Pewaukee School District

Opening the door
to each child's future.

2010 Malcolm Baldrige National Quality Award Application

May 20, 2010

Pewaukee School District
404 Lake Street
Pewaukee, WI 53072

JoAnn Sternke, Superintendent

1:1
One-to-one laptop initiative; a program that puts laptop computers in the hands of students to aid in learning, engagement & productivity; in PSD the 1:1 initiative was part of the Strategic Plan and Technology Plan; beginning in the 2009-10 school year, 8th grade students were given laptops to use 24/7; expanding to Grades 7-10 in 2010-11

4K / Four Year Old Kindergarten
Optional half day curricular program offered in Pewaukee Lake Elementary School and via community partners in daycare sites throughout Pewaukee; began in 2008

5K / Five Year Old Kindergarten
Curricular program of study offered full day and half day schooling options to all 5 year olds at Pewaukee Lake Elementary School; also called Kindergarten Options Program

504 PLAN
Specialized plan of instructional services to assist students who require modifications and accommodations to learn in a regular education setting but do not qualify for an IEP

%
Percent

A

ARRA
American Recovery and Reinvestment Act of 2009; federal economic stimulus package offering schools a level of increased funding & opportunity to qualify for low interest loans

ACCESS
Assessing Comprehension & Communication in English for English Language Learners; testing mandated by Wisconsin to assess language proficiency of English Language Learners

ACMS
Asa Clark Middle School; Pewaukee School District school serving students in grades 7-8

AC
Administrative Cabinet; PSD 7-member senior leadership team comprised of the Superintendent, two senior advisors, and four principals of each PSD schools; meets weekly to deploy the Strategic Plan

ACT
American College Testing; standardized test taken independently by high school students for college admissions; also used by PSD to evaluate educational program effectiveness

Administrative Cabinet
See AC

Administrative Retreat
Deep learning tool for the Administrative Team to learn together, plan for strategic plan implementation, and grow as a PSD leadership team; now renamed Leadership Week

Administrative Team
See AT

Advanced Placement
See AP

AED
Automated External Defibrillator; PSD offers a program that teaches AED use to both key employees and students in AED use as part of our Safety Plan

AES/TKIP
Advanced Encryption Standard/Temporal Key Integrity Protocol; wireless encryption code for wireless technology

AESOP
Automated Substitute Placement and Absence Management; internet-based tool implemented in 2009 by our Human Resources Department for employees to report an absence and secure a substitute teacher

AID
Academic Intervention Plan

AP
Advanced Placement; college courses taught at the high school level; national program with curriculum specified by the College Board; PSD currently offers 14 AP classes

APQC
American Productivity and Quality Centers; non-profit organization offering world-wide benchmarking opportunities and the sharing of best-practices; PSD has been active with APQC for two years benchmarking best practice in multiple areas

ASQ
American Society of Quality; worldwide organization dedicated to quality principles; PSD has worked with ASQ since 2005 and has been featured in ASQ publications, conferences, and case studies

AS
Assistant Superintendent; PSD has one Assistant Superintendent who also serves as the Chief Financial Officer

Assessment
Appraisal of student learning; PSD key work process housed in the academic work system that identifies levels of assessment on both the formative, summative and standardized levels; local assessments are updated using the Curriculum Renewal & Design Cycle

AT
Administrative Team; PSD 16-member senior leadership team comprised of the Superintendent, Administrative Cabinet members, department directors, and associate principals; meets bi-monthly to deploy the strategic plan

AWSA
Association of Wisconsin School Administrators; PSD principals participate in this state organization for professional development by attending conferences, networking, and resource information sharing

AYP
Adequate Yearly Progress; measurement defined by the federal No Child Left Behind legislation that annually determines student, school, and district academic performance; PSD has consistently met AYP in every student segment, in each school & grade level, and in the District as a whole

B

BA
Bachelor's Degree

Balanced Literacy Program
Curricular approach used in PSD that integrates the teaching of reading, language arts, and writing

BC
Booster Club; a key PSD collaborator; the Booster Club provides support of Pewaukee High School students in athletic and extra-curricular programs

Block Schedule
Academic schedule in which students have fewer classes per day for a longer period of day. PHS students have a 4x4 block where they take four classes one day and four different classes the next. ACMS students have a 5x5 block with math and language arts daily and alternating electives in the other three periods of the school day

BLS
Bureau of Labor & Statistics; PSD uses statistical data from this federal agency to benchmark workforce data

BLT
Building Leadership Team

BLS
Bureau of Labor Statistics; A key national benchmark for our HR Department

BLT
Building Leadership Team; the

Board
A shortened term for Board of Education; The 7 member governance body for PSD

BOE
Board of Education; see *Board*

BSC
Balanced Scorecard; the most important results measurements for PSD taken from the CIPs Key Indicators of Goal Attainment

Budget Planning Cycle
PSD key work process tool used in the Financial Management area to plan, create, implement and monitor the PSD financial plan

Budget & Staffing Plan
PSD key work process tool used in the Financial Management area used in the Financial Management area that identifies the allocation of resources and staff for the fiscal year

Building & Grounds
PSD Department that manages the work process area of Facilities Management

BYOC
Build Your Own Curriculum; web-based software tool used by PSD since 2009 to house curriculum so it can be viewed and shared with internal and external stakeholders

C

CAD
Computer Aided Design; term used in technology education classes for computerized drafting

CAO
Chief Academic Officer; one of the two Senior Advisors in PSD along with the Assistant Superintendent/Chief Financial Officer

CBA
Collective Bargaining Agreement; PSD has five unions and five collective bargaining agreements in place with the five unions; also referred to as Contracts

CC
Core Competencies**;** An organization's areas of greatest expertise; PSD has two Core Competencies: (1) A Culture of Continuous Improvement and (2) Systems Approach to Leadership and Financial & Operational Planning. In relation to student learning, unrelated to Baldrige, PSD refers to Core Competencies as our 21st Century Learning Skills: Critical Thinking & Problem Solving, Creativity and Innovation, Collaboration, Citizenship, Communication, Information Technology and College & Career Readiness

CEO
Chief Executive Officer; more frequently referred to as the Superintendent in PSD; also referred to as Senior Most Leader

CESA
Cooperative Educational Service Agency; Wisconsin is broken up into 12 regional CESA's; to serve school districts (e.g. professional development, staffing options); PSD belongs to CESA #1 which serves school districts in the Metro-Milwaukee area

CFO
Chief Financial Officer; one of the two Senior Advisors in

PSD along with the CAO; also referred to as the Assistant Superintendent

C&I
Curriculum & Instruction; PSD sometimes refers to our Teaching & Learning department in central office as our "C& I" Department

CIP
Continuous Improvement Plan; The document that is generated from the CIP process which generates Action Plans from the Strategic Plan

CIR
Continuous Improvement Report; The document created annually and shared with the Board of Education to document progress made on the Strategic Plan and CIP Action Plans

ClassList
Template utilized to develop grade level and teacher web pages

Classroom Walkthrough
Brief, structured, non-evaluative classroom observation that is frequently followed by a reflective question or prompt to enhance teacher reflection of practice; PSD employed this tool in 2008-09

CLUE
Cedar Lakes United Educators; regional branch of the Wisconsin Education Association that serves members of the Pewaukee Education Association

Communications Management
PSD key work process area that manages the Communication & Community Engagement strategy area of the Strategic Plan using our Communication Plan

Communication Plan
Key work process tool to manage Communications Management—both the communication pushed out by PSD and the feedback & engagement of stakeholders that is sought

Continuous Improvement
A strategy of planned activities and measurements implemented to bring gradual but continual improvement to a work process, system, and, thereby the entire organization; PSD is systematic in employing continuous improvement and considers this culture of continuous improvement a core competency

Contracted Service Management
PSD key work process area that manages the contracts with key vendors Taher (for food service management) and First Student (for student transportation) and all PSD vendors

COWS
Computers on Wheels; A cart of laptop computers used in PSD classrooms

CP

See Communication Plan

CRDP
Curriculum Renewal & Design Process; Key work process tool to update PSD's curriculum and assessments; also called Curriculum Cycle since all curriculum is reviewed on a 5 Yer cycle

Crisis Response Plan
See CRP

CRP
Crisis Response Plan; A key work process tool used by the Facilities Mgmt. area; the PSD Safety Committee monitors the plan to ensure safety on campus in case of emergency

Curriculum
Program of study; PSD's considers Curriculum Management a key work process area and uses the Curriculum Renewal & Design Cycle as a key work process tool to update all curriculum on a five year rotation

