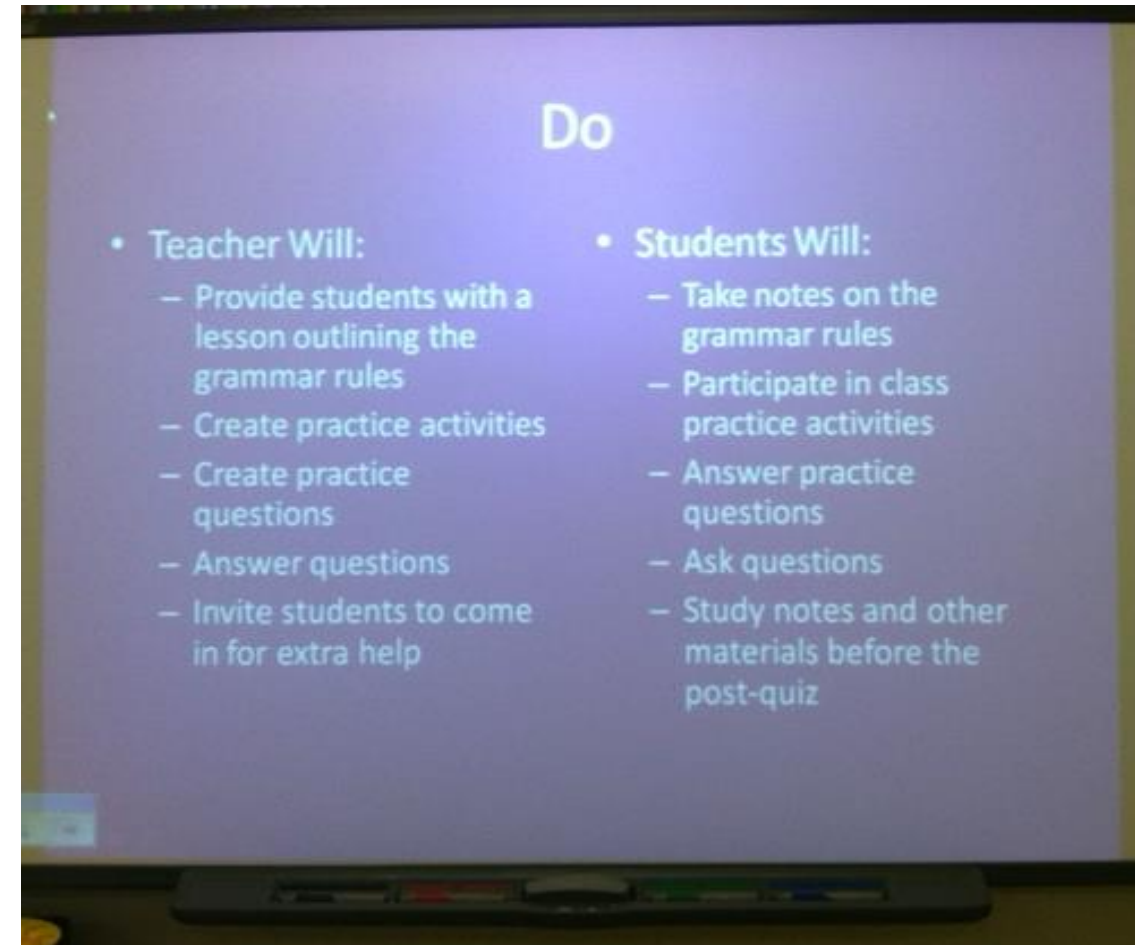
3. Classroom Learning Results
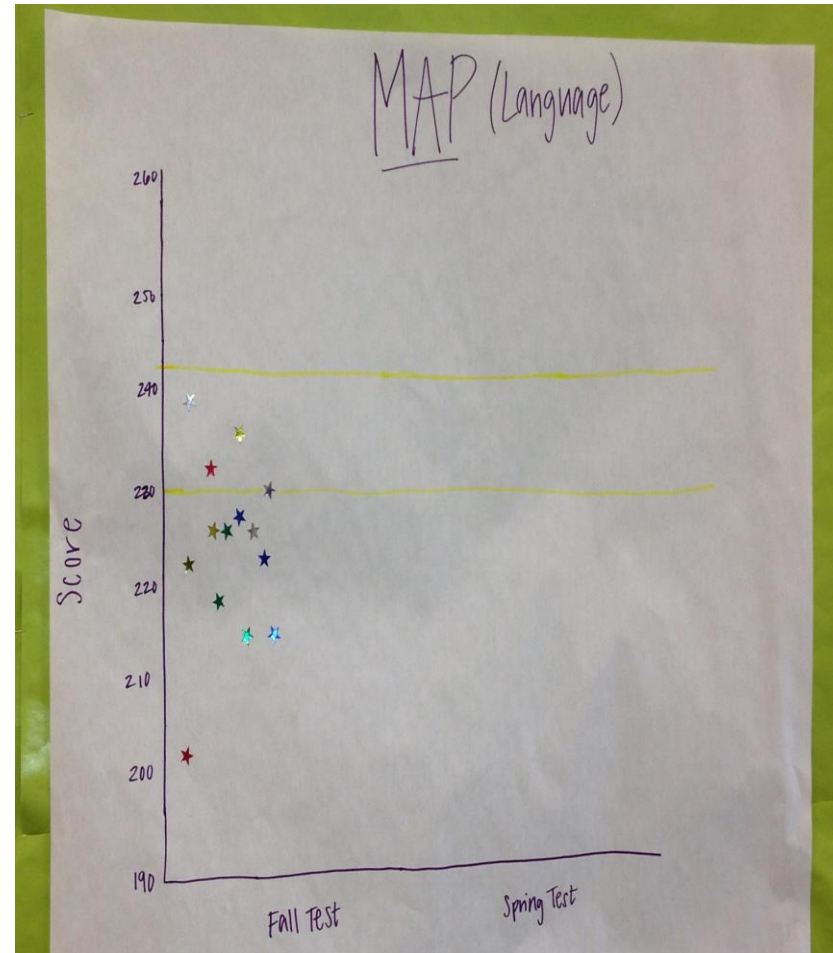