



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

School Administrator's Institute for Transformational Learning (SAIL)

September 14, 2026

Board of Education Meeting



SAIL

**Amy Fassbender
Director of Elementary
Curriculum & Instruction**



Welcome Returning Teams (Cohort 13)!
2026-27 SAIL Academy

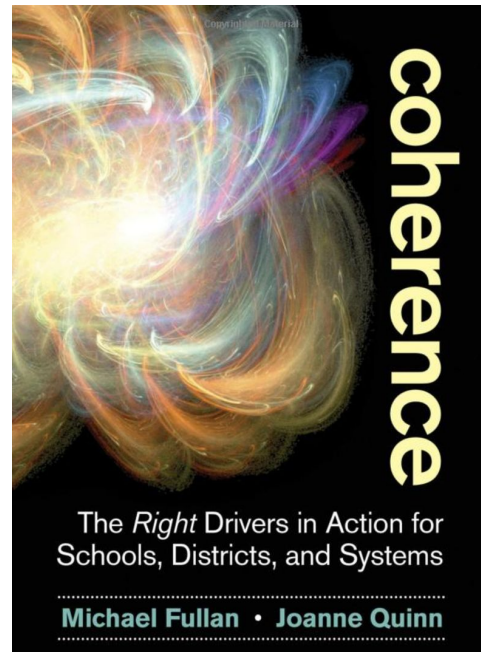
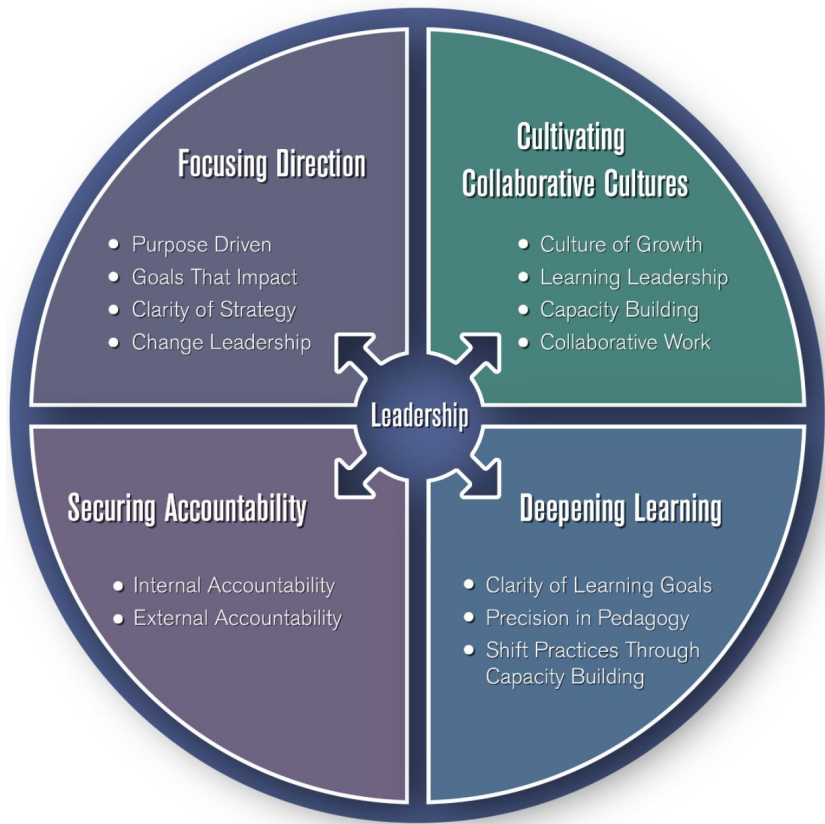
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| <ul style="list-style-type: none">• Adams-Friendship SD• Abbotsford SD• Appleton Area SD• Clintonville SD• Delavan-Darien SD• Durand-Arkansas SD• Eau Claire: Lakeshore ES• Eau Claire: Roosevelt ES• Eau Claire: Northwoods ES• Fox Point-Bayside SD• Germantown SD• Greendale SD: Canterbury ES• Greendale SD: College Park ES• Greendale SD: Highland View ES• Ladysmith SD | <ul style="list-style-type: none">• Lake Mills SD: 4 Teams• Manitowoc Lincoln HS• Monona Grove SD: 6 teams• Mount Horeb SD: 5 teams• New Berlin SD: 7 Teams• Oconomowoc SD: 5 Teams• Osseo-Fairchild SD• Reedsville SD• Silver Lake-Salem Jt 1 SD• South Shore SD• Twin Lakes/Lakewood SD• Waterford SD• Whitefish Bay HS• Whitefish Bay SD• Williams Bay MS/HS |
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Welcome New Teams (Cohort 14)!
2026-27 SAIL Academy