D

Data Retreat
See DR

DBA
District Benchmark Assessments; PSD assessment tools to monitor the progress of student learning using common tools; written locally and implemented in reading, writing and math

Department of Public Instruction
See DPI

Differentiation
Teaching with student variance in mind; PSD believes in differentiating instruction to meet all students' needs and provides teacher professional development on strategies

District Benchmark Assessments
See DBAs

DPI
Wisconsin Department of Public Instruction; state educational agency located in Madison

DOT
Department of Transportation; state department with regulatory powers that enforce safe transportation of our students on buses

DR
Data Retreat; process which gathers administrators and teachers to review student assessment scores and set goals regarding student achievement

DVD
Digital Video Disc

E

EC
Early Childhood; learning assistance program offered as part of our special education services for pre-school children disabilities; delivered in Student Services work process area

EEO
Equal Employment Opportunity

EEOC
Equal Employment Opportunity Commission

ELL
English Language Learners; term used for students with limited English proficiency; ELL students in PSD are one of our student segments; we closely monitor student achievement of our ELL students and offer special instructional programming to help these students learn English

EMC
Environmental Management Consultants; vendor used to provide safety consulting and training in PSD

EMS
Emergency Management System

ERMA
Employee Resource Management Assistant; the Skyward Human Resources Management software that integrates with our Skyward Financials Package to allow for employee transparency and efficiency in processing

ERT
Emergency Response Team; the group of PSD employees designated to respond with specific roles in case of emergency

ES
Environmental Scan; a term for the activity conducted by the facilitator in strategic planning to gather external information about issues that may potentially influence PSD

ESEA
Elementary and Secondary Education Act

F

FACE
Family and Consumer Education

FA
Family Access; communication engagement tool used by PSD; technology interface allowing parents and students to enter Skyward Student Management System to view grades, attendance, discipline, food service bills, etc.

Facilities Management
PSD key work process housed in the non-academic work system that maintains the community's investment in the campus and its facilities using the key work process tools of Five Year Capital Projects Plan and the Ten Year Campus

Facility Plan

FAQ
Frequently Asked Questions

Financial Management
PSD key work process housed in the non-academic work system that creates, implements & monitors the PSD economic plan using key work process tools Budget & Staffing Plan and Budget Planning Cycle

FIRST
For Inspiration and Recognition of Science and Technology; the First Lego League is an extra-curricular at ACMS and PHS; because of student interest PSD responded and now teaches Robotics as part of the MS curriculum

First Student
Key vendor providing student transportation to PSD

Five Year Old Kindergarten
See 5K

Five Year Capital Projects Plan
PSD key work process tool used in the Facilities Management area to plan for campus facility preventive maintenance in a proactive manner

Four Year Old Kindergarten
See 4K

FTE
Full Time Equivalency; term used by Human Resources in staffing when determining the percentage of an employee's part-time position in relation to a full-time employee

Fund Balance
Reserve fund created when revenues exceed expenditures; PSD commits to placing $50,000 in the fund balance each year to use as working capital; in 2007 PSD elected to utilize some of the fund balance to fund the start-up costs for 4K

G

GASB
Government Accounting Standards Board; regulatory standards PSD uses to determine sound financial accounting

GE
General Electric; GE Medical is a large employer in Pewaukee and a PSD business partner

GPA
Grade Point Average; a measure of a student's academic achievement for PSD students (using a 4.0 scale)

Guided Reading
Teaching strategy employed at PLE and HES where teachers work with small groups of students with increasingly challenging reading texts to better help students learn effective reading strategies and processing text with

understanding; Guided Reading Level refers to the level of difficulty using the text students are reading

H

H1N1
Swine Flu Virus; PSD prepared a Pandemic Flu Plan due to the outbreak of H1N1 in Fall 2009

HAWS
Humane Animal Welfare Society; a PSD partner where many students volunteer

HES
Horizon Elementary School; Pewaukee School District elementary school serving students in grades 4-6; opened in 2001; also referred to as Horizon School

Highly Qualified
NCLB term for teachers who have earned a bachelor's degree and hold full state certification

HR
Human Resources; PSD Department that manages the work process area of Human Resources Management and the Workforce Engagement & Development strand of the Strategic Plan

HS
High School; a 9th-12th grade school; In PSD Pewaukee High School is sometimes referred to as "the high school"

HTML
HyperText Markup Language; standard language used for creating and publishing documents on the World Wide Web

Human Resources Management
PSD key work process area that carries out the aims of Workforce Engagement & Development strategy area of the Strategic Plan using the key work process tools of the Performance Evaluation System, Professional Development Plan and Recruitment & Retention Plan

I

I³
Innovation management tool designed locally to monitor the integration of PSD Strategic Plan initiatives

IDEA
Individuals with Disabilities Education Act; a federal law that governs how states will provide special education services to students with disabilities

IEP
Individualized Education Plan; a detailed educational plan outlining the educational goals, assessment methods, and behavioral management plan of a student requiring special education services; the creation of IEPs is orchestrated by our Student Services Department

Induction
PSD process to integrate new employees to our organization

Instruction
Teaching to impart skills & knowledge so students learn; Instruction Management a PSD key work process housed in the academic work system using both the Professional Development Plan and the Performance Evaluation System as key tools to improve instruction

IT
Information Technology; the PSD Department that manages the Technology strategy area of the Strategic Plan and our Technology Management

J

JA
Junior Achievement; a PSD partner; many PSD administrators and community partners teach finance and ethics lessons as part of Junior Achievement in our PSD classrooms

K

K-8
Kindergarten through Grade 8; term that refers to the pre-high school experience

K-12
Kindergarten through Grade 12; term that refers to the breadth of a student's experience from the time they enter school to the time they graduate

L

LA
Language Arts; subject area blending the study of reading and writing

LCD
Liquid Crystal Display

Learning Walk
A PSD created enhancement to our classroom walkthroughs; brief, structured, non-evaluative observation of school operations performed by members of the Administrative Team at the school level; PSD employed this tool in 2009-10

Literacy
Term used to define the teaching of reading and writing; PLE builds the foundation for both literacy and numeracy

LM
Library Media

LPN
Licensed Professional Nurse

LT
Long-Term/Longer Term; PSD identifies both short and long term goals in the strategic planning process

M

MAKM
Measurement, Analysis, and Knowledge Management; Application Category 4 Title

MA00
Master's Degree with zero additional credits; PSD's contract with the Pewaukee Education Association authorizes uniform compensation of teachers using a salary scale dependent on years of experience and advanced credits taken; MAOO is a category on the salary schedule

MAP
Measures of Academic Progress; PSD elects to use this state-standard aligned, computerized, adaptive assessment system in grades 2-9 to monitor each student's reading & math achievement level to better guide individualized instruction; also a PSD benchmarking tool

Mb
Megabyte; computer term measuring units of information

Moodle
Free and open source e-learning software platform used by PSD as a learning tool

Mentoring
PSD program which pairs up veteran employees with new employees to enhance the integration of new employees to PSD and transfer organizational knowledge

MSDS
Material Safety Data Sheet; Information providing detailed hazard & precautionary information for products containing potentially hazardous materials; PSD's Safety Committee measures MSDS violations

MUN
Model United Nations; PHS elective program that simulates of the United Nations to educate participants about civics

N

NCLB
No Child Left Behind; US federal act signed into law in 2002 that reauthorized a number of federal programs aiming to improve the performance of US primary and secondary schools by increasing standards of accountability

NHS
National Honor Society; PHS has a chapter of NHS to recognize students for academics & citizenship; integrates with PSD values

NIMS
National Incident Management System; methodical system of emergency management developed by the Department of Homeland Security; PSD AT is NIMS Level II trained

No Child Left Behind
See NCLB

NSBA
National School Board Association; nonprofit organization operating as a federation of state associations of school boards; PSD is active with NSBA both as a means to gain professional development and to offer other school districts information concerning our continuous improvement process

NSPRA
National School Public Relations Association; PSD uses NSPRA for professional development and to benchmark with; PSD is proud to have won many NSPRA Awards of Excellence for a wide variety of communication tools

NQEC
National Quality Education Conference; a division of ASC, conference for teachers, administrators, and support personnel to learn about using quality tools and concepts; PSD attends and presents at NQEC; Superintendent serves on Convention Committee

Numeracy
Ability to reason with numbers; PLE builds the foundation for both literacy and numeracy

NWEA
Northwest Evaluation Association; organization providing Measures of Academic Progress, a computerized, adaptive assessment system that offers educators detailed insight into student learning; PSD uses MAP testing as a predictive assessment measurement tool and as a benchmarking tool

