Welcome to WASDA’s December edition of our online Newsletter! Happy Holidays to all of our members! We are looking forward to seeing many of you at the upcoming WASDA/AWSA SLATE Conference, December 9-11 at the Kalahari Resort in Wisconsin Dells. This should be a great event with over 1100 people registered!

Complete details about all of WASDA’s events for the remainder of the year can be found on our website at www.wasda.org. If you experience any difficulty with the website, please contact Jessica directly at jschwedrsky@wasda.org.

We are always looking for new ways to serve our members. If we can ever be of service to you, please do not hesitate to contact us. We are here to serve you!

From all of us at the WASDA office, we wish you all Happy Holidays!

Jon, Nancy & Jessica

Wisconsin Association of School District Administrators
4797 Hayes Road
Madison, WI 53704
608/242-1090
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www.wasda.org
DECEMBER 2019
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www.wasda.org
Scott McLeod

An associate professor of educational leadership at the University of Colorado Denver, Dr. Scott McLeod is widely recognized as one of the nation’s leading experts on P-12 school technology leadership issues.

Dr. McLeod has worked with hundreds of schools and received numerous awards for his technology leadership work, including the 2016 Award for Outstanding Leadership from the International Society for Technology in Education.

Holly Hoffman

Author of “Your Winner Within,” Holly Hoffman believes that within each of us is an ability to focus our thoughts, emotions and energy to succeed — if only we have the knowledge, tools and discipline to do so.

Holly was the last woman standing on Season 21 of CBS’ hit reality show “Survivor.” Through that experience and others, Holly was inspired to share her message of positivity, determination and confidence.

Yong Zhao

An expert on globalization and education, Dr. Yong Zhao holds positions at the University of Kansas, East China Normal University, the University of Bath in the U.K., and Victoria University in Australia.

Dr. Zhao has published more than 100 articles and 30 books, including his most recent, “Reach for Greatness: Personalizable Education for all Children” in 2018 and “Counting What Counts: Reframing Education Outcomes” in 2016.

Shane Feldman

Founder and CEO of Count Me In, Shane Feldman is the visionary behind the world’s largest student-led movement. Over the past decade, Count Me In has initiated tens of thousands of projects worldwide, contributing a value of more than $2.6 billion to the global economy through service.

Shane was featured in an A&E documentary TV series that followed his work mentoring teens.
The Phi Delta Kappa (PDK) poll of the Public's Attitude Toward the Public Schools released in September of each year is always an interesting read. I find the information in the poll to be great conversation starters with my Board and community members, as well as with staff.

The 2019 report is titled, Frustration in the Schools, and documents significant concerns about teacher pay, funding, and feeling valued. In addition, assessing school quality, workforce preparation, and discipline in the schools are topics in which teachers and parents are surveyed. Here are some of this year's interesting findings:

• Americans identified a lack of funding as the biggest problem facing their local schools for the 18th year in a row. The idea of raising taxes to support public schools still is unpopular, but many of the survey respondents indicated they would support using state lottery revenue, and money from legal recreational marijuana and sports gambling to increase school funding.

• Half of public school teachers nationally have seriously considered leaving the profession in the past few years frustrated by poor pay and underfunding. Sixty percent of teachers say they are unfairly paid. In addition, stress/burnout and a lack of respect fuel their desire to leave. The poll also shows 55% of teachers would not want their child to follow them into the profession.

• A majority of teachers and parents believe the best way to measure a school's performance is to look at the students' improvement over time rather than the percentage of students who pass a standardized state test. A higher percentage of teachers and parents alike assign an A or B grade to their community's public schools than to the nation's public schools overall.

• Seventy-five percent of parents and 82% of teachers say schools should prepare students both for jobs and academically. It is interesting that 45% of all parents would prefer their child take a job skills elective class rather than an advanced academic or art/music class in high school. In addition, 57% of parents expect their child to go to a four year college full time after high school.

• A majority of teachers and parents also see mediation and counseling as more effective than detention or suspension in responding to school discipline problems. The concept of zero tolerance is supported by teachers and parents, but less support exists when it comes to the actual application of this policy. When a common school situation is provided, i.e. a student accidentally brings a folded knife to school in a backpack, the majority of teachers and parents do not believe the student should automatically be suspended or expelled.

