Big Results in a Small District

Mapping our Momentum

Montello School District

October 2018

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The mission of the Montello School District, an evolving educational community, is to inspire students and their families to be lifelong learners. The community will provide our students with the tools to fulfill their unique potential in a safe and positive environment in a fiscally responsible manner.
Marquette County

- Ranked 54 out of 72 counties in Wisconsin for folks living in poverty
Montello By the Numbers

<table>
<thead>
<tr>
<th>Students</th>
<th>Total PK-12: 729</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>317</td>
</tr>
<tr>
<td>Middle School</td>
<td>142</td>
</tr>
<tr>
<td>High School</td>
<td>215</td>
</tr>
<tr>
<td>HighMarc Environmental Charter School</td>
<td>32</td>
</tr>
<tr>
<td>Virtual Charter School</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
<th>Total: 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>39</td>
</tr>
<tr>
<td>Middle School</td>
<td>10</td>
</tr>
<tr>
<td>High School</td>
<td>41</td>
</tr>
<tr>
<td>HighMarc Environmental Charter School</td>
<td>4</td>
</tr>
<tr>
<td>Virtual Charter School</td>
<td>1</td>
</tr>
<tr>
<td>District – Wide</td>
<td>10</td>
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</tbody>
</table>
Revenue per student

Source: Baird, 2017
- Property Value per Student Range from high of $3,375,291 (Green Lake) to low of $401,969 (Dodgeland)
  
  *Montello is $854,414*

- Average adjusted gross income Range from high of $203,928 (Williams Bay) to low of $38,506 (Montello)

  *Montello has the lowest gross income in the conference*
Montello: Aid Summary
Wisconsin State Funding Formula is Broken!

- It costs us $12,531 to educate each student.
- The State of WI provides us with $1,732 per student
- We are property rich
- We have few taxpayers
- We have low wages among taxpayers
Rejecting these Stereotypes

- “Culture of Poverty”
- Title 1 Kids
- SES kids
- Free & Reduced Kids
My Leadership Values

- **Student-centered, growth mindset** in all actions and decision-making
- **Interrupt disparities** in access to a high quality public education and the subsequent outcomes
- **Build trust** and support by establishing **positive relationships** and **open communication** with all stakeholders
- Establish **high expectations** for all students, **teachers**, and staff
- Lead with ethics, character and moral **integrity**
- Support administration and **teachers** to ensure their **success**
- Be **accountable** to stakeholders with frequent, transparent communication
- Strive for **continuous improvement**
Equity-Focused Continuous Improvement

**EQUALITY VERSUS EQUITY**

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Outcomes:

- Develop shared understanding of **district vision for systems-wide improvement**
- Implement school improvement plans to address student **achievement gap**
- Consistently **communicate district vision to engage family** and community partners in student learning
- Create the conditions for **innovation** and accelerated student achievement
Continuous Improvement

★ District level
★ School level
★ SLO: teacher level
My Vision

Montello will become a **high performing** and **results orientated** rural school district utilizing an **integrated approach** to **equity-focused** continuous improvement, leadership, and student achievement.
## Mindset Matters

### Growth Mindset
- What is happening
- Admires the solution
- Fixes the problem
- Seeks solutions
- Open to change
- Uses tools to remove emotion from decision-making process
- Root cause seeker
- Optimistic and open to honest discussions

### Fixed Mindset
- What happened??!
- Admires the problem
- Fixes blame
- Seeks excuses
- Desires status quo
- Prefers to operate in an emotional mode when addressing issues
- Justifier of results
- Pessimistic and excuse based
Technical/Adaptive Change

Technical (Strategy)

Adaptive (Culture)
Why Change, Why Now?

Staff Survey:

- **88% (87 staff members)** said they **strongly agree** our school works hard to find ways to **improve**.
- **84% (80 staff members)** **strongly agree** the district has **improved** in the last year.
Continuous Improvement

★ District level
★ School level
★ SLO: teacher level
● Why a momentum map instead of a strategic plan?

