Strategies for Improvement at Every Level of Your District
Sarah D. Sparks
Assistant Editor, Education Week

Follow Sarah on Twitter: @SarahDSparks

Related Stories:

“Tinkering Toward Better Schools”

“A Primer on Continuous School Improvement”
Strategies for Improvement at Every Level of Your District

Expert Presenters:

Pat Greco
Superintendent, Menomonee Falls, Wis., district

Janet Pilcher
Senior Leader and Creator of the Education Division, Studer Group

Corey Golla
Director of Curriculum & Learning, Menomonee Falls, Wis., district
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
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
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.
Definition of Improvement

Improvement means...

The elimination of unnecessary hassle.

Improving outcomes.

Problems are solved.
Improving the Entire System

August Strategic Update
Benchmark Performance, Aims, Goals

November 45 Day Reflection

February 90 Day Mid Year Reflection

May 45 Day Reflection

June Full Year & Short Cycle Reflections

Classroom Cycles
10-15 Days & 45-60 Days

45 Day Cycles
School & Division Projects
Our Improvement Partners

- Dr. Tony Bryk, Carnegie Foundation Researchers & Research Community
- Dr. Janet Pilcher, Studer Education Leadership & Staff Coaches
- SDMF Learning & Improvement Coaches
- WCTC Technical College Master Black Belts

PDSA Cycles

Evidence Based Leadership Organization Improvement

Model for Improvement & Change Theory

LEAN Six Sigma & Systems Theory
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

Study

Plan

Do
Percentage of Suspensions for Students with Disabilities
2nd Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>54%</td>
</tr>
<tr>
<td>2013-14</td>
<td>41%</td>
</tr>
<tr>
<td>2014-15</td>
<td>36%</td>
</tr>
<tr>
<td>2015-16</td>
<td>38%</td>
</tr>
<tr>
<td>2016-17</td>
<td>32%</td>
</tr>
<tr>
<td>2017-18 YTD</td>
<td>27%</td>
</tr>
</tbody>
</table>

- Focus on seclusion and restraint
- Focus on Positive Behavior
- Developed Behavioral Discussion Framework
- Implement Framework and Deliver PD

%age of Suspensions vs. Goal Line
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
System Wide College Ready Math

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

System Wide College Ready Reading

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

Not tending to a toxic culture is fatal. Fixing culture is the most critical and the most difficult part of transformation.
— Gerstner
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
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Engagement</td>
<td>4.30</td>
<td>4.39</td>
<td>4.35</td>
<td>4.24</td>
<td>4.31</td>
<td>4.45</td>
<td>4.39</td>
<td>4.42</td>
<td>4.31</td>
<td>4.57</td>
<td>4.47</td>
<td>+ 0.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Services</td>
<td>4.01</td>
<td>4.09</td>
<td>4.13</td>
<td>4.18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Satisfaction</td>
<td>3.91</td>
<td>3.84</td>
<td>3.98</td>
<td>4.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ 0.16</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>4.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

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## Standard: Collaboration and Relationships

<table>
<thead>
<tr>
<th>WOW/Memorable Performance</th>
<th>Many Strengths/Keep Going</th>
<th>Almost/Needs Support</th>
<th>Not Quite/Support Needed Outweighs Strengths</th>
<th>Not Yet/Keep Improving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

- 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
ELIMINATE WE/THEY

How we communicate matters. When we model positive and respectful communication, we set the example and expectation for how to interact in our organization. When we practice the opposite approach, we establish a culture of blame. Quint Studer, the founder of Studer Group says, “One of the most damaging characteristics in an organization is that I can be a silent killer of both performance and culture. It's difficult to pinpoint, and without proper training, it can run rampant in your organization without a leader or an owner’s knowledge.” When any leader criticizes a senior leader, he or she gains favor with the employees at the expense of the senior leader. Employees begin to lose trust in the direction of the organization. The next time the senior leader needs employees to be responsive, they may resist, which jeopardizes the organization’s ability to achieve its goals.