Continued, next page...
LYLE PLAGENZ

Lyle B. Plagenz, age 82 of Markesan, passed away peacefully at home on Tuesday, October 1, 2019.

Lyle was born on July 16, 1937 in Kingston, the son of Raymond and Neva (Greenleaf) Plagenz. He graduated from Markesan High School in 1955 and furthered his education at UW-Madison. In addition to earning both a bachelor and master’s degree, Lyle was also a member of the W Club after lettering in baseball.

Lyle was united in marriage to Iolyn Mielke on July 23, 1960. A dedicated family man, Lyle was very supportive of his children and grandchildren, and he enjoyed attending their sporting events and other activities. He also proudly served his country in the Army Reserves.

Lyle was Principal and then Superintendent of Markesan District Schools for a combined 34 years before retiring in 2000.

Lyle was heavily involved in Markesan and the surrounding communities, serving on the Green Lake County Highway Traffic Safety Board, Farmers State Bank Board, and as President of the Markesan Resident Home Board. He was very active with Zion Lutheran Church in Kingston as Past President of the Church Council and a member of the Zion Choir. He refereed youth sporting events for over 50 years and was instrumental in setting up the Southern Green Lake Ambulance Service for the local area. Lyle also served as Past Governor of the Wisconsin-Upper Michigan Kiwanis District and organized, directed, and participated in the Annual Markesan Kiwanis Variety Show. He was also a big supporter of Markesan High School athletics and was an avid Wisconsin Badger fan. Lyle lived his life to the fullest.

Lyle is survived by his wife, Iolyn of Markesan; children, David (Marilee) Plagenz of Mondovi, Ellen (Skip) Walker of Markesan and Tim (Lora) Plagenz of Markesan; six grandchildren, Kate and Brett Plagenz, Ryan and Nikki Walker, Megan and Craig Plagenz; siblings, Ralph (Hope) Plagenz, Gene (Pearl) Plagenz and Linda Woelffer; and further survived by nieces, nephews, other relatives and friends.

He was preceded in death by his parents; brother-in-law, Bill Woelffer and other relatives.

A memorial in Lyle’s name is being established.

I would encourage you to access the PDK poll at https://pdkpoll.org/ to learn more about how Americans view their public schools. Then, begin talking with others in your community. What can be done to improve the funding for public education? How do we increase teacher salaries and decrease stress/burnout in order to encourage young people to enter the profession? How do we message what our schools are accomplishing so that our community can see the growth that is happening in our students? How do we promote the value of technical schools in addition to four year colleges? How can schools incorporate more mediation and counseling to resolve problems rather than placing students in detention or suspending them from school? These are questions which must be considered by all of us in our role as District Administrators. Finding ways to engage our community to respond to these challenges is part of the important work we do. Start the conversation and enjoy the dialogue. Happy holidays!

Cindy Zahrte
WASDA President, 2019-2020
cindyzahrte@tomah.education
ARE YOU RETIRING IN 2020?

The requirements to receive the Honorary Life Membership and be recognized at the retirement banquet held in conjunction with the WASDA Annual Educational Conference are as follows:

A. The recipient must have retired from school work.
B. The recipient must have total experience in educational work on any level of at least twenty-five (25) years.
C. The recipient must have been a member of the Wisconsin Association of School District Administrators at the time of retirement and for the five (5) years immediately preceding retirement.
D. CESA administrators who were county superintendents are to receive credit for the years served as county superintendents.

If you are retiring this year, please email the WASDA office. ALL WASDA members retiring will be recognized at the banquet. This year’s convention will be held April 22-24 at the KI Convention Center in Green Bay. (Conference begins with a reception at 5:30 p.m., April 22, followed by the Recognition Banquet & ends at 12 noon on April 24.)
Wisconsin public school districts face unprecedented challenges and opportunities. The attorneys at Strang, Patteson, Renning, Lewis & Lacy, s.c., are dedicated to helping you meet the challenges and take advantage of the opportunities.
WISCONSIN SUPERINTENDENT OF THE YEAR SELECTED

The Wisconsin Association of School District Administrators has named Dr. Robert Mayfield as its 2020 Superintendent of the Year.