O

OCSI
Open Computer and Software Inventory

OE
Program allowing Wisconsin parents to apply for their child to attend school in a school district other than the one in which they reside; PSD has a positive open enrollment trend, having more children enter under OE rather than leave to attend elsewhere

OFI
Opportunities for Improvement

OPEB
Other Post Employment Benefits; an accounting concept created by BASB to account for retiree benefits in the current balance sheet

Open Enrollment
See OE

OPR
Organizational Performance Review;

OSHA
Occupational Safety and Health Administration; government

agency in the Department of Labor to maintain a safe and healthy work environment; PSD uses OSHA to benchmark

P

P/AP
Principal/Associate Principal

PAD
Public Access Defibrillation; PSD trains students and employees in AED use as a safety measure

PAGs
Parent Advisory Groups; PSD focus groups operating in each school to give Principals a sounding board and stronger parent engagement

PBC
Pewaukee Booster Club; also called Booster Club; a key PSD collaborator providing support of PHS students in athletic and extra-curricular programs

PDP
PSD key work process tool for Human Resources Management (non-teaching employees) & Instruction Management (teachers) used to scope out the training needed for PSD employees during the school year; term also refers to the Wisconsin DPI term referring to the portfolio to be created by teachers and administrators for licensure

PDSA
Plan, Do, Study, Act; PSD uses PDSA to plan and improve work systems and processes

PDT
Professional Development Team

PEA
Pewaukee Education Association; local teacher's union

Performance Evaluation System
See PES

PES
Performance Evaluation System; key work process tool in the Human Resources Management key work process area to evaluate the job performance of all PSD employees

PHS
Pewaukee High School; Pewaukee School District school serving students in grades 9-12

PIC
Public Information Coordinator; PSD .6 FTE position managing the Communication Management work process area and the Communication & Community Engagement strategy area of the Strategic Plan; implements Communication Plan

PLC
Professional Learning Community; a work group formation in PSD schools which provides an extended learning and networking opportunity for teachers to collaborate about student learning needs

PLE
Pewaukee Lake Elementary; Pewaukee School District school serving students in grades K-3; also houses Early Childhood program for 3 and 4 year olds with special needs

Phy Ed
Physical Education

PLTW
Project Lead the Way national curriculum to teach math, science & engineering

PPF
Public Policy Forum; a non-profit government watchdog group that tracks and compares performance of over 250 government entities in Southeast Wisconsin; PSD uses PPF data to benchmark

POI
Pyramid of Interventions; continuum of increasingly intensive services delivered by our Student Services Department for identified students in need of academic assistance or challenge

Professional Development Plan
See PDP

PSC
Pewaukee Soccer Club

PSD
Pewaukee School District; also referred to as "District" in this application

PSF
Pewaukee Scholarship Fund; key PSD collaborator offering graduating student scholarships; PSD senior leaders and Board donate named scholarships each year via PSF

PTO
Pewaukee Parent Teacher Organization; a key PSD collaborator; the PTO provides support of PLE, HES, and ACMS students and school programs

Pyramid of Interventions
See POI

Q

QAR
Quality Assurance Report; PSD uses this self-created tool used to provide accountability for the accomplishment of Continuous Improvement Plan Action Plans

QEO
Wisconsin's Qualified Economic Offer; 1997 state legislation that altered salary calculation used when negotiating teacher

contracts

R

Recruitment & Retention Plan
PSD key work process tool used by the Human Resources Management work process area that outlines the strategies employed to hire, retain, engage, and develop a skilled and talented workforce

RLA
Reading Language Arts; another term for Language Arts

RN
Registered Nurse; PSD is proud to have many RNs running school health rooms

RSDT
Random Student Drug Testing; part of the PSD drug prevention program since 2004, RSDT is a PSD policy that uses RSDT to enforce the athletics & activities code that Pewaukee High School students sign and deter student drug use; PSD has been recognized by the federal government for this successful drug prevention program

S

S/A
Study/Act

SA
Senior Advisors; the two PSD senior leaders (CFO and CAO) who work most closely with the Superintendent

SAT
Scholastic Aptitude Test; standardized test taken independently by high school students for college admissions

SC
Safety Committee; PSD's Safety Committee regularly meets to evaluate campus safety and plan for emergency readiness; created and monitors implementation of the Crisis Response Plan

SDs
School Districts

SE
Special Education; programs designed to meet special learning needs of students identified as having learning or physical disabilities; housed in our Pyramid of Interventions and managed by our Student Services Management area

SEW
Southeastern Wisconsin

Six Trait Writing
Model for teaching and assessing writing using key qualities: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation; PSD integrates this model and provides professional development to teachers on its use

Skyward
Student, finance and human resources administrative software package used by K-12 school districts; PSD utilizes Skyward to integrate our technology management throughout the school district

SL/s
Senior Leadership or Senior Leaders

SM
SchoolMessenger; technology software tool that integrates with our Skyward Student and Employee Management System to deliver voice, email and SMS messages to parents and employees; used as a communication tool to deliver important or emergency messages in an expedient manner; implemented in 2008

SMART
Acronym for the creation of goals that are Specific, Measurable, Attainable, Realistic, and Tangible; PSD conducted SMART goal training to improve Strategic Plan implementation

SMS
School Management Software; *See Skyward*

SP
Strategic Plan/Strategic Planning; foundational continuous improvement planning process employed by PSD since 1992; contributes to PSD's core competency of a "culture of continuous improvement"

Special Education
See SE

SPP
Strategic Planning Process; *See Strategic Plan*

Spotlights
Referred to as "Spotlights on Learning" or Spotlights on Teaching" these are 15-minute presentations beginning each Board of Education meeting; used as a teacher & student recognition tool and as a means for the BOE to see Strategic Plan initiatives in action in classrooms

SPR
School Performance Report; mandated for all WI public school districts to submit and publish, SPRs allow viewers to compare annual progress of one school district to another on a variety of key indicators

SPSS
Statistical Package for the Social Sciences; advanced software package used by PSD to analyze student performance by segment and group

State
State of Wisconsin; also referred to as "The State"

ST
Short Term/Shorter Term; PSD identifies both short and long

term goals in the strategic planning process

Student Services
PSD key work process area that offers services to meet the learning needs for students needing assistance or greater challenge; the POI is the key work process tool to implement these services

Succession Plan
PSD work process tool to plan for leadership turnover with a systematic, proactive plan

SWOT
Strategic planning method used to determine Strengths, Weaknesses, Opportunities, Threat Analysis; PSD conducts a SWOT analysis annually as part of strategic planning and also uses this tool when analyzing program or work process efficiency

SWSA
Southeastern Wisconsin School Alliance; advocacy group providing school leaders and parents non-partisan, objective information and training needed to be a strong advocate for public education; PSD is one of 31 school district members

Systems Approach
PSD employs this management philosophy that emphasizes the integration of elements within the organization; a PSD core competency is the systems approach used in Leadership and Financial & Operational planning

T

TAG
Talented and Gifted; programs designed to meet special learning needs of students identified as having talent or high ability in the areas of general intellectual, specific academic, creativity, leadership and the visual & performing arts; housed in our Pyramid of Interventions and managed by our Student Services Management area

Taher
Key vendor providing food service management services to PSD

TAGLIT
Together a Good Look at Instructional Technology; online assessment tools designed to provide educational institutions data to evaluate technology use and integration in the learning environment; tool used by PSD to evaluate technology integration

Talented and Gifted
See TAG

Tb
Terabyte; a unit of measurement for digital information storage

TE
Technology Education; PSD Department teaching a variety of elective courses in engineering, mechanics, architecture, mechanics, video production, etc.

