

Muskego-Norway School Board Members

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Lisa Warwick, Member

District Annual Meeting and Budget Hearing

Monday,
October 29, 2012
7:00 PM

Muskego High School
Performing Arts Center

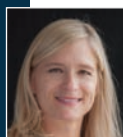
School-based Board Meetings

— 7:30 PM —

The Muskego-Norway School Board is pleased to offer, for the sixth consecutive year, the following school-based board meeting schedule for the 2012-13 school year:

December 3, 2012
Muskego High
December 17, 2012
Bay Lane Middle
January 14, 2013
Lake Denoon Middle
January 28, 2013
Lakeview Elementary
February 11, 2013
Country Meadows Elementary
February 25, 2013
Muskego Elementary
March 11, 2013
EDUCATIONAL SERVICES CENTER
March 25, 2013
Tess Corners Elementary
April 15, 2013
Mill Valley Elementary

Familiar Leadership Faces, New Leadership Places



Dr. Kelly Thompson, Superintendent

Dr. Thompson has served the Muskego-Norway Schools for over 19 years, supporting students and staff in various educational roles including coordinator of pupil services, high school associate principal, director of instruction and her most recent role as assistant superintendent. She looks forward to the continued collaborative efforts working alongside a strong team of dedicated board members, outstanding administrators, exceptional teachers, devoted staff members and committed parents and community members, engaging students and preparing them for their future.



Dr. Dennis Bussen, Assistant Superintendent

Dr. Bussen has served the district as Muskego High School Principal for the last 11 years. His deliberate efforts have led the high school to achieve high marks in many areas of education including academics, fine arts, co-curricular activities and athletics. He is thankful for the opportunity to continue to serve the students, parents, community, and staff of the Muskego-Norway Schools in his new role.



Ryan Oertel, Muskego High School Principal

Mr. Oertel has served the Muskego-Norway Schools for ten years, six as Associate Principal at MHS and the last four as Principal of Lake Denoon Middle School. Prior to his administrative role in MNS, he served as a teacher in the Waukesha School District. Mr. Oertel is grateful for the opportunity to continue his positive impact on students and staff and serve Muskego High School in this new role.



Ken Dunbar, Muskego High School Associate Principal

Mr. Dunbar is a twelve-year educator from the Plymouth School District where he taught high school science and served the last two years as an elementary-level instructional coach. He looks forward to the leadership opportunities and challenges in Muskego-Norway and feels honored to be supporting the exceptional academic, extra-curricular, and community service opportunities for the students of Muskego-Norway School District.



Linda O'Bryan, Lake Denoon Middle School Principal

Mrs. O'Bryan has served Muskego-Norway Schools for 28 years as a teacher at both Lakeview Elementary and Lake Denoon Middle School (LDMS) and as Associate Principal at LDMS and Principal of Mill Valley Elementary. She appreciates the opportunity to return to LDMS to continue the purposeful work of engaging every student in their learning.



Sara Stanely, Bay Lane Middle School Associate Principal

Prior to joining our district, Mrs. Stanely served as special education teacher for nine years in the West Allis-West Milwaukee School District and was named a 2011 Wisconsin Kohl Fellowship Finalist. She is excited to be a part of the Muskego-Norway School district and become a part of Bay Lane's wonderful school community.



Kris Kuenstler, Tess Corners Elementary principal

Mrs. Kuenstler has been an elementary teacher in the Muskego-Norway School District for the past seven years of her twenty year teaching career. She is thrilled to be continuing in the district and at Tess Corners in this new leadership capacity.



Robin Schrot, Mill Valley Elementary Principal

Mrs. Schrot joins the team from the Elmbrook School District where she served as a Student Support Teacher for the past three years. Prior to this position, Mrs. Schrot was an elementary teacher for twelve years. She looks forward to working with the Mill Valley school community to insure that every child learns, grows, and succeeds.

