

## School District of Elmbrook



*Moving from Great to Greater*



Thank you



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# THINK LEARN SUCCEED

**MISSION**  
We educate and inspire every student to think, to learn, and to succeed.



## Great Place to Learn



- Academic Growth for All Students
- College and Career Readiness
- Mastery of the Curriculum



## Great Place to Work

- Attract, Retain and Develop Quality Staff
- Performance Excellence and Increased Accountability
- Strategic Compensation Recommendations in May 2014
- Recognized in 2013 as Journal Sentinel's Top 100 Workplaces



## Great School District



- Continuous Improvement – PDSA, Six Sigma, Quality Tools
- Establish Key Partnerships
- Create a Sustainable Business Model
- Driven by our Core Values



## Driven by our Core Values

- Visionary Leadership
- Organizational & Personal Learning
- Valuing Faculty, Staff, Students, Parents & Community
- Agility
- Societal Responsibility
- Systems Perspective



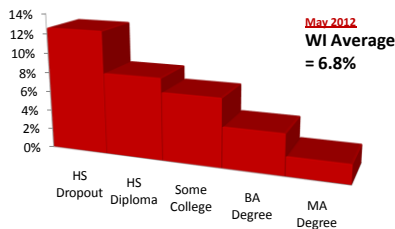
**Every Student,  
Every Time,  
All the Time.**



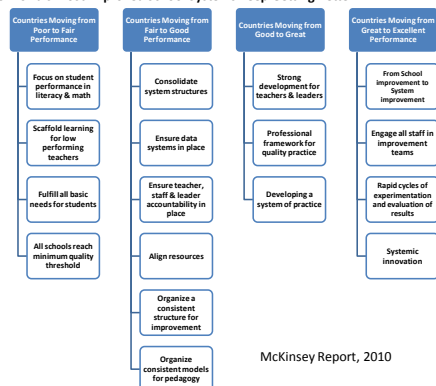
**To deliver on this  
promise, we are  
charged with the  
responsibility of  
ensuring a robust,  
comprehensive  
curriculum for every  
student.**



## Unemployment Skews

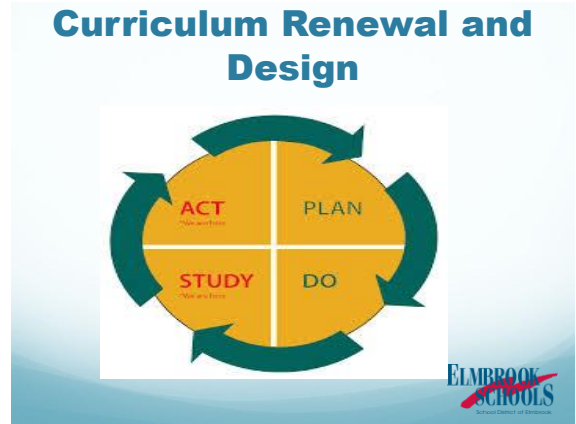


### How the World's Most Improved School Systems Keep Getting Better



# Why Common Standards? How do Standards Relate to Continuous Improvement? Student Performance?

The process is changing our culture.  
Our system results have never been higher.



## Continuous Improvement Tenants

- Benchmarking
- Strategic Planning
- Data Triangulation
- SMART goal development
- Progress Monitoring
- Trend Analysis
- Standards



## Why Continuous Improvement?

- Top 1% in State
- All schools exceeding expectations per State Report Card
- 80% Students 3 or Better AP Exams
  - 1532 AP tests taken last year
- ACT Composite: 24.9
  - Highest Participation 88% in the State
- Decreased Discipline Referrals
- Parent Feedback
- Student Feedback
- Staff Feedback
- Community Feedback

By many accounts, good is good enough!



## Key Considerations

### Standards Not New

- Late 80s, Mid 90s, Early 2000, 2014 (Common Core)
- Each release, concerns have been raised.
- State assessments questioned when performance varies by state from NAEP, PISA
- International Benchmarking is the primary driver for common standards & common assessments
- Local decisions are made on any instructional resource.