Technology Management
PSD key work process area houses in the non-academic work system that orchestrates the use of technology district-wide as a learning, organizational, communication, and efficiency tool; PSD uses a Technology Plan as a key work process tool in this area; also highly integrated in the Strategic Plan

Ten Year Campus Facility Plan
PSD key work process tool used in Facilities Management area to proactively plan for future campus facility needs

Technology Plan
PSD key work process tool used by the Technology Management work process area to orchestrate the use of technology district-wide as a learning, organizational, communication and efficiency tool

TeacherInsight
Gallup online screening tool designed to measure teaching talent; PSD uses TeacherInsight in the hiring process

U

UN
United Nations; *See Model United Nations*

US
United States

UW
University of Wisconsin

UWW
University of Wisconsin-Waukesha

V

VOC
Voice of Customer; PSD employs numerous tools to attain Voice of Customer input

VPN
Virtual Private Network; restricted use network constructed to use a public telecommunication infrastructure, such as the Internet, to provide internal users with secure access

W

WAA-SwD
Wisconsin Alternative Assessment for Students with Disabilities; State alternative assessment tool used by students identified with disabilities whose IEP indicates they are not to take the WKCE

WASB
Wisconsin Association of School Boards; state level association that seeks to advance education through supporting the work of local school boards; PSD uses WASB

as a professional development & networking tool and has shared our continuous improvement model at WASB academies

WASBO
Wisconsin Association of School Business Officials; organization whose purpose is to provide training and professional development to professionals who work in the non-instructional side of school district educational finance; PSD's CFO serves on the Board of WASBO

WASDA
Wisconsin Association of School District Administrators; organization whose purpose is to provide training and professional development to Wisconsin superintendents

WC
Woodland Conference; PSD participates in athletic and academic competitions with twelve school districts in the Woodland Conference; PSD also benchmarks with these schools

WCTC
Waukesha County Technical College; Two-year college located near PSD; PSD partner

Webspy
Webpage monitoring security system used by PSD

WECAN
Wisconsin Education Career Access Network; online employment application process used by PSD

WET
Water Education for Teachers; elective student citizenship activity employed by PSD at Horizon School

WFA
Wisconsin Forward Award; PSD has participated in the WFA process since 2007 and was the first K-12 school district to earn Mastery level distinction from WFA; PSD has presented at WFA Conferences for the past three years

WINSS
Wisconsin's Information Network for Successful Schools; an online resource maintained by DPI that provides information on student achievement, school staffing, and funding; PSD uses WINSS as a benchmarking tool

WI
Wisconsin; also referred to as "the State"

WISS
Wisconsin State Standards; DPI mandates concerning curriculum content

WKCE-CRT
Wisconsin Knowledge and Concept Examinations-Criterion Reference Tests; State-mandated tests measuring student proficiency in a variety of subject areas for students in grades 3-8 and grade 10; used to determine adequate of students at the school, district and state levels; PSD extensively segments

and analyzes this data

WL
World Language; formerly called Foreign Language

World Class
Schools we elect to benchmark with because of their high performance (Whitefish Bay, Mequon-Thiensville, Elmbrook, New Berlin, Kettle Moraine, Middleton-Cross Plains)

WSS
Wisconsin State Statutes; Section 118 outlines the state regulations for schools

WSAS-ORS
Wisconsin Student Assessment System Online Reporting System; DPI mandated reporting tool used for student identification and achievement reporting

WUFAR
Wisconsin Uniform Financial Accounting Requirements; uniform financial and accounting structure for public school districts in the state of Wisconsin; managed by DPI; PSD uses WUFAR in our budget and financial management

Z

Zoomerang
Online survey software tool to manage survey deployment and analysis using technology; PSD uses Zoomerang as an engagement & Voice of Customer tool as part of our Communication Plan

Preface: Organizational Profile
P.1   Organizational Description
P.1a   Organizational Environment

P.1a(1) Located in suburban Waukesha County, Pewaukee School District (PSD) is a Wisconsin (WI) public school district that offers a quality education to Village and City of Pewaukee students in Kindergarten through 12th grade (K-12). PSD's 2009-10 school enrollment is 2,452, making it the smallest K-12 school district in Waukesha County. PSD serves the Pewaukee community in a unique campus setting with all four schools resting on 85 acres overlooking Pewaukee Lake. 849 students attend Early Childhood (EC) through Grade 3 at Pewaukee Lake Elementary School (PLE), and 527 students are served in Grades 4-6 at Horizon Elementary School (HES), which opened in 2002. Asa Clark Middle School (ACMS) is a 7-8 middle school serving 355 students. Pewaukee High School (PHS) is a comprehensive high school serving 718 students in Grades 9-12. The school population is enhanced with 201 open enrollment (OE) students who reside outside the PSD boundaries but elect to be educated in PSD under the WI OE program. Over 80% of our students attend a two- or four-year college upon graduation. Approximately 9.54% of students receive free/reduced lunch, and minority students comprise 11.3% of the student body. PSD is a one of the highest achieving school districts in Southeastern WI as evidenced by the #13 ranking given to it by the Public Policy Forum.

P.1a(1) As a part of our academic work system, PSD delivers a wide range of programs, offerings and services to meet student learning needs. Our *program* of study is the required curricular sequence of coursework & assessment required of all students. A Board of Education (BOE) approved curriculum is in place for all K-12 students, and it is updated systematically using our Curriculum Renewal & Design Process (CRDP). Curricular programs include: Math, Reading/Language Arts (RLA), Science, Social Studies, Technology Education, Business, Family and Consumer Education (FACE), World Language, Physical Education (PhyEd), Health, Art, Music and Guidance. The use of technology is infused into all curricular areas. PSD *offerings*, available to all but elected by some, are threefold including elective curricular courses, extra-curricular opportunities outside the school day in athletics and academic clubs, and summer school. A full complement of elective courses and extra-curricular opportunities is available for students in Grades 7-12, with some also available at HES. Student learning is enhanced by a summer school offering enrichment and reinforcement opportunities to 1000 students K-12. PSD *services* are the additional support system interventions housed in our Pyramid of Interventions (POI) and delivered by our Student Services Department for identified students in need of academic assistance or challenge. A continuum of special education services are available in the POI for students with mild to severe disabilities. Special Education students comprise 9.8% of the PSD population, below the 12.56% State average. PSD's K-12 Talented and Gifted Program (TAG) provides high ability students with both enrichment and acceleration opportunities as part of the POI.

We deliver our educational programs, offerings and services in our 4 schools. PLE is where students learn to read using a balanced literacy program as part of RLA instruction which also integrates six-trait writing. Math instruction emphasizes basic numeracy. Science and Social Studies are also integrated in instruction. Specialists teach Art, Music, PhyEd, Library, and Developmental Guidance. PSD is also proud to be a forerunner in language acquisition instruction, having added elementary World Language to its curriculum in 2003 with Spanish being taught to all students beginning in Grade One. Five Year Old Kindergarten (5K) offers full-day and half-day options. A school- and community-based Four Year Old Kindergarten (4K) program was added in 2008 to better "open the door" for our youngest learners.

HES teachers differentiate instruction in heterogeneously grouped classrooms, as they do at PLE. In RLA, students "read to learn" at their instructional reading level using authentic literature in guided reading groups. Writing instruction and assessment is tailored to the needs of the individual students with teachers and students developing writing goals and holding regular writing conferences. Students are placed in flexible Math groups based on their needs. Identified students in 6th grade are accelerated to Pre-Algebra. Social Studies and Science offer many hands-on learning experiences. Specialists teach Art, Music, Developmental Guidance, PhyEd, and Spanish to all students. Grade 6 students also participate in Technology Education, FACE, Art, and Health classes. Both Choir and Band are electives offered to students in Grades 5-6.

ACMS offers an innovative 70-minute, 5x5 block schedule to promote student learning and provide an effective transition to high school (HS). Courses run on alternative days with the exception of daily blocks of Math & RLA. Math instruction emphasizes accelerating each child to his/or her fullest potential while ensuring effective remediation for struggling learners. A section of HS Honors Geometry is taught on-site; other accelerated students attend PHS to take Honors Algebra II. Honors RLA is also available. Students continue their study of World Language through a sequence of either French or Spanish. In addition to a required program in Science and Social Studies, a wide variety of elective courses include Art, Band, Choir, Technology Education, Drama, FACE, Entrepreneurship, Robotics, and Computer Presentations. A daily resource period offers all students a systematic opportunity for assistance with an individualized remediation program focused on support in math and RLA. ACMS also features cutting edge faculty collaborative practices which led to a culture of accountability, improved instructional practice, and heightened student success. An innovative 1:1 laptop initiative places computers in the hands of all 8th graders.

PHS offers a wide variety of curricular and extracurricular offerings in an alternate-day, 4x4 block-schedule. The school Mission, supporting the District Mission, focuses on "maximizing the academic potential of all students while fostering an environment that promotes positive student citizenship." Over 98% of PHS students graduate, meeting a BOE-approved 28 credit requirement, one of the highest in WI. Students elect to take numerous elective classes in core academic areas and in elective subject areas. Fourteen Advanced Placement (AP) classes are offered, giving our high school students college level courses on our campus. A morning resource period serves students who need extra assistance from teachers or peer tutors. This POI tool

provides direct, 1-on-1 tutoring for students most in need of assistance. Nearly 100 students served as peer tutors during the 2008-09 school year. The Volunteer Program places over 170 juniors and seniors in elementary classrooms to assist teachers. An innovative online education connection with Northwestern University allows students to take such courses as Java and Latin. Nine new courses are available to students during the 2009-10 school year including Video Production, Medical Terminology, AP Chemistry, Digital Photography, and Animation. Led by a WI Principal of the Year, PHS has been recognized on the national level for its five-year commitment to drug prevention due to its innovative random student drug testing program (RSDT).