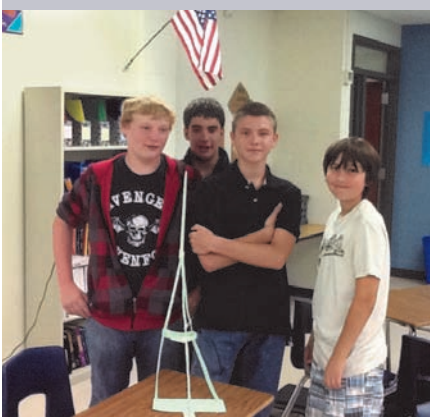
State Reform Efforts, Agenda 2017

The first state-issued report cards are scheduled to be released to the public on October 22, 2012. Each district school will have its own report card that evaluates its performance based on multiple measures. The report card includes an overall accountability rating on a 100-point scale. The five categories of ratings range from Fails to Meet Expectations (0 to 52.9) to Significantly Exceeds Expectations (83 to 100). The ratings are based on an analysis of student test scores from the 2011-12 school year that takes into account a variety of factors including achievement gaps among groups of students, absenteeism and level of test participation. Once released, report cards will be available at the district web site at www.muskegonorway.org. The report cards will be issued each year as part of a new statewide accountability system. The system was designed to provide a more complete and balanced picture of school performance that can be used as a guide for school improvement. The accountability system is part of a package of educational reforms that also includes development of a new state achievement test, a new data system and new educator evaluation methods. For more information about the Wisconsin's reform efforts, go to Department of Public Instruction's web site at http://dpi.wi.gov/sprntdnt/2017_resources.html.

This publication features stories about Muskego-Norway programs, results and events. It is published in the interest of providing information to Muskego-Norway residents and businesses.

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An Ongoing Commitment to Literacy at Country Meadows

One of the school focus areas for the 2012-13 school year is ensuring that the students receive the best possible instruction and support as they continue their individual growth as readers. With that in mind, CM staff will commit nearly all of their professional development time to immersing themselves in researched based best practices in reading instruction and applying that learning to their work with CM kids. They will also designate time to create meaningful lessons aligned with state standards and MNS curriculum during collaboration sessions which occur before school one day each week. Additionally, they will determine what data to use and how to best analyze this data to put in place the next steps of learning for each individual child. Further, they will participate in a literacy-based book study, do all that they can to have parents, MHS tutors and regular education assistants present in the classroom during the reading block time each day, and finally videotape each other during literacy instruction and learn from one another through reviewing the videos and having collegial conversations about their observations.

With continued support from parents/guardians each night at home, our readers are set up for a wonderful school year! All this in the name of helping each individual Country Meadows student learn, grow and succeed as a reader!



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Students Learning and "Growing" Beyond the Walls of School

Throughout the past three years, students and staff at **Muskego Elementary** have been growing their knowledge and capacity of what makes a successful community. In large part, the work began as a way to build a much stronger learning community for students, families and staff. The goals are to build tolerance for individual differences and diversity, establish a standard set of operating norms in the building, and focus on six life skills essential to success in life. As the vision and plan continued to build on student successes within the confines of school walls, an opportunity emerged to extend learning beyond Muskego Elementary and focus energies on what makes the City of Muskego a successful community. Throughout the 2011-2012 school year, students and staff invited multiple organizations to the school to learn more about how their work contributes to the greater good of the city. From their key learning, students and their families made commitments to give back in many different ways. Some families organized a food collection and later donated it to the Muskego Food Pantry while others decided to make an environmental impact and clean up city parks and streets. Students decided to not stop there though. Several students generated the idea of constructing a community garden on school property. As a result, staff planned throughout the summer, and collaborated with a horticulturalist from the UW-Extension Project. If a fall of 2013 harvest is successful, the fresh vegetables will be donated to the Muskego Food Pantry. The Muskego Elementary learning community can celebrate their learning and growing in a multitude of ways, with perhaps the most important lesson, "I can give back to my own community with purpose and meaning."

Middle School Pupil Services

Our middle school Pupil Services department continues to target their work by collecting data on student, parent, and family needs. The data that is collected assists in the development of targeted social, behavioral, and academic interventions to meet the needs of our students, staff, and community. They will continue to monitor progress to ensure our school interventions are effective throughout the year. Additionally, as we strive to bring clarity and community to the middle level, we are identifying ways to improve our "Back to School" nights. This night serves as a way to welcome families, students, and our Muskego-Norway community into the middle school for teacher and staff presentations, refreshments, and an overall welcoming atmosphere. The goal is to help students experience success as they transition to the middle level.