Dr. Mayfield has served as superintendent of the Kimberly Area School District (KASD) since 2008.

"I am truly humbled to receive this honor, which represents all the talent, hard work and commitment of our staff, school leaders, Board of Education, students and families throughout our District," said Mayfield.

"Dr. Mayfield is an exemplary superintendent and a great representative of the high quality of district leadership that exists in school systems across Wisconsin," said Jon Bales, Executive Director of WASDA. "We are very pleased to recognize his outstanding work through the Superintendent of the Year award."

During his time as superintendent, Mayfield has focused on building a public school system around three components: a clear vision for the future in which all students reach their potential, developing high-quality staff and creating a culture of continuous improvement.

Mayfield worked with parents, students, staff and community members to develop the District's "Plan for Excellence." The plan provides a clear vision and goals for the District's future.

"Our community has embraced a vision of creating a public school system in which all children have opportunities to reach their potential," said Mayfield. He continues to engage the community to pursue these goals. Mayfield also focuses on developing high-quality staff and administrators.

"I believe in having talented people in the right positions to be most effective," he said. "This includes staff who are dedicated to continuous improvement, learning for the benefit of students' learning and meeting the individual needs of every child."

Mayfield cites the efforts of staff to serve students with mental health challenges as one of the most impactful accomplishments of his time as superintendent.

"I consider the mental health continuum of services the district has implemented for students as a significant achievement," said Mayfield. "This was made possible through the efforts of many people. It has involved many hours of strategic planning, seeking funding and developing creative partnerships to provide mental health counseling options to all our students."

In addition to having a clear plan for the future and skilled people in place, Mayfield fosters a culture of improvement. He describes it as the "Kimberly way" - a culture of continuous improvement for student success.

"We have high expectations for our students and staff," said Mayfield. "If you are going to pursue an opportunity, I want you to excel at it and know that our District will be there to support you along the way."

One example of this culture of improvement is the District's work to identify and address stagnant English language arts and math achievement among student subgroups, including students with special needs and those who are economically disadvantaged. Through staff members' dedication to embracing continuous improvement practices, the two lowest-performing and highest-poverty schools in the District now have realized four years of continued growth.

"Together, we have demonstrated that, by setting goals, refusing to accept the status quo and being steadfast in our efforts toward continuous improvement, we can raise achievement for all public school students," said Mayfield. "I am thankful for a community that supports our work, a Board of Education that believes in the many leaders within our District and a staff that believes in making this culture happen. I am proud to represent the Kimberly Area School District and our entire community."

During his 27-year career with the District, Dr. Mayfield has served as an assistant superintendent for learning, as well as an associate high school principal and elementary principal. Earlier in his career, he was a special education teacher and athletic coach. He earned a bachelor's degree from the University of Wisconsin-Oshkosh, a master's degree from Marian University and a doctorate from Cardinal Stritch University. Mayfield and his wife, Robin, are the proud parents of twins Kyle and Lauren, who are both attending college in the UW system. His wife and children are all graduates of Kimberly High School.
Since its inception more than 30 years ago, WASDA's Superintendent of the Year program has become widely acknowledged as the most prestigious honor a Wisconsin school system leader can attain. Applicants are measured on criteria that include successfully meeting the needs of students, personal and organizational communication, professionalism, participation in local community activities and an understanding of regional, national and international issues.

"Over his 11-year tenure as superintendent of the Kimberly Area School District, Dr. Mayfield has proven himself to be a truly transformational leader focused on continuous improvement for our students, teachers and staff," said Dr. Montgomery Elmer, KASD Board of Education president. "This recognition from WASDA is a great reflection of the hard work and dedication he has demonstrated while serving our school district community in so many meaningful ways. On behalf of the Board, I would like to congratulate Bob for this award."

Mayfield will represent Wisconsin in the National Superintendent of the Year program, sponsored by the American Association of School Administrators, VALIC and Aramark, at AASA’s National Conference on Education in San Diego in February 2020. WASDA will present the 2020 Wisconsin Superintendent of the Year award to Dr. Mayfield at the joint WASB/WASDA/WASBO Convention in Milwaukee in January.