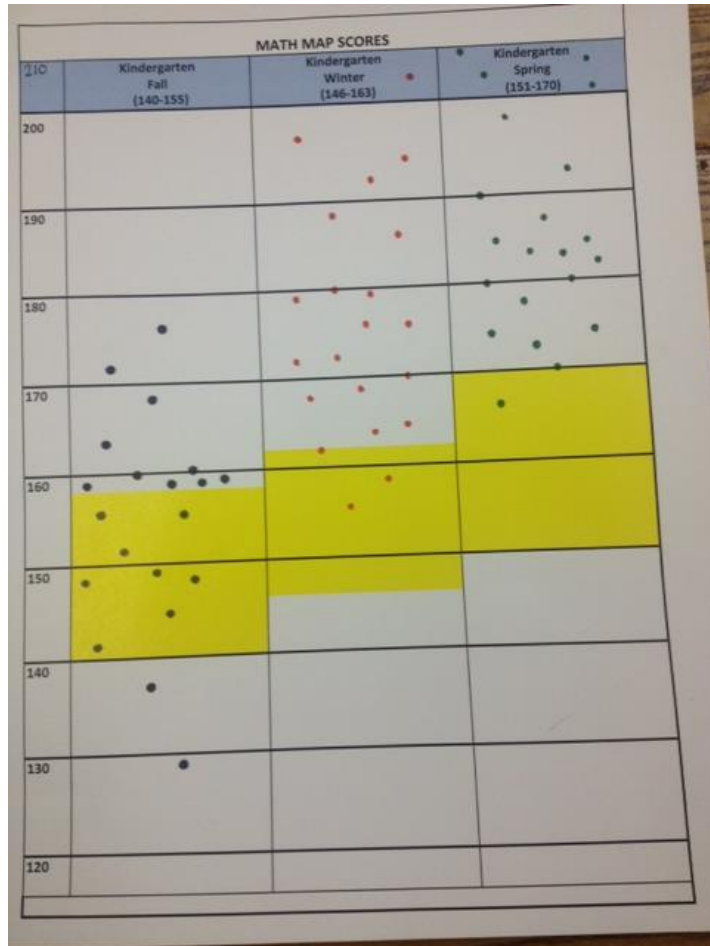
4. Mission Statement
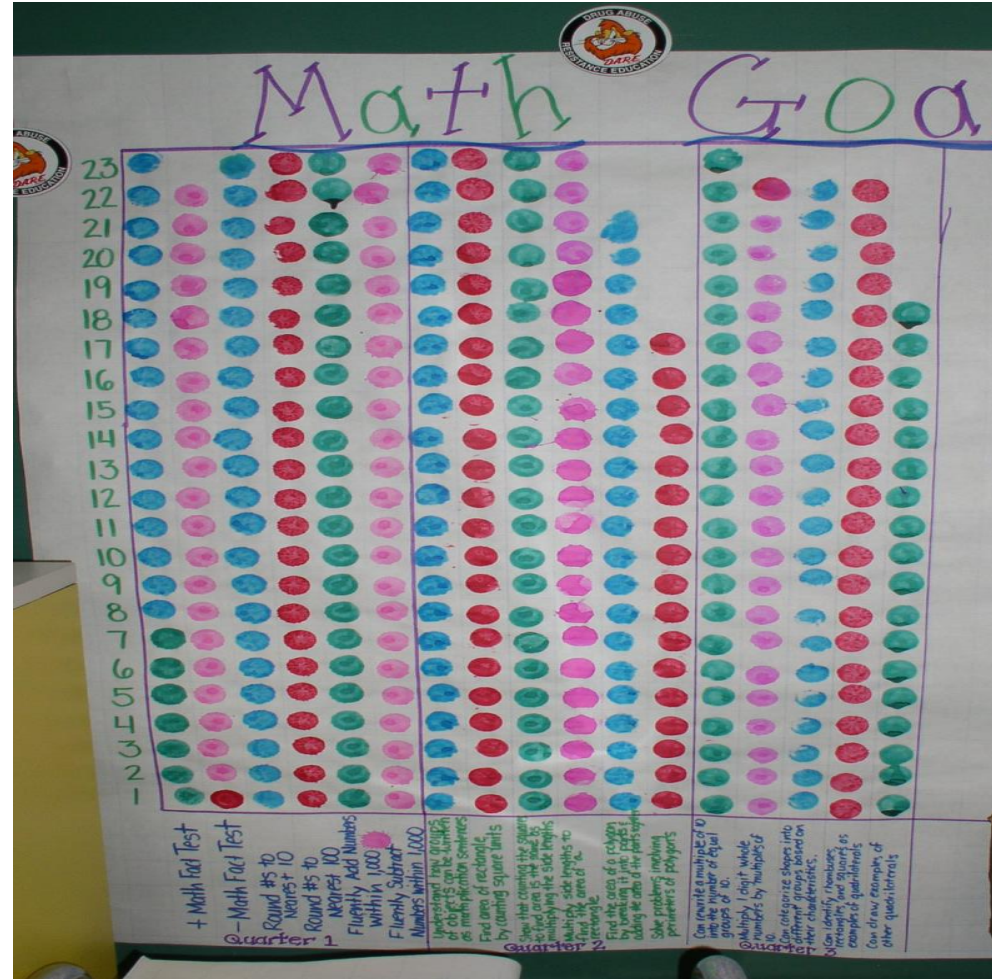
5. PLAN