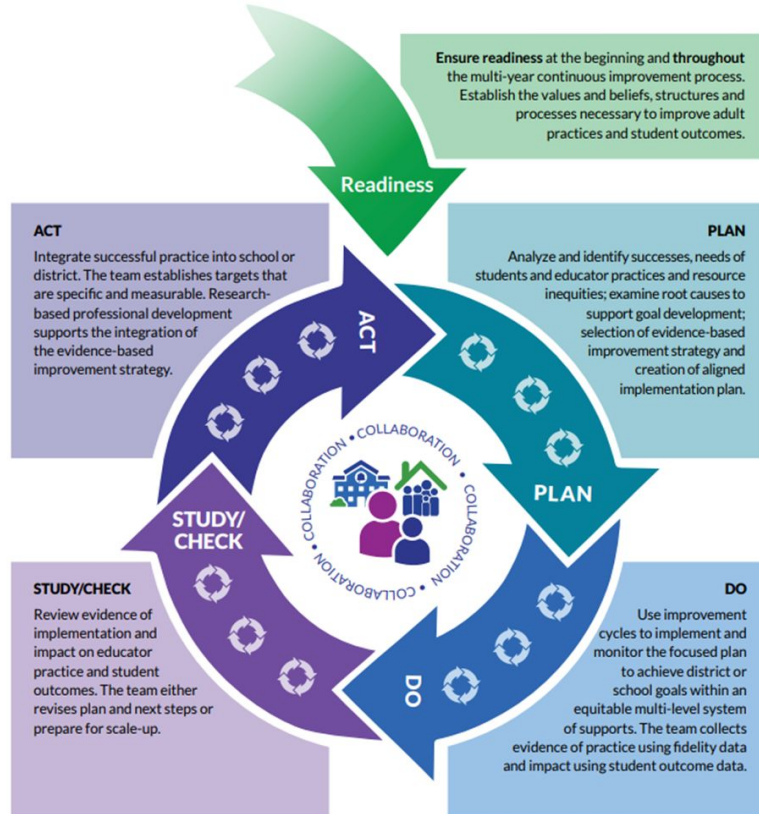


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| <ul style="list-style-type: none">• Appleton SD - Highlands HS• Appleton SD - Horizons ES• Appleton SD - Dunlap ES• Appleton SD - Richmond ES• Chippewa Falls HS• Cudahy SD - General Mitchell ES• Cudahy SD - Lincoln ES• Cudahy SD - Cudahy MS• Drummond SD• Eau Claire SD - 4 Elem Schools• La Crosse SD - Central HS• La Crosse SD - Logan MS• Nicolet HS• Richmond SD• Ripon SD• Somerset SD• Whitefish Bay MS• Whitewater SD - 3 Elem Schools | <ul style="list-style-type: none">• DeForest SD - Eagle Point ES• DeForest SD - Harvest Intermediate• DeForest SD - DeForest HS• DeForest SD - DeForest MS• DeForest SD - Windsor ES• DeForest SD - Yahara ES• Madison SD - Mendota ES• New Glarus SD• Waunakee SD - Arboretum ES• Waunakee SD - Heritage ES• Waunakee SD - Waunakee HS• Waunakee SD - Waunakee Intermediate• Waunakee SD - Waunakee MS• Waunakee SD - Prairie ES• Waunakee SD• Westfield SD |
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Continuous Improvement Process



Continuous Improvement Process Criteria and Rubric

Wisconsin Department of Public Instruction



Milepost 1

From Brutal Facts to Root Causes: Gaining Clarity for Action



1a. Brutal Facts/ System Culture Analysis

Study: Student Outcomes

What is the data telling us?



outcomes improving,
plateauing, or declining



rate of growth enough
to meet the goal

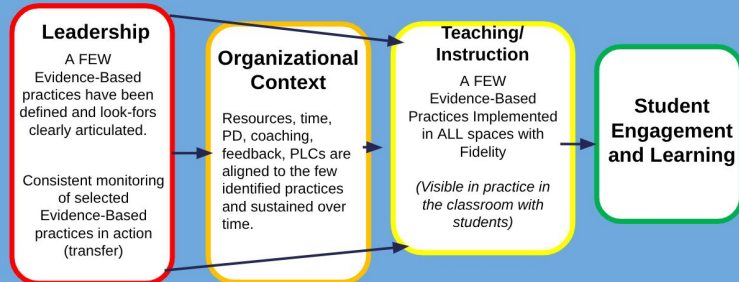


subgroup gaps
widening or narrowing



students moving between
performance bands

Potential Solutions to Key Root Cause Problems



Adapted from Cosner, 2005; Gamoran, Secada, & Marrett, 2000; Bryk et al., 2006



Milepost 2

Identify 1-2 ambitious student outcome goals (SMART).