About the Kimberly Area School District
KASD is a progressive public school district committed to providing the best possible education available to students. Its responsibility is to help lead the way in developing well-rounded students and future citizens. The District wants all students to be given the opportunity to reach their potential through academics, the arts and co-curricular activities. KASD encompasses approximately 17 square miles and serves more than 5,000 students in one 4K center, four elementary schools (5K-4), two intermediate schools (5-6), one middle school (7-8) and one high school (9-12). To learn more about the District, call 920-788-7900 or visit [www.kimberly.k12.wi.us](http://www.kimberly.k12.wi.us).
WASDA AWARDS

Each spring WASDA recognizes deserving educators at the WASDA Annual Educational Conference. This year’s conference will be held April 22-24, 2020, at the KI Convention Center in Green Bay. At this time, we are seeking nominations for the following awards:

WASDA Outstanding Educator Award
WASDA Distinguished Service Award
WASDA Award of Special Recognition for Service to Wisconsin

Complete information on how to nominate someone for these awards can be found online at www.wasda.org. Please note that the deadline for nominations is JANUARY 10, 2020. The WASDA Awards Committee will be meeting during the Jt. WASB/WASDA/WASBO Convention to select their recommendations for this year’s recipients. Their recommendations are then forwarded to the WASDA Board of Directors for approval.

Thank you for taking the time to nominate someone for one of these prestigious awards!

WASDA CHILD ADVOCACY COMMITTEE ANNOUNCES 2020 AWARDS!

Please help us by nominating child advocates from your district. There are two ways to recognize child advocates from your district; you can nominate individuals or companies. Each nomination will receive a certificate from WASDA that you can present at a local board meeting. State finalists will be honored at our spring convention.

Two Awards:

Bert Grover Child Advocate - Individual/Community Based

The Individual/Community-Based award is created to acknowledge an exceptional individual or civic or other community based organization's support for our children. Superintendents are encouraged to nominate local individuals/civic organizations who have demonstrated significant commitment to children by sharing their time, talents and/or financial support. The award is to acknowledge the importance of individuals working to support the greater mission of educating all children.

Bert Grover Child Advocate - Business

The Business Award is a new award created to acknowledge the exceptional business educational partnerships throughout the State of Wisconsin. Superintendents are encouraged to nominate business partners who have demonstrated significant commitment to children by sharing time, talents and/or financial support. The award is to acknowledge the importance of business partnerships as essential to the greater mission of educating all children.

Please use the links below to view the nomination forms. Please submit completed nomination by February 8, 2019.

Individual/Community Based Award

Business Award

If you have any questions or need further information, please contact Bob Mayfield, Child Advocacy Chair at bmayfield@kimberly.k12.wi.us or 920-788-7900 X 4129.
WASDA COMMITTEE MEETINGS AT THE JT. WASB/WASDA/WASBO CONVENTION

Below is a listing of the WASDA committees that will be meeting during the Jt. WASB/WASDA/WASBO Convention in Milwaukee. Please note the date and time of your committee and PLAN TO ATTEND YOUR COMMITTEE MEETING. The meeting room assignments for the committees will be announced at a later date.

TUESDAY, JANUARY 21:
WASDA Board of Directors 1:00 - 4:00 p.m.  HILTON HOTEL

WEDNESDAY, JANUARY 22:
The locations for the following meetings will be emailed to the membership prior to the convention.

- WASDA K-8 Schools Committee 8:00 a.m.
- WASDA Legislative Committee 8:00 a.m.
- WASDA Awards Committee 8:00 a.m.
- WASDA Small Schools Committee 8:00 a.m.
- Large District Caucus - 12:00 - 2:00 p.m.  HILTON HOTEL

WASDA LUNCHEON

Another packed agenda awaits attendees at this year's Jt. WASB/WASDA/WASBO Convention in Milwaukee, January 22-24. A highlight of this joint convention for WASDA members is the annual WASDA noon luncheon. The luncheon will be held Thursday, January 23. BOB MAYFIELD, Superintendent of the Kimberly School District and the 2020 Wisconsin Superintendent of the Year, is this year's luncheon speaker.