PSD continues to expand extracurricular offerings with 43 athletic offerings and 20 clubs. Participating at the Division II level in the Woodland Conference (WC), PHS teams experience long standing success at the conference, regional, sectional and state level. Extra-curricular opportunities abound with a wide variety of club activities including First Lego League, Forensics, Drama, River Keepers, Robotics, a state championship winning Academic Decathlon program, and an internationally recognized Model United Nations program, to name a few.

P.1a(2) The PSD organizational culture is greatly influenced by our *core competencies.* Our culture of *continuous improvement* propels us to utilize a *systematic approach* to improving our key work processes so we reach our Mission *(Figure P-1)*. PSD has involved the community in creating a strategic plan (SP) since 1992 with the Mission, Vision, Values, and Goals

determined in this vibrant strategic planning process (SPP) *(Figures 2.1-1, 2.1-2).* Our empowering *Mission* is PSD's foundation and is branded in our logo that symbolically is both door and book *opening the door to each child's future*. Our Mission Statement *(Figure P-1; 2.1-2)* continues with our **Value** statements that speak to how we deliver our Mission: *Our school community delivers an innovative and progressive education. We are passionate about academic excellence, committed to fostering positive citizenship, and dedicated to inspiring all students to flourish*. Our **Vision** for the future is also determined in the SPP and can be found in *Figure 2.1-2*. There is a high degree of integration between our SP Strategy Areas, *(Figure 2.1-2)* our SL/AT Chart *(Figure 1.1-1)*, and our Key Work Processes *(Figure P-1)* as our SP guides how we organize our work and designate key leadership responsibilities*.* Our unique campus setting allows us to be highly collaborative, another characteristic of our organizational culture. This is evidenced in how we organize and integrate our key work processes and in the high degree of face-to-face communication we foster on campus. It is most evident in the District's commitment to Professional Learning Communities (PLCs) which help all teachers use time to collaborate about student achievement so as to provide the best learning experiences for all PSD students.

P.1a(3) As guided by our SP, PSD implements a Recruitment & Retention Plan to attract and retain the most highly qualified staff to help reach our Mission. In the 2009-2010 school year, PSD has 287 total employees, translating to approximately 250 full time equivalency (FTE) employees, educating students. This includes 180 certified
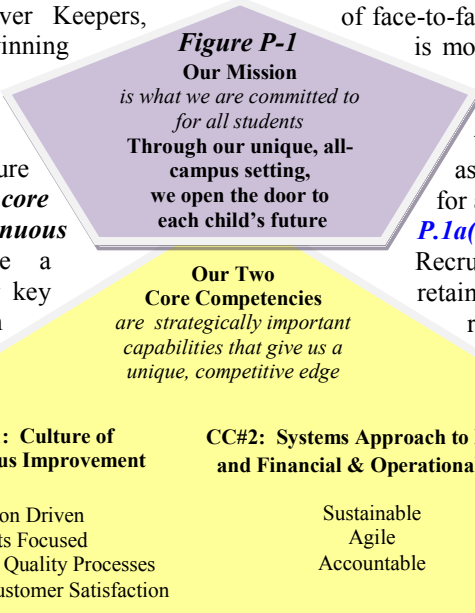
Figure P-1
Our Mission
is what we are committed to for all students
Through our unique, all-campus setting, we open the door to each child's future

Our Two Core Competencies
are strategically important capabilities that give us a unique, competitive edge

CC #1: Culture of Continuous Improvement

Mission Driven
Results Focused
Committed to Quality Processes
Dedicated to Customer Satisfaction

CC#2: Systems Approach to Leadership and Financial & Operational Planning

Sustainable
Agile
Accountable

Work Systems *are how we organize & coordinate the work we do – determined by our Strategic Plan we have 2 categories: "Academic" and "Non-Academic"*					
Academic Work System					
Key Academic Work Processes *are the key activities we do to reach our Mission*					
Curriculum Management		Instruction Management		Assessment Management	Student Services Management
Key Work Process Tools					
Curriculum Renewal & Design Process		Professional Development Plan Performance Evaluation System		Curriculum Renewal & Design Process	Pyramid of Interventions
Strategic Plan Integration of our Academic Work Systems & Processes					
Teaching and Learning					
Non-Academic Work System					
Key Non-Academic Work Processes					
Financial Management	Technology Management	Facilities Management	Human Resources Management	Communications Management	Contracted Service Management
Key Non-Academic Work Process Tools					
Budget Planning Cycle; Budget & Staffing Plan	Technology Plan	5Year Capital Projects Plan 10 Year Campus Facility Plan Crisis Response Plan	Performance Evaluation System Recruitment & Retention Plan	Communication Plan	Contracts with Key Vendors (Transportation & Food Service) & all Vendors
Strategic Plan Integration of our Non-Academic Work Systems & Processes					
Facilities & Operations	Technology	Facilities & Operations	Workforce Engagement & Development	Communication & Community Engagement	Facilities & Operations

teachers, psychologists, speech therapists, guidance counselors and other educational professionals. In addition, the District employs 35 licensed paraprofessionals; 18 administrators; and 72 other support staff including secretarial, custodial, maintenance, and food service employees. 71% of the teaching staff currently hold master's degrees and all hold bachelor's degrees. PSD has 34 teachers trained as mentors for newly hired teachers. All teachers and paraprofessionals are certified by the Wisconsin Department of Public Instruction (DPI). PSD's comprehensive 3-year induction/mentoring program provides professional support for newly hired teachers. PSD works with 5 union groups representing teachers, paraprofessionals, secretaries, food service workers and custodians; teachers are represented by the Pewaukee Education Association (PEA), an affiliate of Cedar Lakes United Educators and the Wisconsin Education Association (WEA). Each union group has a contract specifying salary, benefits and job requirements. Job descriptions delineate special health and safety requirements, where applicable. In addition to motivating all employees with our Performance Evaluation System (PES), a Workforce Engagement and Satisfaction Survey assesses employee job satisfaction, commitment, involvement, communication and benefits & compensation. Our motivated staff is annually recognized for years of service, outstanding attendance, and attaining advanced degrees.

P.1a(4) PSD takes great pride in its unique campus setting and in the safe and efficient *facilities* we operate. With community support that funded multiple referenda, our facilities have undergone extensive expansion or renovation in the last twenty years. PSD facilities are comprised of the four schools resting on an 85 acre campus. The facilities, valued at over 60 million dollars, are maintained through our Building & Grounds Dept., which integrates with our Facilities Management work process area & Facilities & Operations SP strategy area. PSD uses a BOE-approved Five Year Capital Projects Plan to ensure that budgeted dollars are maintained to address the life cycle replacement of *equipment* and to maintain the building envelope. Planning for future campus needs is accomplished by use of Ten Year Campus Facility Plan, and a commitment to a sound budget process that plans for the future. Safety is ensured with a comprehensive Crisis Response Plan.

PSD's Information Technology (IT) Dept. continues to be innovative in supporting the District's focus on improving student learning and increasing stakeholder engagement via the use of *technology*. The major emphasis of the District's Technology Plan, as set forth in the SP, is on increased accessibility to information and technology resources that transform teaching and learning. All classrooms district-wide are equipped with one of our 1750 computers, TV monitor, media playback device, and telephone. Additional multiple labs in each school serve students and classes. The current Plan calls for expansion of our successful 1:1 Teaching & Learning Initiative. Beginning in 2009 we provided every 8th grade student with his/her own laptop; in 2010-11 this will expand to Grades 7-10. The Digital Classroom initiative, which equipped each HES classroom with an interactive white board and ceiling-mounted LCD projector will also expand. PSD assesses technology skills that all students will master at given grade levels. Teachers and administrators

participate in numerous professional development opportunities to improve this skill: via "lunch & learn" sessions, graduate courses offered on campus, and workshops as part of our Professional Development Plan (PDP). IT dashboards are frequently reviewed to monitor technology use and effectiveness.

P.1a(5) PSD operates in a *highly regulated* environment. Wisconsin State Statute (WSS) Section 118 is the framework for most State educational requirements including mandated curriculum subjects, days/hours of instruction requirements, and operational mandates. Administrative and teacher licensure is regulated by the DPI with augmentation from Federal No Child Left Behind (NCLB) legislation. Federal and State guidelines also define fiduciary responsibility. Furthermore, PSD operates under WSS that regulate open records and open meetings laws. Personnel legal/regulatory requirements are determined by the DPI, WI Employee Relations Commission, WI Department of Commerce, Occupational Safety and Health Agency (OSHA), US Department of Education, Americans with Disabilities Act, Family & Medical Leave Act, Federal Labor Standards Act, and the Equal Employment Opportunity Commission. A free and appropriate public education in the least restrictive environment to all children eligible for special education is required by the Individuals with Disabilities Act, implemented with provisions of WI School Code, Section 504, and the Americans with Disabilities Act. Many regulatory requirements guide contracts with our vendors providing transportation and food service management. The WI Department of Commerce and Village & City building codes dictate facility and safety regulations.