SMART goal(s)

SMART Goal Framework

S	M	A	R	T
Specific Clearly state what will improve & who is impacted.	Measurable Define success with quantifiable metrics.	Achievable Realistic alignment with staff capacity & resources.	Relevant Directly connect to school & district priorities.	Time-Bound Includes a clear deadline (e.g., June 2026).



Milepost 3

Use the **Reduce Protocol** to develop/identify the prioritized strategy for each goal.



Reduce Protocol





Milepost 4

Develop a **theory of action** that makes your improvement journey **explicit and coherent**.



Theory of Action

WAWM District Theory of Action

IF we provide high quality grade level explicit instruction that incorporates differentiation and scaffolding

IF we define high quality grade level explicit instruction as a leadership team

THEN we will have common language and expectations around instruction and impactful instructional strategies

IF district and school leaders understand grade level standards, expectations, and the most impactful instructional strategies to meet or exceed standards

THEN school leaders will be able to monitor and provide meaningful and timely feedback to teachers to improve adult practices

IF we develop a comprehensive system for professional learning, coaching and feedback that is aligned to our SMART Goal

THEN we will build the collective capacity of all WAWM educators to provide high quality lessons aligned with grade level standards

IF we increase data literacy through a consistent cycle of data analysis and professional development

THEN school leaders will use a systematic approach to monitor student learning using data and providing feedback to support planning

SO THAT,

All students who scored in the low-risk or college pathway on Fastbridge reading and math screeners in the Fall of 2024 would make typical growth (40-75) in the Spring 2025 and all students who scored in some risk and high risk on the Fall 2024 Fastbridge assessment will make aggressive growth (>75p percentile) in the Spring of 2025.

THEREBY,

All student subgroups will have a value-added score above 3 on the 2024/2025 District State Report Card in reading and math.



Milepost 5

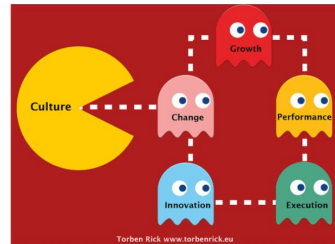
Develop **team commitments** that build/sustain a **high trust performance culture**.



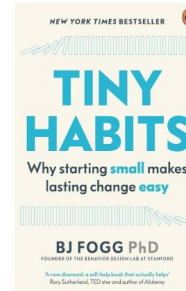
Team Commitments

“Culture eats strategy for breakfast.”

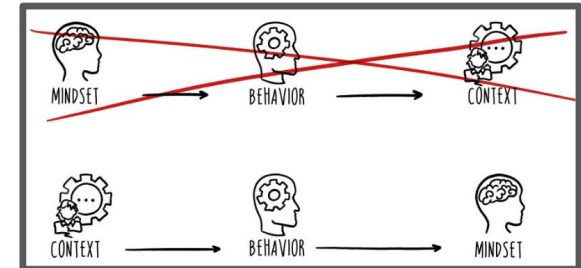
Peter Drucker



Culture is one of those intangibles that is very hard to define but needs to be designed and implemented -- and never by default.



Behavior change creates identity change





Milepost 6

Assessing Your Current State of Organizational Coherence



Coherence 360 Degrees Assessment

Milepost #6

Our Current State of Organizational Coherence per the Coherence Progression Protocol

Use the Coherence Progression Protocol to assess the current state of coherence in your organization. Then summarize your results by color-coding the Coherence Component tool below.