Also, WASDA members are reminded to stop by the WASDA booth to find out what's new with your association. WASDA members are encouraged to attend the Jt. WASB/WASDA/WASBO Convention and register for the WASDA noon luncheon January 23. Visit www.wasb.org for complete details.
WASDA Early Career Superintendent Workshops
'Accelerating Growth for Distinguished Performance'

Target Audience: 2nd, 3rd, and 4th Year Superintendents

WASDA is pleased to offer, in partnership with Baird, a series of workshops for early career superintendents, to accelerate growth for distinguished performance. Designed based on feedback from the field, the sessions will refine leadership thinking and action to promote achievement, excellence and equity for all students.

High performing leaders think and act differently. Their mindsets guide their choices, decisions and actions every day. Their skill sets differentiate and set them, and their districts, apart from others. The skill sets possessed by high performing leaders can be developed and nurtured.

Dates of Workshops:

January 21, 2020   Baird Offices - Milwaukee
March 25, 2020     WASDA School Leadership Center - Madison

Goals of Workshops:

- Examine skills utilized by high performing superintendents to lead for increased achievement, performance and equity
- Challenge and disrupt current assumptions
- Shift mindsets about choices, decisions and actions
- Sharpen critical thinking and analytical skills
- Think strategically about change
- Set goals for implementation/application of workshop concepts to solve real-world problems/issues

The program for each workshop follows this article.

REGISTER AT WWW.WASDA.ORG!

Happy Holidays
WASDA Early Career Superintendent Workshop II
'Accelerating Growth for Distinguished Performance'

Target Audience: 2nd, 3rd, and 4th Year Superintendents

JANUARY 21, 2020
Baird Office - Milwaukee

9:00 a.m.- 10:30 a.m. Facilitating Long-Term Financial Planning

How do superintendents become wise stewards of the community's resources? High performing superintendents develop and implement long-term financial plans, then monitor and measure against financial and organizational goals. Join the Baird Financial team to develop and refine your financial planning acumen including:

1. Conducting financial forecasting - the process of projecting revenues and expenditures over the long term, using assumptions about economic conditions, future budget scenarios, and

2. Developing long-term financial plans to align your district's financial capacity with long-term organizational objectives.

Baird Financial Team

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 12:15 p.m. Your Comprehensive Look at Referendum Planning

Is a facilities or operational referendum in your future? Work with the Baird Financial team and legal counsel from Quarles and Brady to examine the factors superintendents and their teams must consider to successfully navigate a referendum. Content will include strategies to position the district for success beginning several years before the actual vote including building your credit rating, managing your tax levy, building your long range budget and capital planning, generating community engagement, establishing board resolutions etc. This session will provide the guidance you need for your referendum planning!

Baird Financial Team and Attorneys from Quarles and Brady

12:15 p.m. - 1:00 p.m. Lunch and Networking with Colleagues and Presenters

1:00 p.m. - 3:00 p.m. 'Open Gym' for Building Your Customized Financial Forecast Models

While utilizing the Baird Forecast Model, take advantage of personalized consultation with the Baird team to address you unique district financial forecasting and planning needs. Districts not currently using the Baird Budget Forecast Model will be provided a sample for use during this session.

Baird Financial Team

REGISTER AT WWW.WASDA.ORG!
WASDA School Leadership Center - Madison

9:00 a.m. - 10:45 a.m.  Overcoming Challenges and Leveraging Opportunities to Achieve Meaningful Change in Your District Initiatives

A wise superintendent once said, “People's appetite for change is usually greater than their ability to digest it.” This is why there can be push-back even when a school board or community has demanded that things must change! Some districts have mastered implementing change and embracing new ideas, with seemingly little opposition. Why the difference? What do they know? How do they do it? High performing leaders think and act differently during change processes using mental paths to discern and forecast possible issues, identify and analyze assumptions, apply leadership theory, and engage community in meaningful ways to develop ownership for decisions and capacity for implementation. This session will review strategies utilized to successfully manage organizational change and provide opportunities for participants to act on and apply them to their own district's change initiatives.