**Standards are:**  
Statements about what students should know or be able to do.

**Standards are NOT:**  
Descriptions of how curriculum, instruction or assessment is to be designed or implemented in classrooms.

# LOCAL CONTROL



## Timeline of Events

### 2007-2010

- Process of standards revision begins
- ELA/Math teams comprised of education experts drafted revised state standards
- Public feedback sought
- Press conferences held
- Summits convened

### 2010-Present

- CCSS adopted at the state level
- Implementation plans communicated
- Curriculum, instruction and assessment practices reviewed and realigned at the local level



# 2010



## Two important conversations occurring simultaneously



How did the Common Core State Standards come to be?

Do the Common Core Standards add value to our educational system?



**The previous set of Wisconsin State Standards, in combination with a state assessment system with a very low bar of student proficiency, resulted in student achievement outcomes that were only better than those in the state of Mississippi.**



**49/50**



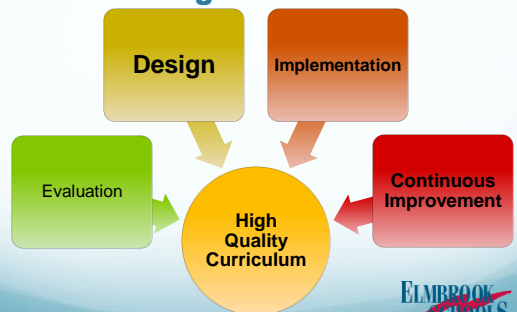
**Our students deserve better.**



## ***Curriculum Renewal and Design***



### **The Curriculum Renewal and Design Process**



## Multiple Inputs into Design

College Board Standards	ACT College Readiness Benchmarks	Common Core State Standards
Best Practices from the Field – e.g., National Reading Panel	TIMSS, PISA, NAEP	Student feedback
Parent feedback	Teacher feedback	Evaluation Evidence



## A Few Elmbrook Examples

*Literacy in First Grade and High School Geometry*



OTHERS ARE GREAT, BUT WE ~~YOU~~ CAN BE GREATER.



## We are working towards...

- Authentic student engagement.
- Learner independence.
- Well-trained teachers.
- Equipped learning spaces.



## We will get there through...

- Continuous inspection of instruction.
- Ongoing formative feedback to teachers about their performance.
- Careful, thoughtful and comprehensive development of curriculum and instruction at the district and school levels.

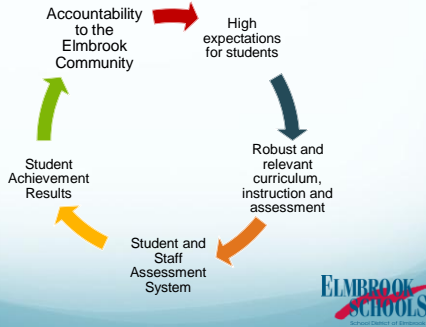


## We believe the state standards..

- Ensure local control in matters of curriculum development, materials selection and classroom instructional techniques.
- Represent a positive shift forward with respect to expectations of student performance.
- Are **one** input source of our district and school development of curriculum, instruction and assessment.

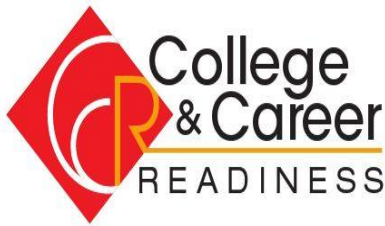


## Cycle of Accountability



## In the School District of Elmbrook...

- The state standards are viewed as the “floor of achievement” for all students.
- We have a rich tradition of successful, local control and we wish to continue this tradition.
- The state standards help inform an assessment system for accountability to taxpayers.
- We will go from great to greater.



## Reactions and Questions

