

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Sara Stanley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Muskego Elementary School

(As it should appear in the official records)

School Mailing Address S75W17476 Janesville Road

(If address is P.O. Box, also include street address.)

City Muskego                      State WI                      Zip Code+4 (9 digits total) 53150-9322

County Waukesha County

Telephone (262) 971-1840                      Fax (262) 679-4085

Web site/URL http://www.muskegonorway.org/schools/muskego/    E-mail sara.stanley@muskegonorway.org

Twitter Handle https://twitter.com/MEWolves  
Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature)                      Date \_\_\_\_\_

Name of Superintendent\*Dr. Kelly Thompson                      E-mail kelly.thompson@muskegonorway.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muskego-Norway                      Tel. (262) 971-1800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)                      Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Rick Petfalski  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)                      Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 8 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	23	25	48
1	21	17	38
2	29	20	49
3	24	22	46
4	23	21	44
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	120	105	225

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 89 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2014	211
(5) Total transferred students in row (3) divided by total students in row (4)	0.028
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 20 %  
Total number students who qualify: 44

8. Students receiving special education services: 10 %  
21 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 2 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 2 Specific Learning Disability
- 9 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 1 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes    No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Mission: Every student learning, growing, succeeding. Vision: Thinking students...changing the world!

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SUMMARY

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“Every Student, Learning, Growing.....Succeeding.” The mission of Muskego Elementary serves so much more than simple words on letterhead. When entering our school, this statement comes alive and takes on significant meaning for students, staff and families as they engage in meaningful work each day. The school community believes in - and is committed to - the full potential of EVERY student as we look to shape strong academic outcomes and develop whole student success for each individual in unique ways each and every day.

Muskego Elementary is one of five elementary schools in the Muskego Norway School District. The current student population is 225 and serves students in five year old kindergarten through fourth grade. For over 18 years, Muskego Elementary has been practicing within a multi-age setting. In a multi-age classroom, children are grouped so the age span of the class is greater than one year. This maximizes the benefits of interaction and cooperation among children with different experiences who are varying stages of development. Undoubtedly, the investment in developing staff around personalizing instruction within a multi-age framework has allowed adults and students to grow together and achieve at high levels.

Muskego Elementary has 37 wonderfully dedicated staff members, including ten regular education classroom teachers, two special education teachers, two instructional coaches, three specialists (physical education, music, and art) and one principal. Additionally, there are support staff who play a critical role in the education that is provided to our children. Effective collaboration is a cornerstone of the work being completed as weekly time is preserved for staff to come together before school each Wednesday. The principal and two coaches are regular participants of the collaborative data review and instructional planning.

Muskego Elementary students are truly unique and amazing. Their energy, smiles, and commitments to continuously grow are constant reminders of why staff and families are passionate about coming to school each day. In addition to a strong academic focus, a large amount of effort emphasizes the importance of developing the whole child as well as critical thinking and problem solving. “Wolfpacks” teach and develop students around three core values: respect, responsibility and caring. While initially a movement to reshape the culture into a respectful learning environment for all, it has since grown into a vision and way of thinking and practice at Muskego Elementary where we truly develop, “Thinking Students, Who Change the World.” Muskego Elementary students through their Wolfpack work have studied the community and ways to give back. Service projects such as food drives for Muskego Food Pantry, holiday placemats for area nursing homes, and Valentines for the Cardiac Care Unit at Children’s Hospital all spawned from the work of Wolf packs. Additionally, a community garden was built on school grounds, which is tended by Muskego Elementary families and staff. The harvest of fresh vegetables is given directly to Muskego Food Pantry each week. Students, families, and staff realizing the vision of, “Thinking Students.....Changing the World,” has forever positively changed the culture of the school.

The parent partnerships established at Muskego Elementary have contributed to the overall experience one feels as a member of the school community. Furthermore, volunteerism, whether assisting teachers and supporting student learning in content areas, or co-planning educational nights, has contributed to a sense of pride and high achievement. Muskego Elementary has a very active Parent Teacher Organization, one that offers events for students and our families monthly, including a movie night, Sundaes and Stories, a family carnival, and so much more. Strong parent partnerships have become integral in advancing student success at Muskego Elementary.