Muskego-Norway Schools



FALL 2012

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2012-13 Key Performance Objectives (KPOs)

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

- 1. Achievement Gap:** Design and deploy a comprehensive plan for responding to the key factors contributing to the achievement gap for students with special education needs.
- 2. Program Review:** Implement and evaluate key elements of the 2011-12 middle level program review recommendations and continue the 4K program review for board discussion December 2012.
- 3. Grading:** Study and create a plan for implementation of research-based grading and reporting practices K-12 (involving homework, standards-based grading, and use of zeroes).
- 4. Response to Intervention (RTI):** Adopt research-based universal screeners, interventions and progress monitoring tools aligned to RTI and ensure staff training for implementation so that teachers can collaborate around the data to promote ongoing student specific conversations.
- 5. Strategic Planning:** Develop the next strategic plan for the district; consider incorporating academic indicators of college and career readiness.
- 6. Retirement:** Review and recommend appropriate adjustments to the district's retirement and OPEB (Other Post-Employment Benefits) plans, using the district beacons as a guide.
- 7. Teacher Compensation:** Conduct a comprehensive study of teacher compensation leading to a proposal for school board consideration, using the district beacons as a guide.
- 8. Curriculum Review:** Deploy the PDSA (Plan-Do-Study-Act) process system-wide in all curricular programs.
- 9. Technology Infrastructure:** Continue to develop a learning environment that promotes continuous innovation and personalized learning through increased technology resources for students/staff along with associated professional development.

Greetings from the New Superintendent

With the support of many, the transition to the superintendent role has been smooth. It is a pleasure to be working alongside outstanding staff and students in an environment that seeks continuous improvement and is supported by a strong community. I feel incredibly blessed to have the opportunity to continue supporting the focused efforts of this organization. With every step of my career, it is clearer that this is a very special place to learn and grow.

Understanding the importance of a strong strategic plan, our system has embedded our mission into everything we do. It focuses us on our purpose and provides a line of sight for our improvement efforts. We work through challenging times with responsibility and integrity, using:

Beacons that Guide Our Decisions:

1. Provide a high-achieving student learning environment
2. Provide an environment that attracts, develops and retains high-impact staff
3. Provide a district worthy of strong community support
4. Enhance system-wide continuous improvement and mission/vision achievement
5. Seek long-term financial sustainability and resource stewardship

The 2012-13 school year marks the fifth year in our district's five-year strategic plan.

Establishing the next strategic planning process is a key performance objective (KPO) for next year as we continue to create a clear and relevant path through which we will achieve our mission of "every student learning, growing...succeeding" en route to our vision of being "the district of choice."

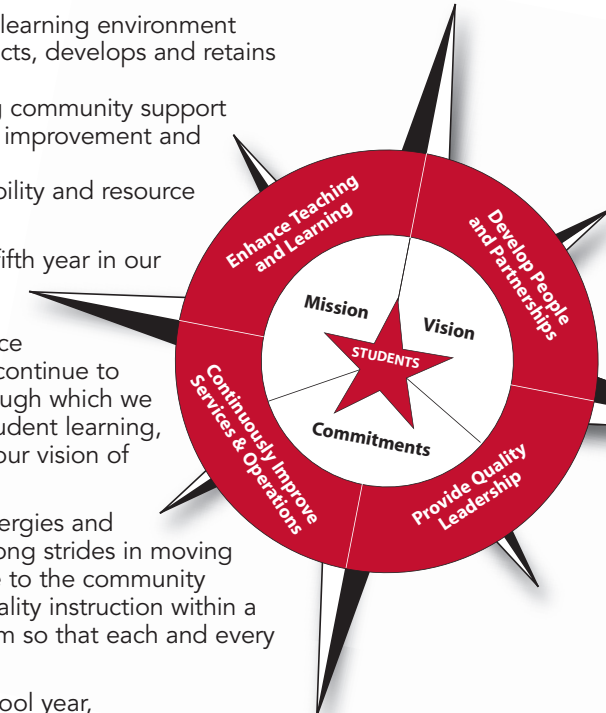
We are thankful for the collective energies and efforts of our staff in establishing strong strides in moving our system forward. It is our promise to the community that we continue to provide high quality instruction within a well-organized and supportive system so that each and every student learns, grows and succeeds.