6. DO
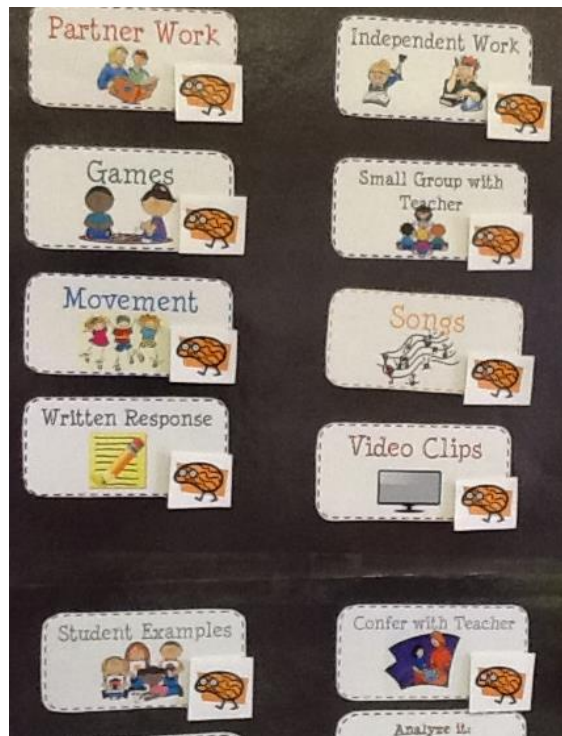
7. STUDY

PLAN

Learning Target:
Students will be able to use information to determine cause & effect.