Staff commitment to continuously learn and grow their capacity coupled with pursuit of improvement processes sets Muskego Elementary apart. Over 70% of classroom teachers are securing their State of Wisconsin reading teacher license. Teachers know that growing their content expertise will have cascading effects on student achievement. All staff have a hand in our “Eye On the Goal” school improvement efforts, which have built in progress monitoring measures. These detailed efforts support realization of goals focused on attaining higher percentages of students becoming proficient in reading as well as growth for ALL. Furthermore, every certified staff member participates in a clearly articulated “Data into Action”

process during weekly collaboration time. This process ensures staff are using formative data to reflect on their practice and further articulate instructional methods/strategies to reach EVERY learner. Walkthroughs occur regularly by the principal and produce feedback that teachers utilize to refine their practice. Finally, as part of a growth model for adults, the principal meets several times a year with every teacher to discuss progress toward their Professional Practice Goals. These targeted conversations have undoubtedly improved teaching practice.

While no amount of words can clearly articulate the dynamic learning and social environment that exists at Muskego Elementary, we certainly hope the aforementioned details shed some light on efforts that have been integrated into the daily actions of adults and students. It is these very intentional efforts that continue to support Every Student, Learning, Growing and Succeeding at Muskego Elementary.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Through the collaborative efforts of school, family and community, Muskego Norway Schools continues to position itself to better meet the needs of all students. It is the goal of the district to improve the educational experience and achievement of all students by continuously improving the quality of curriculum, instruction and assessment. National and state academic standards guide what to teach and help districts determine learning goals. MNS curriculum development process provides a framework for systematic, continuous evaluation of existing K-12 curricula. Curriculum teams use knowledge of state and national standards, current research and effective instructional strategies to revise and refine curriculum and resource materials.

Instructional practices guide how to teach. They are the tools teachers use to assist students in achieving and reaching the academic standards. Staff development supports the implementation of curriculum and development of effective instructional strategies. Teachers, instructional coaches, and administrators have spent countless hours building curriculum in each content area that is robust, rigorous and relevant for students. Using Build Your Own Curriculum, courses across all grade levels in every content area were published in 2013. This work was completed to ensure that all students throughout the district are engaged in similar learning with exposure to high quality curriculum that addresses the same standards, big ideas, learning targets, essential questions, and enduring understandings.

Literacy instruction has been our major professional development focus in the Muskego Norway School District, specifically around using tenets of the Reader's and Writer's Workshop and Columbia Teachers College Units of Study. This work is further enhanced through the development of a collaborative, data-driven approach to teacher instruction and student learning using a "Data into Action" process.

Our literacy workshop model provides students with a supportive environment that involves them in authentic reading and writing experiences that focus on the strengths and needs of each individual student. The workshop supports differentiation for all learners. For example, to personalize instruction using a balanced literacy approach, during Reader's Workshop teachers offer instructional mini-lessons, guided reading, individual or small group conferencing, interactive read alouds, and book clubs. Our philosophy behind the implementation of the Workshop model is to allow students to spend an extended amount of time reading and writing authentically using texts that interest them on a daily basis and to provide opportunities to talk about literature while simultaneously providing targeted and explicit instruction in identified areas of need across the literacy continuum. The ultimate goal is always to develop life-long, passionate readers and writers.

Mathematics instruction centers on having students discover math concepts through active engagement, including having them explain, prove and defend their thinking. Using the Stepping Stones curriculum as a resource, and through ongoing professional development from instructional coaches, teachers continue to learn about the domains, clusters, math best practices, and standards of the Common Core. Many teachers attended a workshop during the summer of 2012 presented by Kathy Fosnot and as such have adopted many tenets of the resource "Contexts for Learning Mathematics" which includes components of the math workshop. In addition, over 50% of our core teaching staff have partnered with Math Recovery and Viterbo University to receive Add+VantageMR and/or Math Recovery Intervention Specialist Training to equip us with instructional tools that allow us to meet the unique learning needs of each of our young mathematicians.

Students learn science through the Full Option Science System (FOSS). They learn most from and enjoy the opportunities for hands-on learning that this curriculum provides. Additionally, there is a strong writing component which allows students the opportunity to write frequently in their science journals to show what they know.