The student testing environment is also highly regulated with WI Knowledge and Concepts Examinations-Criterion Reference Tests (WKCE-CRTs) being state- and nationally-mandated for students in Grades 3-10. Students in Grades 4, 8, and 10 take a battery of tests in Reading, Math, Science, SS, and Writing while students in Grades 3, 5, 6, & 7 are tested in Reading and Math. This mandated state testing system supports the federal NCLB legislation and measures Adequate Yearly Progress (AYP), the determination used for schools in need of improvement. PSD has met AYP standard every year in all student segments, school and grade level segments. Similarly, PSD exceeds State performance levels at every grade level. While not regulated or mandated, to better monitor student achievement in an on-going and consistent basis, PSD augments mandated testing with the use of our tiered Assessment program including Measures of Academic Progress testing (MAP), District Benchmark Assessments (DBAs), and common key unit assessments.

P.1b   Organizational Relationships
P.1b(1) PSD is **governed** by a BOE consisting of 7 members elected at large to 3-year terms. The BOE hires and evaluates the Superintendent who serves as PSD's Chief Executive Officer. PSD *senior leaders* (SLs) are the district level administrators who serve PSD as an Administrative Team (AT) and include the Superintendent; the 2 Senior Advisors (SAs) and 4 Principals who comprise the 7-member Administrative Cabinet (AC); and the other department directors/administrators who, along with the AC, serve on the 16-member AT *(Figure 1.1-1)*. The Superintendent leads the SAs, AC, and AT and charges all SLs to work with their

Figure P-2 Key Student & Market Segments

Key Student Segments	Key Market Segments
School	*Resident*
Grade Level/Graduating Class	PSD Students
Gender	Open Enrollment - Outgoing
Economically Disadvantaged	Parochial School Students
Special Education designation	Home-Schooled Students
English as a Second Language	*Non-Resident*
Race/Ethnicity	Open Enrollment - Incoming
Individual	Families looking to relocate

respective staff to reach our SP Goals and carry out the procedures to support BOE policy directives.

P.1b(2) **Key student segments** are identified in *Figure P-2* and are determined by the methods PSD utilizes to analyze student achievement. School and grade level segmentation is our primary method of organization. We pride ourselves on the degree to which we monitor individual student achievement and offer individualized academic interventions via our POI. To make certain we are equitable in helping all groups of students achieve, we also closely monitor the academic performance of many student segments. In commitment to our Mission, we identify and work to rectify performance gaps found in analysis of our identified segments. **Key market segments** are determined by how we attain student enrollment *(Figure P-2)*. Most Pewaukee resident students elect to attend PSD schools, but some choose private or parochial school, are home schooled, or participate in OE in a non-Pewaukee school district. To plan for enrollment growth, PSD also monitors pre-school age resident population by tracking live births. PSD also closely monitors the number of non-resident students who elect to attend PSD under the WI OE program. Currently PSD has a strong hold on the resident market. As part of our Communication Plan, PSD also markets the District to families looking to find a community in which to reside; we work closely with realtors and have specially-designed marketing information, complete with a DVD highlighting the quality education delivered in PSD schools. **Key stakeholder groups** identified in *Figure P-3* have been involved in the SPP since its inception in 1992 so that stakeholder input has a vital place in the innovation of our

Figure P-3 Key Stakeholder Groups & Requirements

Stakeholder Groups	Key Stakeholder Requirements
Students	High quality education; engagement; challenge; fairness
Parents	Academic achievement; safety; responsiveness
Community	High quality education; cost effective; communication
Alumni	Communication; connection
Employees	Support; engagement; communication; involvement

programs, offerings and services. Stakeholder requirements for these groups are determined in the SPP. For ten years, parents and students are surveyed on an annual basis to attain perceptions of satisfaction concerning PSD. In a cycle of learning, alumni feedback is now sought. A community survey seeks input from Pewaukee residents concerning perceptions of PSD. While we view staff as stakeholders, we segregate all external stakeholder data in Category 3 and all workforce data in Category 5. The processes used to communicate with and engage all stakeholders is set forth in the Communication Plan

P.1b(3) Key collaborators, partners and suppliers are

Figure P-4 Key Collaborators, Partners and Vendors

Collaborators	Volunteers including Parent, Students, Citizens; Pewaukee PTO; Booster Club (BC); Friends of the Fine Arts; Parent Advisory Groups (PAGs); Chamber, Kiwanis
Partners	Kern Foundation, WCTC; Village/City; multiple community day cares; Kiwanis; Chamber; Parents United; Pepsi
Key Vendors	First Student (Transportation); Taher (Food Service Mgmt.))

identified in *Figure P-4*. **Collaborators** are the volunteers and groups, often made up of PSD parents & citizens, whose efforts are designed to improve PSD student programs and offerings. We share a highly collaborative relationship with these groups as they directly support our Mission and work closely with us to that end. The Parent Teacher Organization (PTO) supports curricular enhancement with the funding of assemblies and field trips while the BC provides additional funding for all PHS athletics & activities. Both the PTO & BC play a key role in teacher, student and staff recognition. PAGs are the Principal-led parent focus groups that function in each school and serve as a sounding board to attain parent input concerning programs, offerings, and services. The Superintendent regularly meets throughout the year with representatives of the PTO and BC to maintain 2-way communication. In 2008-09, two successful BC fundraisers netted over $75,000 in profits to help construct and fill a new fitness center. Similarly, the PTO raised over $25,000 for new playground equipment in 2009. **Partners** are the many members of our local and greater-Milwaukee business community with whom we have more formal partnerships to support or fund PSD's Mission. Many area business leaders serve on PSD task forces and committees, with foundations and firms providing expertise, gifts, and grant dollars to support curricular initiatives. Our collaborators and partners are represented on SP Teams to further integrate their valued input in our SP. Over 2000 **Suppliers** provide needed supplies and services, and all function under BOE policy which mandates that expenditures over $3,000 be competitively bid using a minimum of three vendors. BOE policy and contracts outline District requirements and uphold PSD's commitment to reach our Mission. Our two key vendors are First Student, who is hired to transport students safely and have timely school and home arrival; and Taher, hired to manage our food service program and is required to serve nutritious meals in a timely, cost-effective manner.

P.2   Organizational Situation
P.2a   Competitive Environment
P.2a(1) Viewed as a high achieving school district in a county of high achieving schools, PSD is reaching increasingly high levels of excellence positively impacting our **competitive position**. In 2009 *Business Week Magazine* rated the City of Pewaukee as the #1 best affordable suburb to live in the nation, citing quality schools. *Money Magazine* ranked Pewaukee in the top 100 places to live in the nation, also citing the quality school system. *Milwaukee Magazine* rates Pewaukee High School as an over-performer and one of the top 20 area prep schools. The Public Policy Forum (PPF) consistently finds PSD 1 of the top 15 school districts in SEW when reviewing student achievement in over 50 districts. We currently rank #13, up from #38 five years ago; this is the highest achievement gain noted by PPF.

When comparing **size**, PSD has the smallest K-12 student enrollment in Waukesha County and ranks 99th largest of the

426 school districts in WI when comparing enrollment size. PSD's budget is $25.1 million and our comparative cost per pupil is $12,813 which ranks 106th out of 426 school districts in the state. K-12 class size averages 13.0 District-wide. Unlike 2/3 of the school districts in WI, PSD is experiencing steady enrollment **growth**, greatly impacting a more favorable budget picture when compared to our competitors. PSD holds 82% of resident students who elect to attend PSD schools over private/parochial or home school options, a percent greater than all but one of our neighboring districts. Eight years ago PSD had a negative OE trend, sending more resident students to other schools than attracting non-resident students to PSD. This trend has changed dramatically. In 2009, we had 211 incoming OE students and 65 outgoing OE students with OE applications for many more seats than we could fill. In terms of **market share**, PSD's **competitors** number approximately 24 private and parochial schools in Waukesha County along with the public schools who compete with PSD for OE students. In analyzing OE data, PSD identifies key competitors as Elmbrook and Waukesha who collectively receive 43% of our outgoing OE students. In analyzing student achievement, PSD elects to benchmark with WI schools we deem "world class" due to their high levels of student achievement; while we lose few students to these schools due to location, they are our key academic competitors. PSD has thousands of **key collaborators**. Currently, all K-8 parents are PTO members and 212 PHS parents serve in the BC. PSD also boasts over 1,500 volunteers encompassing students, parents, and citizens.