Measure of Proficiency:
Students will score 70% or higher on cause & effect portion of unit test

DO

Teacher will...
- model Flow thinking map
- incorporate skill in unit project
- provide needed support

Students will...
- complete multi-Flow thinking map
- complete Do Now informal checks
- ask for needed help

ACT

Adjustments for the Next Learning Cycle:

- provide outline of multi-flow map as a starter

- make students create multi-flow map with project instead of separate slides

- Keep using Thinking Map!!

STUDY

All 4 classes = 109 (minus 2)

# Proficient	# Not Proficient	% Proficient
97	10	9/% ☺

How do you build Capability?

Aligned Behavior

Individual Accountability

Commit to Improvement

SDMF
Adult Learning Framework

Continuous Improvement - Proficiency Levels					
	Stronge	Stage 1	Stage 2	Stage 3	Students:
Learning Requirements	1.1 1.8 2.5	Learning objectives are created, but not displayed.	Learning objectives are displayed.	Learning objectives are clear and all stakeholders know and understand them.	□ have an understanding of the learning requirements for the course and personal learning □ know how to access the course learning requirements
Classroom Goal	1.6 4.4 5.5	Learning environment goal/s is created based on teacher discretion.	Learning environment goal/s is aligned to standards.	Learning environment goal is aligned to district adopted standards and goals.	□ explain class learning goal(s) □ explain personal learning goal(s)
Chart and Analyze Results	4.1 4.2	Data measuring progress toward goals are displayed for the beginning and end of the year.	Data measuring progress toward goals are displayed for the beginning, middle, and end of the year.	Data measuring progress toward goals are displayed and current when appropriate. The teacher refers to them throughout instruction.	□ explain the class data relative to the class learning goal □ chart and explain personal progress relative to data around personal goals
Classroom Mission Statement	Standard 5	Mission statement was created by one person and is displayed.	Mission statement has been jointly developed and is displayed.	Mission statement is collectively developed and used to guide processes and behaviors to promote learning.	□ are able to tie specific actions in the classroom to the mission □ live by personal mission
Plan	2.1 2.4 3.6 4.4	Identify the specific knowledge or skills that are going to be addressed for mastery.	Identify the specific knowledge or skills that are going to be addressed for mastery. Students understand mastery criteria during the learning process.	Identify the specific knowledge and/or skills to be addressed for mastery. These are clearly communicated and defined for students. The proficiency requirement is known prior to the learning cycle.	□ know and speak to the current learning target and proficiency measure □ set relevant short term learning targets with proficiency measure aligned with end of year goal

Leadership Academy

Course Work	Who	Trainers
Basic Improvement and PDSA	All Employees	Internal Coaches
Leadership Tools and Tactics	System Leaders/ Leadership Academy	Studer Group
Kepner Tregoe-- Decision Analysis	System Leaders/ Leadership Academy	TBD
Project Management	System Leaders/ Leadership Academy	WCTC
DMAIC	System Leaders/ Leadership Academy	WCTC