Wishing all a wonderful 2012-13 school year,

Kelly Thompson, PhD

Every Student Learning, Growing... Succeeding

Staying Our Course



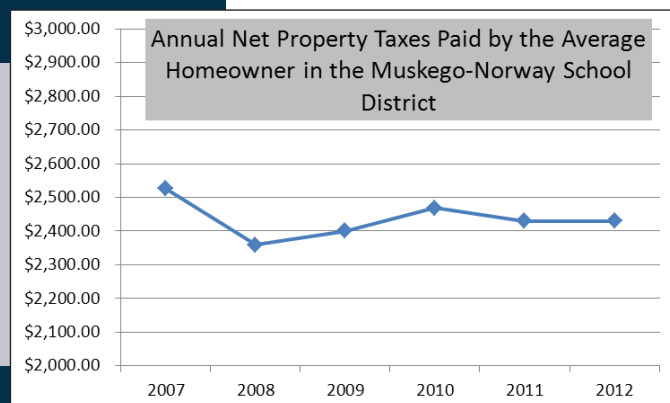
Our Vision

The Muskego-Norway School District 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.

Financial and Budget Update

By every measure, we continue to make strides toward realizing our vision of strong fiscal stewardship that warrants community support. During the 2011-2012 school year we applied for and received over \$800,000 in new revenue sources, including a 4-year-old kindergarten grant which reimbursed the district for much of its start-up costs two years ago, and reimbursement for some significant expenses related to our special education programs. Our fund balance, a measure of fiscal health, grew from last



The Warriors Way – Where Character Counts

In the spring of 2012, a group of MHS coaches collaborated with the goal of creating a unified character education program. Borne out of those discussions we created **The Warriors Way – Where Character Counts**, program.

Student representatives of our athletic programs met with staff on 3/29/12. Conversations began with perceptions others may have of athletes compared to perceptions athletes may have of themselves. Based on that dialogue, the group developed a list of positive character traits that all MHS athletes could follow. Agreement was reached on focal points for 2012-2013. These include Pride, Humility, Respect, Integrity and Responsibility. Specific behaviors that are manifested in those five words were then created with the goal to communicate these as expectations for all athletes.



year. Our total tax levy declined last year, and we are estimating a 0% increase in total tax levy for this year.

This positive financial news is partially due to changes at the state level, but primarily due to purposeful actions we have taken within our district to reduce expenses, increase revenues, pay down debt and provide property tax relief.

For the 2012-2013 budget we have maintained all programs, maintained class sizes, invested over \$1.5 million in rehabilitation efforts at multiple schools and are implementing continued strategies to increase student performance, all without any increase in the district's tax levy. This is the first time the tax levy increase has been 0% or less for two consecutive years since 1996 & 1997. This translates into savings for property owners. As of press time we are projecting that the net school district property taxes paid by the average property owner in the Muskego-Norway School District will be more than 3.5% less than they were in 2007 as depicted in the chart above.

Check us out on the web! www.muskegonorway.org



Freshman Transition Program Morphing to Meet Student Needs

Beginning the school year is a time of excitement and nervousness for many students. Our students have informed us that one of their greatest fears is the size of the high school building and finding their way during the school day. The freshman transition program serves as a means of mitigating those fears and anxieties.

A low turnout rate (less than 40% of the total 9th grade class) three years in a row for the half-day August transition presentation prompted MHS administrators to develop another means of helping students adjust to MHS. This year, new MHS students took part in three one-hour sessions that introduced students to their administrators, counselors, School Resource Officer, Marching Band, Varsity Cheer Team, Dance Team, Senior Class President, Warriors Way representatives and two select student speakers. Topics included: cyber etiquette, an MHS student ID, the problem solving process, behavioral expectations, 9th grade conference, academic support opportunities, and the Homecoming Pep Rally.

Three students, Senior Class President Brittany Radish, junior Martha Blanchard and sophomore Katelyn Schmidt spoke to students expressing three different perspectives on how to have a successful freshman year. Martha spoke of how her freshman year began while finishing chemotherapy and maintaining a positive attitude. Katelyn spoke of the need to stay organized and not procrastinate; while Brittany encouraged participation, being respectful and working hard.

The group ended the week on a high note by having an energizing performance by the band, cheer and dance teams. The cheer team taught the group three cheers to participate in the homecoming pep rally and the class learned the school song from the band. The topics of character, respect, and responsibility were discussed by representatives of the Warriors Way committee.

Additionally, all MHS students participated in a respect, responsibility and acceptance (anti-bullying and harassment) lesson.