Jim Rickabaugh, Kathleen Cooke and Michael Gallagher

10:45 a.m. - 11:00 a.m.  Break

11:00 a.m. - 12:00 p.m.  How Do High Performing Superintendents Approach Legal Issues? - Part II

Hone your critical thinking and decision making skills as you apply strategies utilized by high performing superintendents to real-world complex school legal issues during this interactive session. Practice anticipating unfolding scenarios and analyzing issues from multiple points of view, learn to identify salient points, material facts and evidence, and select the best possible course of action for complex legal issues.

Attorney Michael Julka, Boardman and Clark

12:00 p.m. - 1:00 p.m.  Lunch and Networking with Colleagues and Presenters

REGISTER AT WWW.WASDA.ORG!
Building their future

Your students deserve the best. The best teachers. The best programs. The best facilities. Hoffman will help you create the best learning environment for your students to thrive and grow.

Your students deserve first-rate facilities. You deserve a partner ready to make that happen.

Visit us at hoffman.net
TUESDAY, FEBRUARY 18, 2020
WASDA SCHOOL LEADERSHIP CENTER-MADISON

PROGRAM

7:30 a.m.  REGISTRATION/CONTINENTAL BREAKFAST

8:00 a.m.  WELCOME /SHARING: REFLECTIONS, QUESTIONS, CELEBRATIONS
What is on your mind…which can benefit the entire group? Bring your questions and concerns and consider sharing an accomplishment which we can help celebrate.

8:15 a.m.  ADMINISTRATIVE CONTRACTS
Contract renewal conversations will be occurring soon. Bring your questions and gain insights to create win/win opportunities for you, the school board and district.
Jon Bales, WASDA Executive Director

9:00 a.m.  BUDGET PLANNING AND DEVELOPMENT: PHASE II
The district is nearing the end of the school year. Decisions made this year can have an impact on your budget in 2019-20 including levy and mill rate. In this session we’ll review end of the year processes and discuss potential impacts and considerations for future budget planning.
Baird Financial Team

10:30 a.m.  BREAK AND NETWORKING

10:45 a.m.  Change Theory and Creating a Culture of an Engaged Workforce
The more employees are engaged, the more likely they are to display discretionary effort, stay with the organization and effectively adapt to changing conditions. This session will focus on change theory concepts and engagement strategies to assist you in creating a positive workplace culture focused on learning and achievement.
Drew Howick, Howick Associates

11:45 a.m.  REFLECTION REGARDING DEGREE TO WHICH ACADEMY ACTIVITIES ARE INFLUENCING THINKING AND PRACTICE

12:00 p.m.  LUNCH/NETWORKING
12:30 p.m. **NAVIGATING TEACHER CONTRACTS AND OTHER DIFFICULT PERSONNEL CHALLENGES TO ENSURE A POSITIVE WORKPLACE CULTURE**
Ensuring a culture of success for each learner requires proactive, strategic leadership regarding contracts and resolution of difficult personnel issues. Our legal experts will provide Case Studies for contract development and a complex personnel issue to promote how to think like a superintendent including addressing the legal context, local school board policies parameters, handbook considerations, precedence setting, and political implications.
*Attorney Kirk Strang - Strang, Patteson, Renning, Lewis & Lacy, s.c.*

2:00 p.m. **STRATEGIES FOR GAINING SUPPORT AND ADVANCING INITIATIVES WITH THE BOARD OF EDUCATION**
Understanding board member perceptions and expectations and leveraging this information to achieve forward movement on district initiatives is fundamental to superintendent success. Explore strategies and techniques to find common ground, gain consensus and garner school board support of vision, goals, and initiatives on behalf of learners and the school community.
*Jon Bales, WASDA Executive Director, and Kathleen Cooke, WASDA Academy Facilitator/KCMG Consulting*

3:00 p.m. **ADJOURN**
SAIL has been a Game-Changer for Oostburg. Could It Be the Same for Your District?

In many schools today, people are working harder than ever without a comparable impact on student learning for all the effort. But that “all-too-common” narrative has shifted dramatically at Oostburg School District, whose leaders joined our SAIL Academy several years back and continue to deepen implementation of SAIL concepts and processes, resulting in significantly improved student achievement.