COMMUNICATION THAT CAUSES MISALIGNMENT

A We/They culture occurs when someone positions themselves in a positive light by making someone else “the bad guy.” This occurs when there is a situation that may not have a pleasant or appealing outcome and the leader chooses to place blame, rather than own the situation and work through a solution. If this is the norm in an organization, people will do this so routinely that it becomes second nature. We/They is often used to gain favor with those who report to us or to have others feel sorry for us.

Communication using We/They breeds distrust in an organization and its leaders. If you use another person or the organization as an excuse, you hurt your own standing as an employee or leader. This type of communication also reinforces “victimhood.” We/They can cause a complete breakdown in teamwork and significantly reduce mutual respect. It raises anxiety because it leads employees to think leaders are not effective. When leaders model this negative method of communication, they give employees permission to do the same. Communicating in this way slowly destroys any positive steps in performance and culture. We/They is counterproductive and is misaligned with what most companies aspire to achieve through their mission, vision, and values.

Examples of We/They Include:

Well, I wish we could all have raises, but Administration says no.
I would have an answer, but I still haven’t heard from.
I’ve called human resources 3 times; they never return their calls.
That was the supervisor’s decision, not mine.
I’m sorry that we have to cut the position, but there’s nothing we can do about it, now.
The Board is so tight with our funds...
Yeah, we get lots of complaints about ____ (that person, that department…)

ELIMINATE WE/THEY IN 4 STEPS

Step 1: Use every opportunity to replace We/They with Ownership

<table>
<thead>
<tr>
<th>Instead of We/They</th>
<th>Try Using Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me run it by my boss.</td>
<td>Let me research that and get back to you. I'll be back in touch when I have the answer.</td>
</tr>
<tr>
<td>I would if I could, but they won’t let me.</td>
<td>I would have to say no because, as a team, we</td>
</tr>
</tbody>
</table>

Step 2: Script specific talking points when communicating about challenging situations.

- Be transparent and accurate in communication. Start with why, then communicate what and how.
- Eliminate blaming words. Scripting communication will promote thoughtful responses.
- Remind others to turn a negative statement into a positive statement in conversations with others.

Step 3: Seek first to understand rather than to be understood.

- Take the approach of walking in someone else’s shoes before placing blame about an issue or situation.
- Practicing this approach models for others what right looks like.
- Reflection and understanding reduces stress and anxiety about the situation and moves you toward a productive resolution.

Step 4: Visualize that your supervisor is in your back pocket.

- Say and do what is right, especially when no one is looking.

CHECKLIST

☐ Be intentional and script talking points about challenging situations, to avoid We/They terminology.
☐ Replace We/They with Ownership statements.
☐ Remind others to Manage Up colleagues through positive recognition, as opposed to placing blame that contributes to a We/They culture.
Execution Framework
Evidence-Based Leadership™

Aligned Goals
- Implement a three pronged scorecard process to align all units
- Integrate unit goals into individual leader evaluations

Principles 1, 2, 7

Principles 4 & 8

Leader Development
- Create process to assist leaders in developing skills and leadership competencies necessary to attain desired results

Principles 3, 5, 6, 9

ALWAYS Actions
- Agreed upon tactics and behaviors to achieve goals
- Hardwire best place to work and service excellence leadership skills

Performance Management
- Re-recruit high and middle/solid performers
- Move low performers up or out

Principle 4

Standardization
- Processes that are consistent and standardized

Accelerators
- Process Improvement
- PDCA
- Lean
- Six Sigma
- Baldrige Framework

Any Principle

Aligned Process
- Software

Any Principle
# Commit to Excellence

## Reflective Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a transparent way leadership determines outcomes that define success?</td>
<td>✔</td>
</tr>
<tr>
<td>Are these outcomes aligned across levels of leadership and communicated to the workforce as priorities?</td>
<td>✔</td>
</tr>
<tr>
<td>Does the leadership determine the 20% of the actions that produce 80% of the outcomes associated with the priorities?</td>
<td>✔</td>
</tr>
<tr>
<td>Do leaders monitor their unit’s progress and make necessary adjustments in a timely way?</td>
<td>✔</td>
</tr>
<tr>
<td>Do the current leaders have the will to be successful, do they have the skill to be successful?</td>
<td>✔</td>
</tr>
<tr>
<td>Is there a system in place to build the leadership skills for all leaders to achieve success?</td>
<td>✔</td>
</tr>
</tbody>
</table>
## Organizational Scorecard Model