P.2a(2) **Principal factors that determine our success** over our competitors and comparable organizations delivering similar service are identified in the ES of the SPP and include high student achievement, campus setting, safe learning environment with an emphasis on citizenship, high quality staff with few staff reductions, budget stability & positive forecast, availability of high quality academic and extra-curricular offerings, class size, and community support. **Key changes** taking place that may affect PSD's competitive situation include the WI state budget forecast which may negatively impact PSD's funding from the State.

P.2a(3) PSD strategically utilizes **comparative and competitive data (Figure P-5)** as part of our core competency of creating a culture of continuous improvement. PSD holds a strong commitment to finding appropriate and "stretch providing" benchmarking opportunities.

P.2b Strategic Context
Strategic challenges and advantages are identified in the ES and SWOT conducted in our SPP and reviewed by the AT. Challenges are addressed in our SP Strategies and by our core competencies. Our strategic advantages heighten PSD's sustainability and support our Mission. Our **strategic advantages** include (1) our core competencies, (2) our campus setting and smaller size, (3) talented and professional workforce, (4) high student achievement, (5) comprehensive curriculum & extra-curricular offerings, (6) innovation in academic programs and use of technology, (7) strong leadership, and (8) fiscal stability & growing enrollment. **Strategic challenges** include teaching 21st century skills, increasing student achievement (Teaching & Learning); maintaining economic stability (Facilities & Operations); developing our talented staff (Workforce Development); maintaining & growing support and partnerships (Communication); and meeting growing enrollment & facility needs (Facilities & Operations).

P.2c Performance Improvement System
PSD has developed a culture of **continuous improvement**, a core competency, using the Baldrige Framework for Performance Excellence as our **performance improvement system**. This system guides PSD's improvement due to our:

- Focus on strategic goals and action plans that impact student learning in the classroom and all Non-Academic work process areas
- Systematic improvement of key work processes using PDSA, balanced scorecards and dashboards
- Use of an evidence-based performance measurement system that utilizes results so we lead by fact
- Systematic use of benchmarking to discover gaps, successes and growth opportunities

We achieve performance improvement via a **systems approach** to improving our key work processes and by embedding all areas in our SP. Results-driven, PSD sets performance goals and targets drawn from our national, state, regional benchmarks, and from internal performance results.

Our approach to performance improvement is attained via strategic deployment of Plan-Do-Study-Act (PDSA) throughout all key work processes. Innovation is attained with the AT, school, and department use of the PDSA approach to systematically plan new or improve current PSD programs, offerings, services and key work processes. PSD's performance improvement system is enhanced by the Key Work Process Tools (**Figure P-1)**, with organizational learning being achieved through our aligned professional development in our Professional Development Plan.

In 2007, PSD was honored to be recognized by WFA as the first K-12 public school in WI to achieve mastery level using the Baldrige Criteria for Performance Excellence. In 2009, we received the same honor. PSD applied again in 2010 and received a WFA site visit in May 2010.

Figure P-5 Sources of Comparative & Competitive Data Used by PSD to Strategically Benchmark

Key Academic Work System Benchmarking Data Sources	Key Non-Academic Work System Benchmarking Data Sources
Nation (College Board for ACT, Advanced Placement, APQC, Standards & Poors, Moody's)	Key Vendors (for efficiency & results comparisons)
State (DPI Rankings, WINNS Data)	US Bureau of Labor & Statistics (for HR comparisons)
Southeast WI (PPF School Rankings; School Racts)	WE Energies (comparing energy efficiency)
CESA #1 School District Rankings	Baldrige & WFA winning organizations outside education
Waukesha County (Milwaukee Journal Sentinel; WINNS)	Local Businesses such as GE Medical (for operational efficiency comparisons)
Woodland Conference Comparisons	Area School Districts with similar enrollment or budget size
WI School Districts with a similar budget/student enrollment (DPI)	State and Local Government (for financial, operational, and safety comparisons)
School Districts that border PSD	Gallup (for HR comparisons)
Baldrige Award winning School Districts	School Perceptions (vendor used for satisfaction data comparisons)
World Class School Districts (APQC, self-selected, School Perceptions)	Businesses such as the Studer Group designed to improve use of data and results

1.0 Leadership
1.1 Senior Leadership
1.1a Vision, Values, and Mission

PSD's senior leaders (SLs) serve PSD as an Administrative Team (AT) (*Figure 1.1-1*). The AT includes the Superintendent, members of the Administrative Cabinet (AC), and additional department and school leaders. The Organizational Profile conveys the frequency these groups meet to deploy, monitor and analyze the results of the SP. The Superintendent is hired by the Board of Education (BOE) to serve as the CEO of the District. Reporting relationships are clear: the Superintendent reports to the BOE, all members of the AC report to the Superintendent, and members of the AT report individuals on the AC.

1.1a(1) Since 1992, SLs have collaborated with stakeholders to set Mission, Vision and Values as part of the strategic planning process (SPP) outlined by the steps in *Figure 2.1-1* and in current form in *Figure 2.1-2*. Involving stakeholders in the annual SPP has been instrumental in the increased academic success and strong community support PSD has experienced. Our Mission communicates our fundamental purpose, and our Values reflect what we stand for; in tandem they are what we strive to achieve as an educational organization. They guide our Vision for the future *(Figure 2.1-2)*. All SLs take an active role in the SPP, many serving as SP Priority Area Team Leaders. In Step 2 of the annual SPP, the strategic foundation is set through the validation of Mission, Vision, and Values *(Figure 2.1-2)*. Annually, SLs seek validation that our Mission, Vision and Values still propel us and our work. If deemed necessary, in Step 2 of the SPP, the Mission is revised. Revision of the Mission has occurred 3 times in the last 18 years, most recently in 2004 *(Figure 2.1-3)*. Annually as part of the SPP, an external facilitator conducts a SWOT and Environmental Scan (ES) with all SP team members to gain valuable input to guide our Mission, Vision, and SP Goals *(Step 3 in Figure 2.1.1)*.
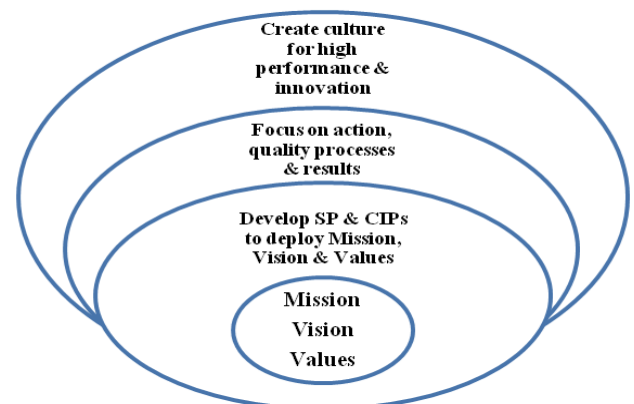
SLs use identified key processes within the Leadership System *(Figure 1.1-2)* to systematically deploy Mission, Vision and Values throughout our organization to our workforce, key suppliers, partners, students, and stakeholders. Following creation of the SP, in Step 6 of the SPP *(Figure 2.1-1),* SLs lead their teams to create CIPs to better help reach long term (LT) SP Goals. To monitor progress, SLs submit quarterly Quality Assurance Reports (QARs) and annual Continuous Improvement Reports (CIRs) as part of Step 10 of the SPP *(Figure 2.1-1)*. The Superintendent strategically shares CIPs, QARs, and CIRs at AT meetings to integrate work and promote organizational learning. To further aid in integration, AT member's performance appraisal is aligned with the SP and reflects work accomplished through CIPs. A Communication Plan (CP) ensures that SLs communicate the SP to all stakeholders, both internal and external. By deploying the CP *(Figure 1.1-3)*, SLs personally embed the SP in our organizational culture. Key to communication of our Mission is the branding of our PSD logo which communicates our Mission verbally and graphically. It is placed on all communication to suppliers, partners, and all stakeholders. SLs bring our Mission, Vision and Values alive by role modeling commitment to continuous improvement, taking an active role in developing and deploying our SP and CIPs, and serving as SP or Baldrige Team Leaders. Our Mission permeates campus culture and day-to-day activities. SLs celebrate the PSD Mission & Values at events such as graduation & NHS Induction, as well as reinforce it in daily conversations with staff, students & parents.