Coherence Component F = Focusing Direction C = Cultivating Collaborative Culture S = Securing Accountability	Emerging	Accelerating	Mastering
F.1. Shared purpose drives action.	3	4	
F.2. A small number of goals tied to student learning drives decisions.	3	4	
F.3. A clear strategy for achieving the goals is known by all.	5	2	
F.4. Change knowledge is used to move the district forward.	0	7	
C.1. A growth mindset underlies the culture.	2	5	
C.2. Leaders model learning themselves and shape a culture of learning.	0	7	
C.3. Collective capacity building is fostered above individual development.	6	1	
C.4. Structures and processes support intentional collaborative work.	0	7	
D.1. Learning goals are clear to everyone and drive instruction.	5	2	
D.2. A set of effective pedagogical practices is known and used by all educators.	6	1	
D.3. Robust processes, such as collaborative inquiry and examining student work, are used regularly to improve practice.	4	3	
S.1. Educators take responsibility for continuously improving results.	5	2	
S.2. Underperformance is an opportunity for growth, not blame.	4	3	
S.3. External accountability is used transparently to benchmark progress.	0	7	



Milepost 7

Identify 1-2 Coherence Components to Prioritize this Fall.



Coherence Stretch Language

F2) A small number of goals tied to student learning drives decisions.	• A small number of goals are stated but may be unclear, and there are a number of competing priorities. • The school or district may be feeling overload from too many initiatives or priorities. Fragmentation may be felt when the goals do not seem to be connected in a meaningful way.	• A small number of goals are stated and understood by some, but deep understanding and action is inconsistent across the school or district. • The goals drive some decisions but inconsistently. • There is a strategy to reduce the number of competing priorities and eliminate distractors.	• A small number of goals clearly focused on improving learning are well articulated and implemented by leaders, teachers, and staff at all levels of the system. • Decisions are directly aligned to the stated goals. • A vigilant process is in place to remove distractors, base decisions on data, and remain consistent year to year.
F3) A clear strategy for achieving the goals is known by all.	• The strategy for achieving the goals lacks clarity and precision. A few decision makers understand the strategy but it is not widely understood at all levels. • A clear link between decisions on the allocation of resources and the priority goal is not evident.	• The strategy for achieving the priority goals is stated but led by a small number of leaders. • Ongoing opportunities for interaction and engagement with doing the work are needed so that clarity and commitment are developed across the school or district. • Decisions and the allocation of resources are linked to priorities but not consistently.	• The strategy for achieving the goals is well defined and can be clearly articulated by all educators at every level of the school or district. • Leaders recognize that it is more important to learn from doing the work and adjusting strategy than having a lengthy front end process. • Decisions and the allocation of resources are driven by the strategy and goals.



Milepost 8

Articulate key action steps for your first 100 days.



Blackbox: Key Actions

Black-Box Assessment of Impact

Our Team
participates
in SAIL



We and our
system are
transformed.

1. Illuminating the Black Box

<Insert Picture Here>

July

Key Steps/Dates:

☐ .
☐

August

Key Steps/Dates:

☐ .
☐

September

Key Steps/Dates:

☐ .
☐

October

Key Steps/Dates:

☐ .
☐

November

Key Steps/Dates:

☐ .
☐



Milepost 9

Identify intentional shifts to integrate SAIL (continuous improvement) into your system and culture.



Blackbox: Key Actions

Weekly Check-Ins



Logistics & Team

45-60 minutes with smaller team, usually administration and coaches



Monitoring & Delegation

Monitor action steps and evidence collection (measures/evidence)
• Delegate tasks



Professional Development

Plan or discuss upcoming PD



Future Planning

Plan for next full SAIL meeting

SAIL TEAM AGENDA

TIME	TOPIC	NOTES & FOLLOW UP RESPONSIBILITIES
1:00-1:15	Data Review: Coaches: Lesson Clarity Fidelity Check.xlsx Admin: ADMIN--Lesson Clarity Fidelity Check.xlsx	1. Number of Classrooms Visited 2. Learning Target & Success Criteria Numbers 3. Other Trends/Observations
1:15-1:45	Overview of 100 Day Plan 2024-25 100 Day Plan FINAL.xlsx	Feedback from Lead team? Revisions? Additional Detail?
1:45-2:00	Professional Learning Plan	7 PL/Wednesdays and 2 PL/IP Days until the next SAIL session PL Schedule 2024-25.xlsx



Milepost 10

Develop a 100-day plan that connects each key monitoring step outcome with aligned action and that meets the quality indicators for 100-day plans.