In addition to the direct systems improvements realized through SAIL (described below), our district continues to benefit from the strong networking with other SAIL districts working toward uncommon student achievement results. It can be easy for districts to talk about the positive impact of distributive leadership practices on student success. SAIL provided us with a framework to move beyond talk toward specific actions that have transformed how we approach our improvement efforts.

Kevin Bruggink, Superintendent, Oostburg School District

Some Notable Oostburg School District Outcomes:

1. Increased Achievement AND Access
Sustained 1-point increase in the ACT composite average as Wisconsin incorporated testing of all students beginning in 2016. Prior to that time, we were assessing approximately 70% of our students on the ACT and ranked in the bottom third of our athletic conference. Since our SAIL experience, we have moved to a consistent position in the top 10% in the state.

2. Clear Goals and Progress Monitoring
Well-defined and consistent district goals are now measured and articulated to stakeholders at all levels.

3. Improved System Coherence
K-12 curricular coherence is now realized through the implementation of vertical learning community teams. Specifically, we have created vertical clarity that drives scaffolded instruction and assessment, allowing us to determine “on track” status for all students around clearly established essential learnings.

4. Living Our Mission at the Individual Student Level
We are now able to clearly articulate how our mission statement of learning at high levels aligns with our goal to have each student college and career ready. For example, “high levels” in our mission now has specific, measurable benchmarks which are aligned with student ACPs. Therefore, a student planning to attend a 4-year college who is on pace to score 18 on the ACT is not “learning at high levels.” However, a student pursuing a technical degree may be on track with that score. We now can describe specific action steps which lead to success for “all” students as we prioritize our intervention efforts and general allocation of resources.

5. High Tide Raises All Ships
Our tight focus on core academic metrics has been accompanied by a measurable increase in noncore areas as well. Significant increases in Youth Apprenticeships, co-ops, co-curriculars, and student service hours provide clear evidence that a focus on external measures doesn’t have to come at the expense of a wholistic approach to educating students.
If your district/school has similar aims, consider joining our next launch of the SAIL Academy, which stands for the **School Administrators Institute for Transformational Leadership**.

SAIL is a two-year, team-based, cohort academy designed to transform the practices of the adults who serve the students through a common problem-solving and leadership development framework. The major goal of SAIL is to help each team identify improvement foci and approaches tailored to their local setting, from which to build local expertise at a level of depth that will lead to significant student achievement gains.

The SAIL Academy leverages the high-impact, research base of Michael Fullan and others to provide some of the following features for participating district-based and/or school-based teams:

1. A common problem-solving process leading to a customized local solution that is founded on the biggest root cause issues of the organization
2. Development of a focused, coherent improvement plan that builds shared understanding and collective commitments through the process
3. Organization of collaborative effort into 100-day cycles of action that are aimed at cultivating collaborative culture, deepening learning, building organizational capacity, and securing reciprocal accountability throughout the system
4. Monthly coaching from your own experienced SAIL faculty member to support, guide, and accelerate your team's journey
5. A two-year process of growing as a team, developing and distributing leadership in broader circles back home, and learning from the great ideas of other SAIL teams across Wisconsin who share in the journey

You can find more information about the SAIL Academy, workshop dates, costs, and registration forms through this link. If you have specific questions, please contact Joe Schroeder (SAIL Academy lead) directly at joeschroeder@awsa.org.

Registration will be open up through March 15, 2020 (provided available seats remain) for the eighth cohort of the SAIL Academy, which will launch on June 22 at the Kalahari Resort in Wisconsin Dells.

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**ESSA Opportunity**

Wisconsin school leaders will be reimbursed up to 75% of the registration fee for completing an eligible Academy (will not be less than 50%). Reimbursement is limited and will be honored on a first-come, first-served basis and eligibility is limited to licensed and practicing public or private school administrators. Registration must be paid in full by November 30, 2020. Reimbursements will be processed at the completion of the Academy.

If you are not certain if you qualify for this reimbursement or if you have questions, please call the AWSA office at 608-241-0300.

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**Have questions? Call us at 608-241-0300**