These efforts mark a great first step in the district's efforts to improve the freshman transition program. This year the 9th grade students were involved, but we continued to shape future transition opportunities for high school and all levels. In an era of high expectations, the district is taking some very deliberate steps to assist families in the transition process.

New Schedules at Middle Schools

The middle schools have made several changes in the master schedule this year in order to help prepare students to be career and college ready. Students are quickly adapting to the A/B day schedule and the extended periods for some classes. The new schedule also provides time to meet with small groups of students who need extra support. Every other day, science, math, and literacy classes have the typical 50-minute time periods, but on opposite days, students have 75-minute class periods to support project-based learning and other learning activities requiring extended time. Project-Based Learning provides opportunities for critical thinking, problem solving, and collaboration – all of which are important skills for our students' success in the 21st century. In the picture below this article, LDMS science sleuths are working together, using scientific processes, in order to solve a "crime."

One of the many summer learning opportunities for teachers included classes on teaching the extended learning blocks. Teachers learned about lesson design and strategies to make the most of this extended time. Like our students, they are quickly adapting to the changes and taking advantage of the opportunities of longer class periods.

These changes are a result of the recommendations of the Middle Level Program Review Team, which included families and staff from both middle schools. The team examined research on best practices, synthesized the information, and ultimately brought their recommendations to the School Board for consideration.



Bring Your Own Device

At the beginning of the 2011-12 school year, we launched an initiative at the middle and high school levels that has become known as BYOD, "Bring Your Own Device." Essentially, with BYOD, students are allowed to bring their own laptop computer, tablet computer or web-enabled cell phone to school for use during the school day as a tool to support and enhance their learning. While it is not a requirement that you provide a device for your student to use in school, we encourage you to consider it, given the significant opportunity we believe that technology holds to enhance and advance student learning. One example of how we have built structures to support this effort is at MHS. The Library has been restructured this year to be more conducive to students working on mobile technology devices for educational purposes. Come check it out!

Team Building on the Bus

The big yellow school busses moved about Lakeview Elementary School, picking up students to start the new school year. This year, a new approach towards encouraging a happy bus ride is bubbling up! Bus teams were developed in response to Lakeview Elementary 2011-12 student survey results, students indicated that their bus ride to and from school is a time in their day where they could improve how they work together. Thus, to lend a hand with this, Lakeview staff have developed a proactive plan: Bus Teams! On the first day of school, students met for their first bus team meeting. Students were assigned to a pair of teachers who serve as their bus team leaders and together they developed a set of bus rules. Within a couple days, and as an approach to continue the bus team spirit, team leaders periodically stop on the bus in the morning or evening to greet or say farewell to students, encouraging their continued success. Last month, team photos were taken by PTO parent member, Kelly O'Reilly, who met the buses in the morning



School Bus Safety

Studies show that students who feel safe are more accessible for learning. In order to help every student learn, grow and succeed, we need to eliminate any barriers to learning. Based on parent and student surveys, one area students may not always feel safe is during unstructured times on the school bus. At the elementary level, we will be implementing a bus safety program to teach respectful and appropriate behavior on the bus, therefore eliminating a possible barrier to learning. This will hopefully result in students experiencing more positive social and emotional feelings toward their school.



EYE ON IT Muskego High School

Muskego High School is studying the expansion of "project i" from our middle schools to the high school, which will provide students opportunities to demonstrate mastery learning through a variety of ways. The school is piloting "blended learning" courses which will provide students with more flexibility in scheduling, accommodating students who wish to add additional rigor to their schedules. Select staff at Muskego High are also incorporating the "flipped classroom" instructional model, which changes the traditional method of instruction delivery to increase the amount of time the teacher has available to engage students in higher level discussion and learning.

21st Century Learning Options at MHS

Muskego High School offered students the opportunity to participate in four different blended online courses as part of a pilot during the 2012 summer school session. Blended online courses employ a combination of face to face classroom instruction as well as computer-based learning lessons and projects students complete independently. Students also participate in online discussions, complete and submit assignments or assessments electronically, and view a variety of media sources and conduct research via the Internet for class.

The courses offered during the 2012 summer school session were Health 9, American Issues, Economics, and Microsoft Office. Over 50 students participated in these courses and will be surveyed regarding their experiences with learning in a blended online course format. In addition, course instructors are meeting with administrators to discuss the successes and challenges of developing and teaching these courses as an option for high school students. We look forward to continually expanding our course offerings and instructional delivery systems to support our next generation of students as they learn, grow, and succeed in a constantly changing world.