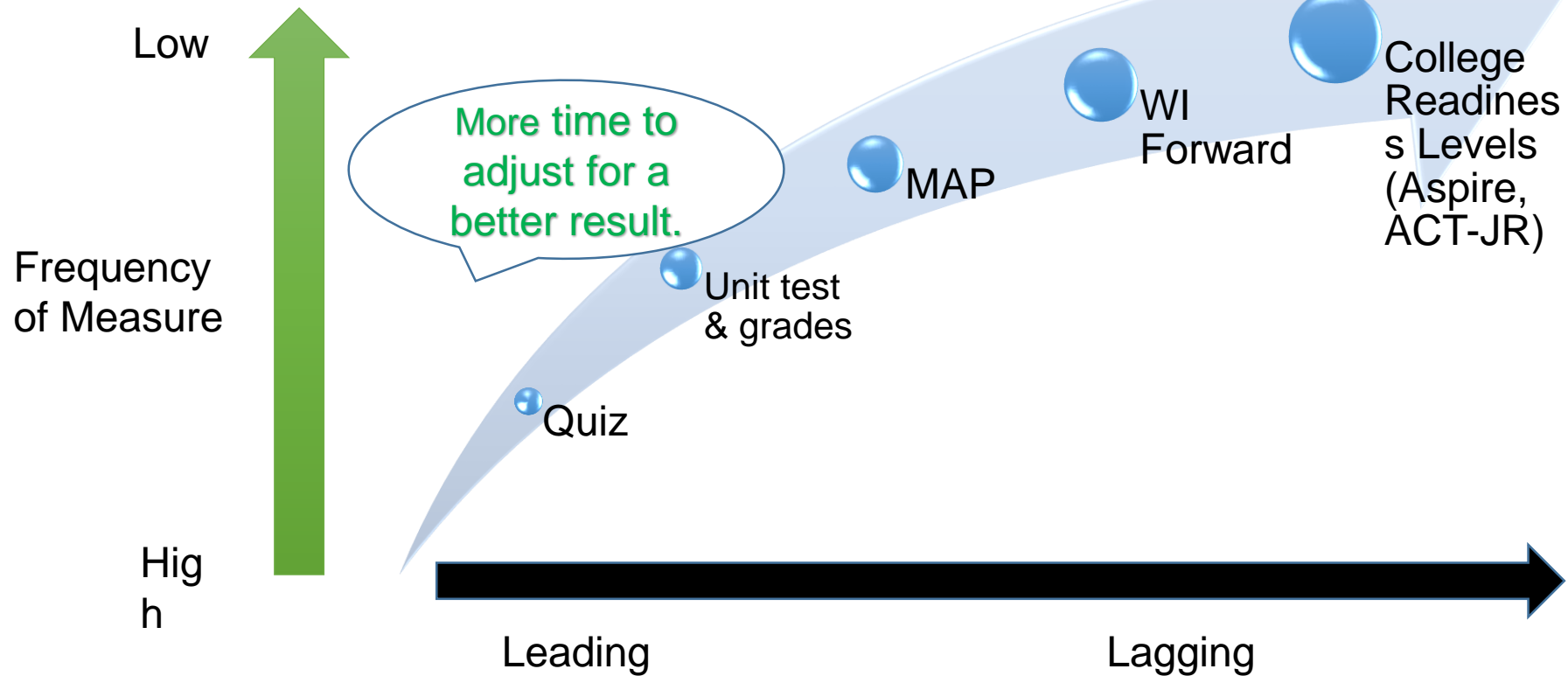*Improve the development and engagement of all staff.*

All leaders in all divisions will complete the Leadership Academy.

It will be an opportunity for all to engage in professional growth, increase leadership capacity, and link to compensation.

Greco, 2017

How we solve problems and improve results?

	The Solution is Simple	The Solution is Complex
The Solution is Known	JUST DO IT	Project Management
	All Employees are empowered to make improvements	Key leaders will be trained in project management and empowered to lead these improvements with the support of project sponsors
The Solution is Unknown	PDSA	DMAIC
	All employees will be trained to work in the PDSA framework and make these improvements	Key leaders that have completed belt training with oversight of a project champion will be empowered to work in this framework

Greco, 2017

% OF MATH GRADE 3 UNIT TESTS MEETING PROFICIENCY

|	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7		Met Goal	Annual Goal
— — Met Proficiency	83%	89%	86%	84%	0%	0%	0%		85%	80%
— — Target	80%	80%	80%	80%	80%	80%	80%			

Improvement Board

Analyze Current Performance Aligned to System
Key Performance Indicator (KIP)
(Daily, weekly, quarterly, year over year)

	December Attend	January Possible	January Attended	February Possibl	February Attende	March Possible	March Attended	April Possible	April Atte
2	12	14	9	16	11	17	14	13	
3	10	18	12	20	16	21	13	16	
4	14	18	14	20	16	21	15	16	
5	13	18	11	20	18	21	18	16	
6	15	18	14	20	16	22	19	16	
7	11	18	15	20	15	22	17	16	
8	14	18	10	20	12	21	15	16	
9	13	18	11	20	14	21	13	16	
10	12	18	14	20	15	21	18	16	
11	12	18	11	20	14	21	15	16	
12	12	20	13	20	18	21	17	17	
13	12	19	15	20	20	21	15	17	
14	13	18	11	20	13	22	19	14	
15	11	18	12	20	0	22	19	16	
16									
17	174	251	172	276	198	294	230	221	