Our Social Studies curriculum was built over the past several years by district teachers. Throughout our social studies courses, teachers provide instruction that allow students to analyze historical evidence,

evaluate it, and then demonstrate their understanding of that evidence. Social Studies instruction allows students to engage their enthusiasm for the past while applying high levels of critical thinking.

## 2. Other Curriculum Areas:

At Muskego Elementary, we challenge our students to explore their talents through art, music, and physical education classes. All students, kindergarten through fourth grade attend weekly “specials.” We understand that our students excel in many ways, and we work hard to create a school culture where each student feels valued and rewarded. Students can expect the same high expectations and structure in the “specials” curriculum as in the standard curriculum because we know how valuable they are to lifelong learning and enrichment.

Art classes encourage creativity in students, which provides a jumping off point for imagination and exploration. Our art curriculum encourages students to build an understanding that art is a form of visual communication. Students explore the meaning and use of elements and principles of art and design to provide relevance and rigor for each development level. During art, students employ tools and resources as well as their own experiences to create pieces of art. They are encouraged to observe and talk about what they see, and to develop problem solving skills and creativity to discover their own solutions and ideas. The curriculum also ensures that students are taught to understand that art represents a culture and includes identifiable characteristics that contribute to cultural awareness. Students participate in the city’s art community during youth art month where art selections are displayed at our local public library.

At Muskego Elementary, students develop an appreciation for music early on while attending music classes twice each week. During music instruction, students explore what makes a great piece of music, how and why people communicate through the language of music, and how music reflects and shapes our culture and community. Off campus field trips to the Milwaukee Symphony Orchestra and on campus performances spark a lifelong appreciation for sound. During the 2015-16 school year, Muskego Elementary is excited to host Opera for the Young, a production of “The Magic Flute.” Twice a year, our students perform live music concerts, one of which is held at the high school auditorium to provide an authentic concert experience.

We believe that healthy students are healthy scholars; our physical education classes prepare our students for active lives and strong futures. While attending physical education classes three times each week, students learn the importance of nutrition and staying active throughout their whole lives. Students' fine tune their motor skills and coordination and work on gross motor skills. They learn about health-related fitness, sportsmanship, personal responsibility, and how to enjoy participating in lifetime sports and physical leisure activities.

Technology is effectively used in classrooms to support student learning. Instruction around our strategic technology targets are embedded in classroom instruction and also supported by a shared elementary level technology integrator and library media specialist. We believe that student learning is enhanced through various technologies including SMART Boards, document cameras and Google Apps for Education. As we plan for the future and prepare our students for the world they will inherit, we also believe that an emphasis on critical thinking and problem solving, creativity, innovation, collaboration, and communication will prepare our students for the 21st Century. The mission of the one-to-one technology program in the Muskego-Norway School District is to create an engaging, collaborative and individualized learning environment for all students. This environment will enable and support students and teachers to implement transformative uses of technology while enhancing students’ focus on content and promoting the development of self-directed and lifelong learners. In doing so, we believe that Muskego Elementary students will transition from consumers of information to creative producers and owners of knowledge.

## 3. Instructional Methods and Interventions:

At Muskego Elementary, we believe that the child must be the center of all learning. Our multi-age classroom structure represents a long-standing foundation for teaching, learning, and growth. We utilize a wide array of teaching and learning opportunities including co-teaching classroom models, personalized

learning models, dialogic teaching models, a multi-disciplinary and integrated curriculum, and genius hour projects. All of this is offered alongside the universal implementation of a workshop model for learning in literacy and math. Our teachers use the workshop model in order to make sure that each and every student is highly engaged and is working on materials appropriate to their specific proficiency level. The gradual release workshop model is designed to access the range of ways that children learn and acquire knowledge—from listening to the teacher modeling a skill to hands-on learning opportunities.

We are very fortunate to have a 1:1 technology device advantage at Muskego Elementary and in our personalized learning environment, students can access “flipped” or pre-recorded mini-lessons in literacy. In our personalized learning communities, two teachers work together to share the planning, instruction, and assessment of every student. We also believe in the power of applying critical literacy and thinking to stimulate and extend students’ thinking and advance their learning and understanding. Dialogic teaching helps the teacher to precisely diagnose students’ needs, frame their learning tasks, and assess their progress, while empowering the students for lifelong learning and active citizenship.