SMART Goal #1:	End of Year(s) Goal			
SMART Goal #2:				
1. Team Commitments (Milepost #5) 2. Theory of Action (Milepost #4)				
Component 1: Select Component	Bite-Size Actionable Goal		Status	
Aspirational Stretch Language:				
1a. Action Step/Task	Person	Date	Status ▾	
1b. Action Step/Task	Action Steps		Status ▾	
1c. Action Step/Task			Status ▾	
1d. Action Step/Task			Status ▾	
1e. Action Step/Task			Status ▾	
1f. Action Step/Task			Status ▾	
1g. Action Step/Task			Person	Date
Measures/Evidence: ☒ Assessing Impact. Detailed. Guskey		Lead	Due Date	Status
				Status ▾
		Monitoring and Evaluation		Status ▾
				Status ▾
				Status ▾



SAIL at a Glance

Goals, Action Concepts & the Path Forward for 2026–27

Cohort 14 · Summer 2026 100-Day Cycle · Prepared for Educational Services

District Office · Central Office Team	
SMART Goal(s)	By the spring of 2029, all schools will significantly exceed expectations on the state report card.
Priority Strategies	• Increase data literacy for all leadership — PD and coaching in using data for progress monitoring • Focused 1:1 school-level meetings tied to SAIL goals and action steps • Focused collaborative time at Central Office, Cabinet, and leveled meetings on SAIL action steps
Coherence Focus	F2 (small number of goals drives decisions) and F3 (clear strategy known by all): Emerging → Accelerating



SAIL at a Glance

Goals, Action Concepts & the Path Forward for 2026–27

Cohort 14 · Summer 2026 100-Day Cycle · Prepared for Educational Services

Arboretum Elementary · Sheila Weihert & Miranda Moe

SMART Goal(s)

By spring 2027, 100% of teaching staff will consistently implement five or more high-leverage teaching strategies, as measured by peer and/or administrative observations.

By spring 2027, 100% of students will meet their reading and math iReady goals (typical growth for proficient students; stretch growth for below-proficient students).

Priority Strategies

- Belonging opportunities in every classroom — WOW work, community circles, family pictures, restorative practices
- Engagement opportunities in every classroom — “I can” statements, exemplars, engagement continuum
- PD for all adults on high-leverage teaching strategies
- PD for students and adults on iReady and growth mindset; goal setting and celebration; PLC data agendas (reteach/extend)

Coherence Focus

C3 (collective capacity building over individual development): Emerging → Accelerating; F3 (clear strategy known by all): Emerging → Mastery



SAIL at a Glance

Goals, Action Concepts & the Path Forward for 2026–27

Cohort 14 · Summer 2026 100-Day Cycle · Prepared for Educational Services

Heritage Elementary · Emily Morehouse & Adam Houzner

SMART Goal(s)

By the end of the 2029–30 school year, 100% of all students — with a focus on acceleration for our subgroups — will achieve Meeting or Advanced on the ELA Forward Exam.

Priority Strategies

- Build collective capacity and accountability to intentionally support our subgroups
- Identify, utilize, monitor, and support engaging and accessible high-level instructional strategies
- Define what students being active participants in grade-level texts during Tier 1 instruction looks like

Coherence Focus

To be finalized — theory of action and coherence component in progress



SAIL at a Glance

Goals, Action Concepts & the Path Forward for 2026–27

Cohort 14 · Summer 2026 100-Day Cycle · Prepared for Educational Services

Prairie Elementary · Dean & Katie

SMART Goal(s)

100% of Prairie K–4 students will be proficient (at or above grade level) on their iReady reading composite score by spring 2028.

Priority Strategies

- PLC work — all teams use the four questions to drive every PLC meeting
- High-leverage practices — consistent, rigorous, high-quality Tier 1 explicit instruction with differentiation and scaffolding
- Act 20 — explicit phonics and science-based early literacy instruction

Coherence Focus

F1 (shared purpose drives action): Emerging → Accelerating; S1 (educators take responsibility for continuously improving results): Emerging → Accelerating



SAIL at a Glance

Goals, Action Concepts & the Path Forward for 2026–27

Cohort 14 · Summer 2026 100-Day Cycle · Prepared for Educational Services

Intermediate School · Intermediate SAIL Team

SMART Goal(s)

By the end of the 2026–27 school year, 80% of students will achieve their typical growth in reading and math as measured by iReady.

Priority Strategies

- Build the collective capacity of adults through PD with coaching and feedback; consistent data analysis processes
- Rigorous, high-quality Tier 1 instruction with differentiation and scaffolding consistently in all classrooms
- Elevate student agency through goal setting, progress monitoring, and student-to-student discourse

Coherence Focus

D2 (comprehensive framework for learning): Accelerating → Mastering



SAIL at a Glance

Goals, Action Concepts & the Path Forward for 2026–27

Cohort 14 · Summer 2026 100-Day Cycle · Prepared for Educational Services

Waunakee Community Middle School · Jeff & Mike

SMART Goal(s)

By spring 2027, 100% of teaching staff will consistently implement five or more high-leverage teaching strategies, as measured by peer and/or administrative observations.