Root Cause Analysis
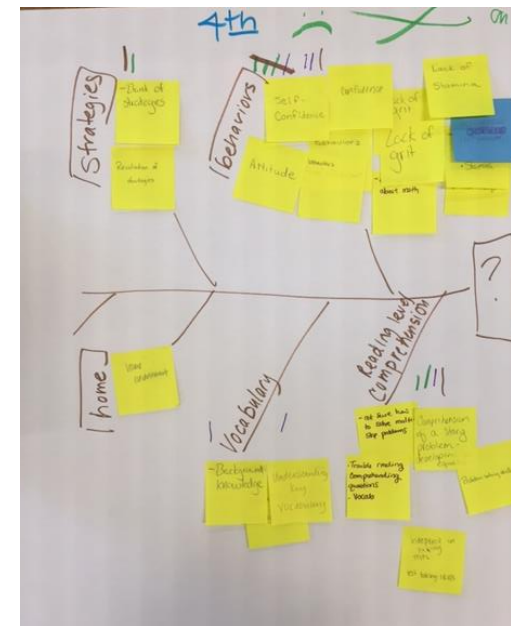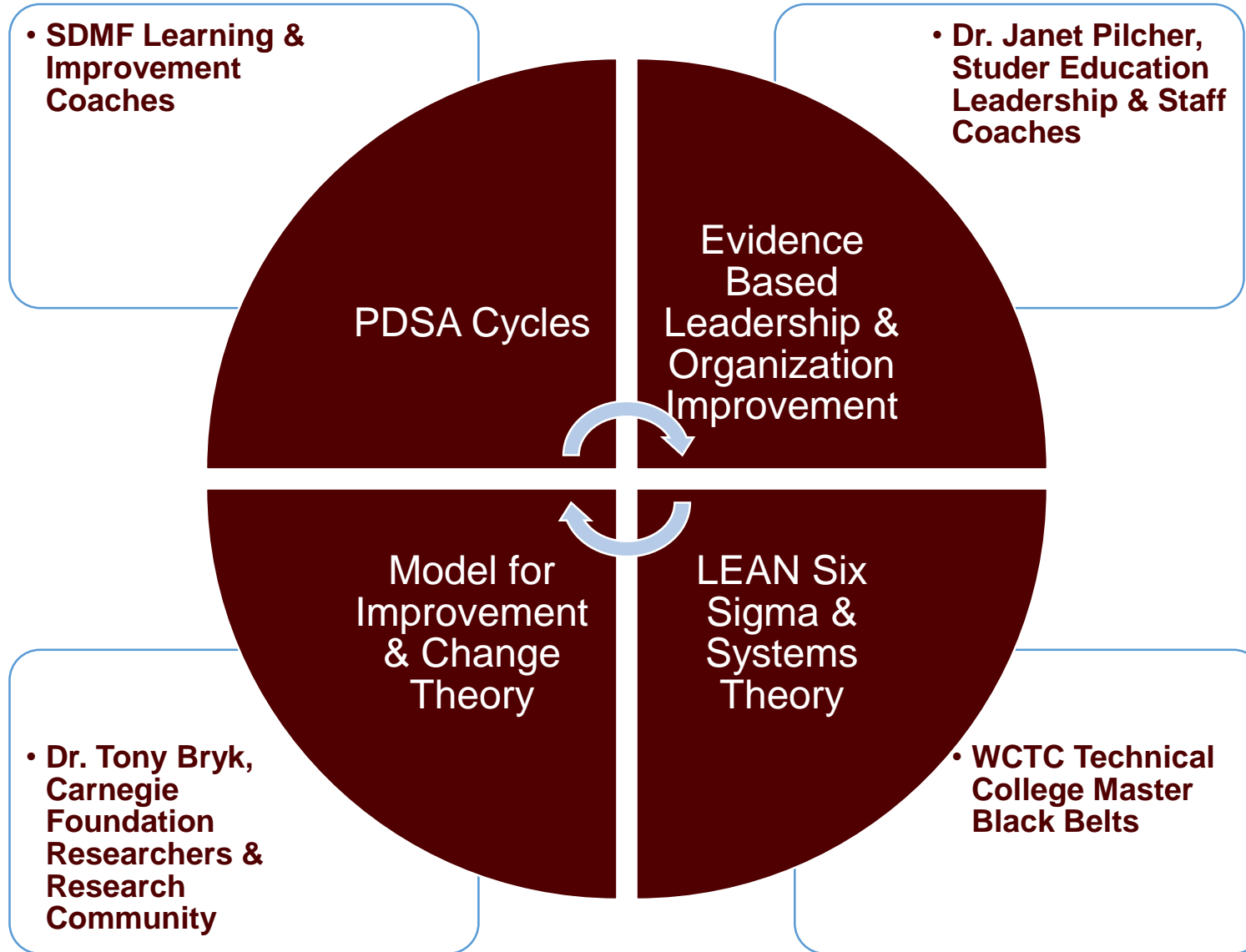## Fishy Questions
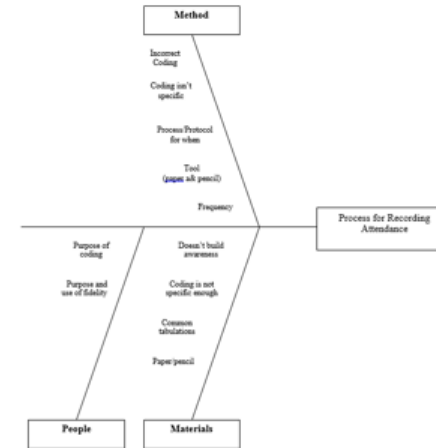
Subtargets, Predictions, Celebrations