Our District Continues to Strive for Excellence

It has been through deliberate efforts and a focus on establishing and meeting annual objectives that we are making gains toward our goals. Progress during the 2011-12 school year in implementing our current plan includes:

- District high-leverage practices were the focus of classroom instruction and professional collaboration
- Specific feedback was provided to every teacher on their progress in implementing the K-8 reading units of study and secondary content literacy strategies
- Administrators received training around common supervisory components and effective, consistent feedback aligned to high leverage practices
- Changes to the district health insurance plan were implemented while balancing the system's beacons (see front page)
- An employee handbook for support staff was created with workforce representatives having opportunities for voice and input
- After a full program review, changes to the middle school program were approved by the board with implementation this school year and the 4K program will continue for another school year



- A comprehensive program review process was created along with a corresponding long-term curriculum review plan
- School-level Response to Intervention (RtI) plans were developed.

Muskego-Norway's Vital Signs

Our district has six (6) vital signs of student progress that are used to provide a balanced approach to monitoring our growth toward reaching our mission and vision. They are the organizers of our school scorecards and dashboards that guide and steer our organization through our journey of continuous improvement.

VITAL SIGNS	LEVEL	2011-12 SAMPLE EVIDENCE OF STUDENT PROGRESS
Academic Performance	Elementary	An increase of 4 percentage points in math achievement on the WKCE.
	Middle	Four years of strong, consistent reading performance on the WKCE.
	High	Average ACT composite score at 23.7, above state and regional average.
Whole-Student Factors	Elementary	Attendance rate at 97% or above.
	Middle	Average student satisfaction rate at 86%.
	High	Graduation rate at 96%.
Access to, Participation in and Success with Rigor	Elementary	95% of students achieved end-of-year math benchmarks.
	Middle	More students accelerated in math, participating in high school courses.
	High	Named one of "America's Most Challenging High Schools" and student participation in AP exams increased by 56 students to 325.
Achievement Gap Reduction	Elementary	Over a three-year period, an increase of nearly 20 percentage points in reading on the WKCE for students receiving interventions.
	Middle	Students receiving supportive interventions/enrichments are showing great success on the WKCE.
	High	Compared to two years ago, an increase of 17 percentage points in reading on the WKCE for students with special education needs.
Successful Transitions	Elementary	100% of fifth graders achieved an A, B or C in math.
	Middle	84% of ninth graders achieved an A, B or C in English.
	High	91% of students have post-secondary plans that include 4-year college, 2-year college or military.
Critical, Adaptable Thinking	Elementary	More students demonstrating proficiency on science critical thinking skills, an increase of 9%.
	Middle	Students scoring at a proficient level in science critical thinking skills, an increase of 13% at one middle school
	High	An increase of 12 percentage points in science critical thinking skills at the proficient level.

Muskego-Norway Builds in Process to Ensure Every Student Learns

In Wisconsin's vision for Response to Intervention (RtI), the three essential elements of high quality instruction, balanced assessment, and collaboration systemically interact within a multi-level system of support to provide the structures to increase success for all. Culturally responsive practices are central to an effective RtI system and are evident within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention. These elements do not work in isolation. Rather, all components of the visual model inform and are impacted by the others; this relationship forms Wisconsin's vision for RtI (From *WI Responsive to Intervention: A Guiding Document*).

Muskego-Norway has been working to design and deploy an effective RtI model in all schools. Schools based teams studied RtI, designed plans for school use and are beginning to implement the RtI model. At Bay Lane Middle School, a team of administrators, teachers, a school psychologist, and literacy and special education coaches met to align Wisconsin's vision for RtI to the middle level educational model. Bay Lane's model includes high quality instruction, balanced assessment, and collaboration. To support this model, on-going professional development will be provided. Subsequently, teachers are differentiating curriculum using research based best practices to ensure every student learns. Throughout the year, staff will regularly assess students' learning to ensure all students are learning at high levels. When data indicates students are not achieving at high levels, teachers collaborate to design interventions. The new middle level schedule provides opportunity for staff to facilitate interventions for students with need. Moving forward, Bay Lane will continue to use Wisconsin's RtI model to support their model designed to support every student learning.