To meet the diverse and individual needs of students and to achieve instructional goals, we have a clearly articulated system in place to support students who are at-risk of not meeting academic expectations. This system includes three tiers of strategic instruction based on the Response to Intervention model. Tier one instruction includes high-leverage, evidence based, and differentiated instruction for all learners. Students are screened three times a year to identify struggling learners who may need additional support. When students are identified as not making adequate progress in the core curriculum, they are provided with increasingly intensive Tier two instruction in literacy and math that is targeted to their needs on the basis of levels of performance and continuous progress monitoring. Tier three instruction includes intensive and individualized interventions that target skill deficits for the remediation of existing problems and the prevention of more severe problems.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

At Muskego Elementary, we consistently practice data-based decision making to implement our vision and ensure that all of our students receive high quality instruction which is differentiated to meet personalized learning needs. The Muskego Norway School District uses school scorecards with multiple measures to monitor student learning and growth over time. The scorecard encompasses our district mission of Every Student Learning, Growing...Succeeding and is shared with the community annually during a presentation to the School Board. Our scorecard is divided into three key components. Academically Literate (Learning) is measured by state and district benchmark disaggregated achievement data. Highly Engaged (Growing) is measured by attendance, student engagement survey data, and behavior data. College and Career Ready (Succeeding) is measured by Pathways to Postsecondary Success criteria, status of reading achievement by grade 3, and summer school participation.

At the building level, in order to determine whether students are growing and maintaining high achievement as a result of the instruction they receive, we use multiple data measures to monitor this. Our assessments include: Classroom-based assessments and projects (formative and summative), STAR (Universal Screener/Progress Monitoring), PALS (Universal Screener), CogAT (Universal Screener for identification of advanced learner needs) Number Knowledge (Universal Screener), AIMSweb (Progress Monitoring), running records (Classroom Performance & Formative Assessment), and state testing (Summative Assessment).

Not only is student progress continuously monitored for growth, the multiple assessment measures help to determine if our students are meeting grade level, district, state and national benchmarks and expectations. Our teachers, principal, school psychologist, social worker, reading specialist and instructional coach work in collaboration at the building level in order to interpret and analyze data and design interventions to ensure all students are learning, growing and succeeding. At Muskego Elementary (ME), families are recruited to participate meaningfully in their children’s school success. ME believes in the importance of collaboration between and among professional school staff and parents. When a specific student struggles with academic, behavior, or executive functioning skills that prevent them from fully accessing the school experience, we have a comprehensive student support team process in place that invites active parent and family input and participation. Universally, parents are informed of student progress three times a year with report cards and also attend face-to-face conferences with their child’s teacher in the fall and early spring.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

At Muskego Elementary, our strategic plan defines a goal around building college aspirations in our students. Active and productive engagement in school is one indicator of students' aspirations. This goal is progress monitored through an analysis of behavior and attendance data. We strive to close engagement gaps by focusing our work on the students who are identified as needing the most help, creating interventions to support their needs, and using data to assess the impact of our efforts.

We are also actively engaged in the school community. Proud to call ourselves the Muskego Elementary Wolves, we exemplify our school spirit by upholding our expectations of being respectful, responsible, and caring across school settings. Through annual "Pack Track Tours" and re-teaching demonstrations, we review what our expectations look and feel like in each area. Using wolf packs to encourage connections between students and staff across all grade levels and departments has created a strong bond and "pack" feeling around the school.

Student engagement is also realized through our commitment around ensuring that our students are college and career ready. ME has maintained a long-term problem-solving competition team for over 25 yrs. In 2014-15 the team attended the Destination Imagination Global Finals. We also have a student-run fitness program in partnership with Fuel Up to Play 60. Our physical education teacher advises 8 student ambassadors who implement "plays" that encourage students to improve and maintain healthy eating and fitness activities. Current 2015-16 Student Genius Hour Projects include a school store run by students with the support of a parent advisor, a student driven recycling program run during lunch, a student maintained compost program that utilizes a student engineered compost bin, and a student created "Give the Gift of Warmth" clothing drive that donated over 400 winter wear items to a local charity.