● What does simple and elegant mean?
Core Beliefs

Everything we do is guided by our core beliefs

**Three** guiding questions:

- *What makes us great?*
- *What are our assets?*
- *What is our brand?*
Core Beliefs Defined

- **High expectations**: all students can achieve at high levels
- **Collaboration & Shared Accountability**: we work together and share responsibility for the impact of our effort
- **Strong communication**: 2 way communication with all!
Disciplined Inquiry

Plan = What
Do = How
Study = Measures
Act = Adjustments

- How do we get better at getting better?
- Quarterly Reviews
- Share out: where have we found success?
- Where are we stuck? Why?
### Strategic Priorities

<table>
<thead>
<tr>
<th>Past: lots of good ideas</th>
<th>Now: a few focused priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of past priorities" /></td>
<td><img src="image2.png" alt="Image of now priorities" /></td>
</tr>
</tbody>
</table>

- PRIORITY
- PRIORITY
- PRIORITY
- PRIORITY
Strategic Focus

Mapping Our Momentum

- **Culture of Learning** (student achievement)
- **Family & Community Engagement** (service excellence)
- **Staff Engagement Focus** (our people)
- **Communicate and Sustain our Momentum** (accountability, finance & operations)
School Improvement Plan

- District level
- School level
- SLO: teacher level
Student Learning Objective (SLO)

★ District level
★ School level
★ SLO: teacher level
Sustained Focus

- We are one band, one sound (all staff!)
- We get **better together** by learning and leading side-by-side
- August 28, November 14, February 13, May 15
Professional Learning Cycle

PLAN:
- Organize for collaborative work
- Define participants & outcomes aligned to school goals
- Define what data will assess needs and evaluate professional learning effectiveness
- Plan professional learning engagement acknowledging adult-learning needs creating a learn-practice-feedback loop

DELIVER/ENGAGE:
- Engage adult learners with effective learning tasks & delivery strategies
- Use technology to enhance and expand professional learning

REFLECT/ADJUST:
- Prepare and use data to reflect upon effectiveness and emerging needs
- Make adjustments based on data analysis
Equity-Focused Continuous Improvement

**EQUALITY VERSUS EQUITY**

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**Second Image:**
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**Third Image:**
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Equity Focused Gap Closing Efforts

- **Equity** means every child gets what they need vs. equality where every child gets the same thing
- Our achievement gap is better described as an opportunity gap
- Students living in poverty in **Montello** is **44%**, the average in the State of Wisconsin is **38%**
Telling Our Own Story

Purpose:
- Flip the Script
- Lead with Our Strengths
- Communicate Improvement
- Build Momentum

This is just one story.
Not the whole story.
Shh...Early Indicators Success Taking Hold!

2016

Montello District Report Card | 2016-17 | Summary
Overall Score: 62.4
- Student Achievement: 66.7
- Math/Science Achievement: 66.7
- Closing Gaps: 66.7

2017

Montello District Report Card | 2017-18 | Summary
Overall Score: 64.4
- Student Achievement: 66.7
- Math/Science Achievement: 66.7
- Closing Gaps: 66.7

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.
<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td><strong>District</strong></td>
<td>62.5</td>
<td>n/a</td>
<td>59.2</td>
<td>62.4</td>
<td>64.4</td>
</tr>
<tr>
<td><strong>FLCS (elementary)</strong></td>
<td>62.0</td>
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<td>71.5</td>
<td>77.2</td>
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<tr>
<td><strong>MS/HS</strong></td>
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<td>n/a</td>
<td>61.0</td>
<td>53.3</td>
<td>54.4</td>
</tr>
</tbody>
</table>
Call to Action & Commitment

My Key Messages:

● Sustained focus for Improvement
● Collaboration is where it is at!
● We build momentum together!
Thank You!

We are **on a mission** to create our own constellation of **unstoppable forces** to generate **deep and lasting change** that benefits our students, families, and staff!

*View Now!*