Subtargets	Prediction for Next 45 Days	Celebration
Friday Summary	No missing Data	Front office team
Huddles all students more than 10 days	Decrease absences by 5%	Huddle Teams decreased by 15%

What, Who, When

What Actions?	Leader?	By When?
Data Accuracy	Eileen	Every Friday
Huddles	Suzy	Every Monday

Greco, 2017
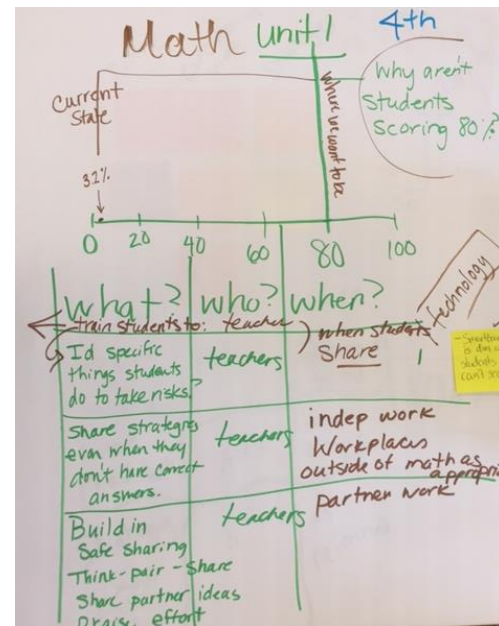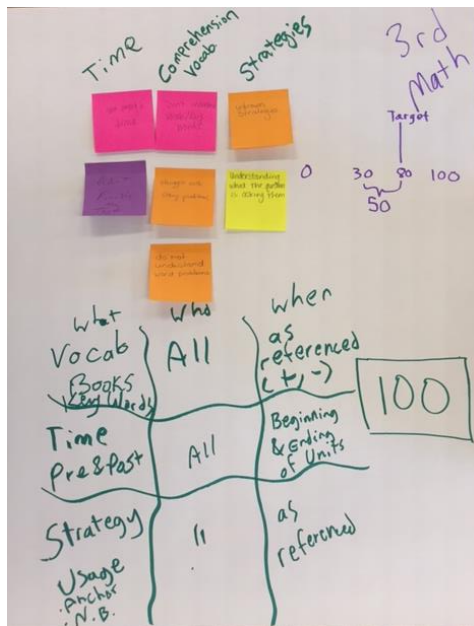
Our Improvement Partners

- **SDMF Learning & Improvement Coaches**

- **Dr. Janet Pilcher, Studer Education Leadership & Staff Coaches**

PDSA Cycles

Evidence Based Leadership & Organization Improvement

Model for Improvement & Change Theory

LEAN Six Sigma & Systems Theory

- **Dr. Tony Bryk, Carnegie Foundation Researchers & Research Community**

- **WCTC Technical College Master Black Belts**

Join us

School District of Menomonee Falls Improvement Visits each March & November

March 15 & 16, 2018

November 15 & 16, 2018