By spring 2027, 100% of students will meet their reading and math iReady goals (typical growth for proficient students; stretch growth for below-proficient students).

Priority Strategies

- Belonging opportunities in every classroom — WOW work, community circles, family pictures, restorative practices
- Engagement opportunities in every classroom — “I can” statements, exemplars, engagement continuum
- PD for all adults on high-leverage teaching strategies
- PD for students and adults on iReady and growth mindset; goal setting and celebration; PLC data agendas (reteach/extend)

Coherence Focus

C3 (collective capacity building over individual development): Emerging → Accelerating; F3 (clear strategy known by all): Emerging → Mastery



SAIL at a Glance

Goals, Action Concepts & the Path Forward for 2026–27

Cohort 14 · Summer 2026 100-Day Cycle · Prepared for Educational Services

Waunakee Community High School · Deanne, Chad, Steve & Jason

SMART Goal(s)

Goal 1: 100% of students will achieve proficiency in Reading on the ACT suite of assessments by spring 2036 (ACT National Percentile Rank).

Goal 2: By June 2029, reduce chronic absenteeism from 15.5% to 8%, with at least a 30% reduction among identified targeted student groups.

Priority Strategies

- Disciplinary literacy — build staff capacity, unpack ACT reading standards, PLC/PLT real-time data review and CFA-driven differentiation
- Tiered attendance monitoring and intervention — every student on the chronic absenteeism and “unconnected” (EOS) lists has a staff mentor
- Family communication and partnerships — regular attendance updates and joint problem-solving on attendance barriers

Coherence Focus

F1 (shared purpose drives action) and D1 (learning goals clear to everyone and drive instruction):
Emerging → Mastery stretch



Shared Themes Across the District

Read together, the seven artifacts tell a remarkably coherent story. Four themes appear again and again — not because teams copied each other, but because each team's root-cause work led to the same levers. That convergence is the district's greatest PD asset for 2026–27.

1. High-Leverage Practices in Tier 1 Instruction

Every team names universal, core instruction as the arena for improvement, and high-leverage instructional strategies as the primary lever — from Arboretum's five-strategy implementation goal to WCMS's "non-negotiables," Prairie and Intermediate's explicit instruction with differentiation and scaffolding, and the high school's disciplinary literacy strategies.

Where it shows up: All seven teams

2. Collective Capacity Building Through PD, Coaching & Feedback

Teams consistently frame adult learning as collective rather than individual: PD paired with coaching, feedback, peer observation, and shared accountability. The District Office theory of action mirrors this at the leadership level — developing principals and coaches as instructional leaders who can give high-quality instructional feedback.

Where it shows up: District Office, Arboretum, Heritage, Intermediate, WCMS, High School

3. Data Literacy & Protocol-Driven PLC Work

Nearly every theory of action runs through a PLC or PLT that uses a defined protocol to analyze common data — iReady, CFAs, ACT-aligned evidence — and respond with reteaching, extension, or differentiated instruction. The District Office goal of data literacy for all leadership makes this a K–12 through-line, from Cabinet to classroom.

Where it shows up: District Office, Arboretum, Prairie, Intermediate, WCMS, High School



4. Belonging, Engagement & Student Agency

A second family of strategies focuses on students as drivers of their own learning and members of a community: belonging and engagement structures at Arboretum, student goal setting and discourse at Intermediate, growth mindset routines, and the high school's mentoring model for chronically absent and unconnected students.

Where it shows up: Arboretum, Intermediate, High School (with growth-mindset threads at other schools)

A Coherence Framework Pattern Worth Noticing

Most teams located themselves in **Focusing Direction** — F1 (shared purpose drives action), F2 (a small number of goals drives decisions), and F3 (a clear strategy known by all) — nearly all self-assessing at *Emerging* with 100-day targets of Accelerating or Mastery. Arboretum adds C3 (collective capacity building), Prairie adds S1 (internal accountability), and Intermediate adds D2 (a shared framework for learning). The message for Educational Services: the district's common need this year is not new content — it is **clarity, communication, and shared ownership of the strategies already chosen**.



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

Questions????