<table>
<thead>
<tr>
<th>DISTRICT SCORECARD</th>
<th>Student Achievement</th>
<th>Service</th>
<th>People</th>
<th>Finance</th>
<th>Health/Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Results Measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ “What will success look like?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Annual Result</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Summative assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Progress Monitoring Measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Progress Metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Milestones along the way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ “How are we doing?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategic Actions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ “How we get there”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Must be changed in response to progress monitoring measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How we solve problems and improve results?

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

GRECO, 2017
All Divisions

Determine Root Cause, Prediction & Plan
### Facilities Work Comp. Cost (Safety Program) Cost

<table>
<thead>
<tr>
<th>Year</th>
<th>Facilities Work Comp. Cost</th>
<th>Safety Program Cost</th>
<th>Annual savings of over $250,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>$300,000</td>
<td>($150,000)</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>$104,716</td>
<td>($100,000)</td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>$4,028</td>
<td>($50,000)</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>$7,390</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>$13,654</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>$12,970</td>
<td>$100,000</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Continuous Improvement
Teachers & Students

PLAN

how they will reach their goals.
Students share input on what they will DO & which teaching strategies help them most
Students
STUDY progress every 10-15 days
10-15 Day Classroom Learning Cycles

**PLAN**

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

Measure of Proficiency:
Students will score 90% 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 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.**

<table>
<thead>
<tr>
<th># Proficient</th>
<th># Not Proficient</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>10</td>
<td>91%</td>
</tr>
</tbody>
</table>

- using thinker maps
- making flow a part of a project
- make multi-flow thinkers to put in student's project
Prediction Using Classroom Data

- Quiz
- Unit test & grades
- MAP
- WI Forward
- College Readiness Levels (Aspire, ACT-JR)

Frequency of Measure

- Low
- High

Leading vs. Lagging

Limited, to no time to adjust for a better result.

More time to adjust for a better result.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Met Proficiency</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td>Unit 2</td>
<td>89%</td>
<td>80%</td>
</tr>
<tr>
<td>Unit 3</td>
<td>86%</td>
<td>80%</td>
</tr>
<tr>
<td>Unit 4</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>Unit 5</td>
<td>0%</td>
<td>80%</td>
</tr>
<tr>
<td>Unit 6</td>
<td>0%</td>
<td>80%</td>
</tr>
<tr>
<td>Unit 7</td>
<td>0%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Met Goal**: 85%  **Annual Goal**: 80%
All Divisions

Improve Core Processes to Reduce Hassle & Remove Barriers
GRECO, 2017
The goal of this process is to provide the information needed to track progress toward the district, building, grade level, classroom and student math goals.
Problem Statement – Part 2: Students in prep math are achieving at a lower level AND are less likely to make above average growth in math.

This table shows the course placement, achievement level and growth for our current sophomores.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Number of Students</th>
<th>Spring MAP – 9th Average Percentile</th>
<th>Spring – 9th Aspire % of Students Ready or Exceeding</th>
<th>Spring MAP – 8th to 9th % of students making Above Average Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Algebra II</td>
<td>H Pre-Calculus</td>
<td>35</td>
<td>72\textsuperscript{nd} Percentile</td>
<td>64%</td>
<td>59%</td>
</tr>
<tr>
<td>H Geometry</td>
<td>H Algebra II</td>
<td>96</td>
<td>97\textsuperscript{th} Percentile</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra II</td>
<td>88</td>
<td>88\textsuperscript{th} Percentile</td>
<td>92%</td>
<td>80%</td>
</tr>
<tr>
<td>Algebra</td>
<td>Geometry</td>
<td>49</td>
<td>68\textsuperscript{th} Percentile</td>
<td>41%</td>
<td>55%</td>
</tr>
<tr>
<td>Prep Algebra</td>
<td>Prep Algebra/Geo</td>
<td>10</td>
<td>12\textsuperscript{th} Percentile</td>
<td>0%</td>
<td>10%</td>
</tr>
</tbody>
</table>
How did it go?