Studer Education's Evidence-Based Leadership model is a continuous improvement framework centered on research-based best practices. We use Studer to survey our employees, students, and families and receive reports in the areas of parent satisfaction, student engagement, and employee engagement. Muskego Elementary is proud to host some of the highest satisfaction ratings across our district and benchmark schools, but as a system grounded in the philosophy of continuous improvement, we consistently set goals around the lowest survey areas. The purpose of the employee survey is to determine how staff feel about their job and work environment and allows the principal to be more effective in planning and future decision making.

### 2. Engaging Families and Community:

At Muskego Elementary, we consistently strive to establish and maintain positive partnerships with our parents and families. We send weekly communication to parents and post school events and celebrations on Twitter. ME is fortunate to host volunteers on a daily basis. We have an active Parent Teacher Organization (PTO) in which both family members and teachers actively meet, plan, and host events collaboratively. Family events that occur outside of the school day are hosted each month. Our PTO also supports annual charity drives including a fall "Stuff-the-Bus" food drive and winter "Furry Friends" pet food and products drive.

Muskego Elementary parent engagement survey data indicates that parents and families feel the teachers, staff, and administration at ME show genuine care and concern for their child. This year we were excited to surprise and honor our Speech and Language Pathologist as a "Top Teacher" for our local WISN News channel after she was nominated by a parent.

In addition to our families, Muskego Elementary is supported by local businesses and universities. After learning about various organizations within their community, ME students proposed an idea about how they could give back and suggested planting a garden from which they would donate the vegetables grown to the Muskego Food Pantry. Students, staff, and the PTO partnered to turn this vision into a reality. Local

businesses supported the construction with donated or discounted supplies for the garden boxes. A local expert from the University of Wisconsin - Waukesha visited ME as a guest speaker to provide education and training in garden techniques. In the spring of the following year, students, staff, and families of Muskego Elementary participated in planting a variety of vegetables and herbs in our ten garden boxes. Muskego Elementary School families sign up to rotate caring for the garden throughout the summer months. The garden has become a point of pride for our community and we were delighted when a local Girl Scout troop expressed a desire to contribute to our effort - our garden is now watered by an environmentally sustainable rain barrel that they designed and painted themselves. The annual harvest continues to be donated to the Muskego Food Pantry. Over the past three summers, the Muskego Elementary Community Garden has been a success, harvesting more than 800 pounds of vegetables for local residents!

### 3. Professional Development:

At Muskego Elementary, we embrace a balanced and comprehensive approach to professional development that is aligned with the Wisconsin Educator Effectiveness System. Educator Effectiveness is a performance-based evaluation system designed to improve the education of all students by supporting guided, individualized, self-determined professional growth and development of educators. Using student performance data, all educators set Student Learning Objectives that are rigorous, yet attainable goals for student growth. Also during the Educator Effectiveness process, teachers complete a self-reflection and use this to guide the development of Professional Practice Goals that are informed by instructional practices which will lead to improved student outcomes.

To ensure we are reaching every learner, the Muskego Norway District hosted a summer institute for our teachers. The 2015 institute offered differentiated professional development around the following targets: using data to inform instruction, differentiating instruction to effectively reach all students including advanced learners, student goal setting to engage and empower students, and using technology to personalize learning and engage students.

During the school year, we implement a weekly, data-driven PLC model with grade-level and content-based teams. We also utilize an instructional coaching model; instructional coaches work side-by-side with teachers to put into practice the instructional practices that are deemed effective by Charlotte Danielson's Framework for teaching. By facilitating team conversations targeted on instructional practices and expectations alongside student learning, the coaching model maintains a student-centered approach that ensures achievement. Instructional coaching is ongoing and meets the needs of individual teachers in real time while increasing student performance.

Also during the school year, we participate in eight professional development days that are planned at the building level to support personalized school needs. During the 2015-16 school year, Muskego Elementary staff have teamed with Madison Elementary of West Allis West Milwaukee, a neighboring district, to conduct reciprocal site visits and to collaborate around instructional and cultural practices. Muskego Elementary teachers also conduct peer observations within our building - across grade levels and content areas - to enhance our understanding of what instruction and practice looks like for our students from a whole school lens.