### 2017-18 Quarter 1 Prep Math Results

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Count</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>43%</td>
<td>20</td>
<td>On pace to move into a regular class at semester.</td>
</tr>
<tr>
<td>48%</td>
<td>22</td>
<td>On typical prep math pace.</td>
</tr>
<tr>
<td>9%</td>
<td>4</td>
<td>Slower than typical prep math pace.</td>
</tr>
</tbody>
</table>
How do we build Capability of ALL Staff?
### Continuous Improvement - Proficiency Levels

<table>
<thead>
<tr>
<th>Learning Requirements</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Learning objectives are created, but not displayed.</td>
<td>Learning objectives are clear and all stakeholders know and understand them.</td>
<td>Learning objectives are displayed.</td>
<td>□ have an understanding of the learning requirements for the course and personal learning</td>
</tr>
<tr>
<td><strong>Classroom Goal</strong></td>
<td>Learning environment goal/s is created based on teacher discretion.</td>
<td>Learning environment goal/s is aligned to standards.</td>
<td>Learning environment goal is aligned to district adopted standards and goals.</td>
<td>□ know how to access the course learning requirements</td>
</tr>
<tr>
<td><strong>Chart and Analyze Results</strong></td>
<td>Data measuring progress toward goals are displayed for the beginning and end of the year.</td>
<td>Data measuring progress toward goals are displayed and current when appropriate. The teacher refers to them throughout instruction.</td>
<td>□ explain class learning goal(s)</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Mission Statement</strong></td>
<td>Mission statement was created by one person and is displayed.</td>
<td>Mission statement has been jointly developed and is displayed.</td>
<td>□ explain personal learning goal(s)</td>
<td></td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Identify the specific knowledge or skills that are going to be addressed for mastery.</td>
<td>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 process.</td>
<td>□ are able to tie specific actions in the classroom to the mission</td>
<td></td>
</tr>
<tr>
<td><strong>SDMF Adult Learning Framework</strong></td>
<td>□ live by personal mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aligned Behavior</strong></td>
<td>□ set relevant short term learning targets with proficiency measure aligned with end of year goal</td>
<td>□ know and speak to the current learning target and proficiency measure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Accountability**
Leadership Academy

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.

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Who</th>
<th>Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Improvement and PDSA</td>
<td>All Employees</td>
<td>Internal Coaches</td>
</tr>
<tr>
<td>Leadership Tools and Tactics</td>
<td>System Leaders/Leadership Academy</td>
<td>Studer Education</td>
</tr>
<tr>
<td>Kepner Tregoe--Decision Analysis</td>
<td>System Leaders/Leadership Academy</td>
<td>WCTC</td>
</tr>
<tr>
<td>Project Management</td>
<td>System Leaders/Leadership Academy</td>
<td>WCTC</td>
</tr>
<tr>
<td>DMAIC</td>
<td>System Leaders/Leadership Academy</td>
<td>WCTC</td>
</tr>
<tr>
<td>RESEARCH ON IMPROVEMENT, SYSTEMS AND CHANGE</td>
<td>Leadership Teams</td>
<td>Carnegie Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Community</td>
</tr>
</tbody>
</table>

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where design meets manufacturing & engineering
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Strategies for Improvement at Every Level of Your District

Suggested Reading from Education Week:

**Spotlight on Supporting School Improvement**
In this Spotlight, learn how ESSA shifts accountability on underperforming schools, find out about ways to measure school success, and examine lessons from school improvement grants.

“Tinkering Toward Better Schools”
Educators in Menomonee, Wis., are going all in on “continuous improvement,” a strategy that combines constant feedback, experimentation, and problem-solving.

“A Primer on Continuous School Improvement”
What is continuous improvement and why are schools and districts jumping on that bandwagon?