Through a district partnership with Alverno College, over 70% of our core teaching staff have obtained, or are in the process of obtaining, State of Wisconsin reading licenses. Additionally, collaborative partnerships with Wisconsin State Reading Association leaders have provided opportunities for Muskego Elementary staff members to present with leading literacy experts at state literacy conferences.

### 4. School Leadership:

Muskego Elementary bursts with great potential - it is a school filled with learners and leaders who refuse to be average; striving to achieve goals that make great impacts in our community and beyond. At ME, we embrace challenge and continuously look for opportunities to grow our school and culture through a shared

leadership model. School leadership at Muskego Elementary is inspired to enhance our school by growing every child, every day based on their unique learner profiles.

Exemplary schools require effective leaders at all levels in the organization with the principal filling the role of instructional leader. At Muskego Elementary, all of our school staff provides student-centered leadership. Therefore, hiring the right people at all levels in the organization is imperative to the development of a healthy environment. Everyone on our team is committed to school improvement and strives to keep students at the forefront of our work. Our Eye On The Goal (EOTG) plan articulates the deliberate choices we are making to focus our efforts to ensure we meet our mission. We develop annual goals aligned with each of our focus areas:

Exemplary Teaching and Learning - Increase reading achievement and growth for all students in order to maximize the potential of all students being college and career ready.

Continuous Improvement - Enhance the goal setting processes for all students.

Highly Effective Personnel - Ensure staff have opportunities to engage in impactful professional development and positive/healthy activities to increase a sense of well-being.

Sound Stewardship - Deploy innovative solutions to wellness, compensation and facility needs.

Organizations with leadership depth at every level require strong guidance at the top. Having confidence in the leader and knowing where the organization is going allows those inside the school community to become empowered and passionate. At Muskego Elementary, we believe a collaborative process is powerful. Not all decisions can be made through collaboration, but our culture is defined by involving the appropriate stakeholders when possible. Staff are invited to participate on numerous committees and curriculum studies - both at the school and district level. A non-inclusive list includes our school EOTG team (school-wide data analysis and professional development leadership), School Culture Committee (behavior and cultural responsiveness), district wellness, standards based grading, personalized learning, and Response to Intervention. At Muskego Elementary, we chose to live by the words of Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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The one practice that Muskego Elementary uses to make our school successful is to attract, develop and retain high impact staff that are committed to a culture of continuous improvement. The staff at Muskego Elementary have created an intellectual community that is driven by a sustained and relentless focus on our mission of “EVERY student learning, growing...succeeding” and our vision, “Thinking students...changing the world.” We strive to ensure that our mission and vision are realized - every day.

At Muskego Elementary, we are very aware that the impact of the teacher is the number one factor that ensures student achievement. We host a strong network of highly skilled and knowledgeable staff. Together, this staff has built a school culture that is centered around student learning and growth. We have created common school expectations that result in excellent classroom management. This is consistently maintained through high intellectual engagement. What the teacher does in the classroom to structure and organize a learning-focused environment is an essential ingredient to every student finding success.

To further realize our mission and vision, we are goal-oriented and results-driven. Muskego Elementary’s Eye On The Goal plan is written with solid, purposeful, and enduring goals that are progress monitored at multiple checkpoints during the year to ensure they are implemented with fidelity. Our goals are clearly articulated and at the forefront of our communication and professional learning. The mission-inspired goals create a common purpose - across grade-levels and departments - and across leadership, staff, students and families. They keep our focus and efforts on what is most important - student learning, growth, and success.

Muskego Elementary would not be in the successful place that it is today without the high impact teachers striving to realize our mission and vision in a targeted, and impactful way. Our instruction matters - every day for every student. We will continue to challenge and grow ourselves to ensure that we deliver high-impact pedagogical content that instills strong academic and social emotional knowledge and skills in our students. Muskego Elementary staff realize that we will never fully arrive - each year new students enter our doors reinvigorating our purpose and drive. It is for this reason that the simple answer to the very complex question of what one practice is responsible for our school success is that we live by our mission and vision. It is the very essence of who we are at the core - dedicated educators driven to ensure that every student learns, grows, and succeeds so they can positively impact and change the world.