1.1a(2) Consistent with our value of positive citizenship, SLs have set up strategic processes to personally promote a legal and ethical environment *(Figure 1.2-2, 1.2-4)*. SLs develop the procedures that ensure compliance to 28 BOE Policies that define the standards of legal and ethical behavior for PSD employees and students. The policies cover standards of conduct related to such things as the use of profanity, alcohol and drug use, and conflict of interest. SLs integrate the promotion of legal & ethical responsibility in the hiring process. During new employee induction, SLs review the standards of legal and ethical behavior and consequences for non-compliance. SLs verify that all employees receive and review BOE policies and procedures. SLs ensure that our PES incorporates a review of legal and ethical behavior through systematic performance evaluation of professional responsibilities. SLs offer routine training on topics related to ethics management. SAs monitor federal, state and local changes in legal and ethical requirements and monitor breaches in compliance. SLs personal behavior role models and reinforces ethical and legal behavior for all

1.1a(3) SLs are dedicated to sustaining PSD's high

Figure 1.1-1 Senior Leaders/Administrative Team (AT)

Superintendent					
Administrative Cabinet					
Senior Advisors		Four Principals			
Assistant Superintendent/Chief Financial Officer (CFO)	Chief Academic Officer (CAO)	PHS Principal	ACMS Principal	HZ Principal	PLE Principal
Other Leaders Participating on AT					
Director of Bldgs. & Grounds	Director of Human Resources	Director of Student Services	Director of Technology	Public Information Coordinator	Director of Athletics & Activities / PHS & PLE Associate Principals / ACMS Dean of Students

Figure 1.1-2 Leadership System

performance in order to ensure organizational success and academic excellence in the short term and long term**. *Figure 1.1-4* presents the processes strategically employed by SLs to create a learning environment that seeks continued performance improvement, sustainability, accomplishment of Mission & SP Goals, innovation, agility, leadership development, and increased student achievement.

For 18 years, SLs have deployed a systematic SPP that is a cornerstone of our sustainability. Evidence of sustainability is inherent in our planning, decision-making, and in our key work process design (*Figure 1.1-4)*. SLs have been

Figure 1.1-3 Communication Relaying Mission, Vision & Values

Systematic Deployment Methods	Deploy-ment	Purpose	Target Group	Fre-quency	SL Involve-ment
Publishing/Sharing SP	T	E, C	All	Y	AT
Publishing/Sharing CIP *	T	E, C	AT/E	Y	AT
Branding of Mission in logo	D	C	All	O	AT
Administrative Retreat	T	E, F, C R	AT	Y	AT
Satisfaction Surveys*	U	E	E/S/P/C/A	Y	AC
New Employee Induction	D	E, F, C	New E	Y	AT
Welcome Back Breakfast	T	E, C, R	All E	Y	AT
Budget Planning Meetings	T	E, F, C	AT/AC	8xY	AT/AC
Performance Evaluation System	T	E, F, C, R	All	2xY	AT & E
Annual Report	D	C	C, E	Y	AC
Annual Meeting	T	E, C, F	C	Y	SA
Volunteer Recognition	D	E, R	V	Y	AC
Perspective Newsletters	T	E, C	C, E	3xY	AC
Meetings w/ PTO, BC	T	E, C	Co/V	Q	AC
QARs*	T	E, F	AT	Q	AT
PAGs	T	E, F, C	P	2xY	P
BOE Meetings / Minutes	T / D	E, C	C, E	2xM	SA/AC
School Newsletters*	T	E, C, R	P/E	4xY+	Pr
AT / AC Meetings	T	E, F, C, R	AT/AC	2xM	AT/AC
Curriculum Renewal Teams*	T	E, C, F	T/AC	O	CAO/P
PLC Meetings*	T	E, F,	T	W	P/CAO
Faculty Bulletins & Curriculum Connection*	T	E, F, C, R	T/E	W	Pr/CAO
Classroom Walkthroughs*	T	E, F	T	D	Pr/CAO
Learning Walks*	T	E, F	T/Pr	M	AC
Thank You / Recognition Notes	D	R	All	D	AT
One-to-One Discussion	T	E, F, C, R	All	D	AT
Faculty Meetings	T	E, F, C, R	T	M	Pr
Web Site*	T	E, C, R	All	O	AT
"WOW" email Blasts*	D	R	E/some C	Q	AC/PIC
Supplier Review	D	E, F	Su	Y	CFO
Spotlight on Teaching/Learning	T	R	S/T	M	S/Pr
Kohl Award, Chamber Award	T	R	E	Y	AC
Honor Roll, Merit Award, Student of the Month, etc.	D	R	S	Q/Y	Pr

Method: * denotes a cycle of improvement **Deployment:** T = Two-way U = Upward (SL receive info); D = Downward (SLs deploy) Purpose: E = Engagement, F = Frank, 2-way communication, C = Communicate Key Decisions, R = Reward & Recognition **Target Group:** E = All Employees, S = Students, P = Parents, T = Teachers, C = Community, V = Volunteers, Co = Collaborators, Su = Suppliers A = Alumni **Frequency:** x = times, Y = Yearly, Q = Quarterly, W = Weekly, D = Daily, O = On-going **SL Involvement:** *See Figure 1.1-1*

personally involved in institutionalizing numerous continuous improvement practices. SLs use the Plan-Do-Study-Act (PDSA) approach in our implementation and improvement of key work processes to enhance our culture of continuous improvement, a PSD core competency.

In a cycle of refinement, as a result of WFA site visit feedback and ES information revealing an upcoming spike in teacher retirements, SLs identified a need to focus on workforce development; it is now 1 of our 5 SP Priority

Areas. This commitment propelled SLs to create a Succession Plan, Recruitment & Retention Plan and a Leadership Identification System, all with SL process involvement. As evidence of our leadership identification system, SLs negotiated an agreement with the PEA that allows teachers identified as having leadership skills to serve as a Dean of Students to explore a leadership career path.

1.1b Communication and Organizational Performance
1.1b(1) PSD's Mission, Values and Vision are conveyed to the entire workforce using our CP. *Figure 1.1-3* exhibits the methods and processes SLs use to ensure a consistent message throughout the District. SLs employ a systematic process to engage, reward & recognize our talented workforce; communicate decisions; and build relationships with our stakeholders. Believing in 2-way communication, SLs seek opportunities to share the accomplishments of our SP and students while eliciting input regarding operational effectiveness. Satisfaction surveys have been deployed for 10 years with input sought from employees, students, parents, alumni, and the community. SLs use the PDSA approach to analyze the feedback from these Voice of Customer (VOC) tools to improve PSD operations.

SLs strategically use a wide variety of communications vehicles *(Figure 1.1-3)* to reach varying target audiences. AT meetings begin with an opportunity to learn together and share SP & CIP work progress. The web site is used to relay SPs and district news. Capitalizing on our unique all-campus setting, SLs promote face-to-face communication to build strong relations with stakeholders. In a cycle of learning, face-to-face, 30– and 90-day interviews allow the new employee and his/her supervisor to build a solid working relationship while improving the organization itself. While most face-to-face communication is positive, our campus also allows us to readily hold crucial, two-way conversations about issues of concern.

Consistent with our policy for transparency of operations, communicating key decisions is vital. All employees receive the SP. The web site contains minutes of BOE meetings so citizens may review them. SLs place the minutes of all AT and AC meetings on the shared drive; this provides easy access by AT members. Principals communicate frequently with students and parents regarding school decisions using newsletters, announcements and our new School Messenger (SM) service which sends emails or phone messages to every parent/guardian or employee within minutes.

Recognizing that positive communication motivates and empowers our employees, SLs have implemented a recognition system which is deployed throughout the organization. While our contracts do not allow us to reward employees through compensation incentives, our employee satisfaction surveys determined that people desire *personal* recognition for work well done and for their commitment to quality. SLs recognize excellence with personal notes; the Superintendent has a commitment to starting the day by writing 3 positive notes to students or employees. To be systematic, a more formal all employee Welcome Back Breakfast celebrates the start of the school year with SLs welcoming new employees; Superintendent's remarks reinforcing our Mission; and BOE members and SLs

Figure 1.1-4 Methods & Processes Used by Senior Leaders to Systematically Create a High Performing Organization

Attributes of a High Performance Organization	Methods & Processes to Promote, Create, or Sustain a High Performing Organization	Target Group	Frequency	SL Participation	Core Competency/Key Work Process
Legal & Ethical Behavior	See *Figure 1.2-4* for Ethical Responsibilities See *Figure 1.2-2 and 1.2-4* for Legal Responsibilities				
Fiscal Accountability	See *Figure 1.2-3* for Fiscal Responsibilities				
Performance Improvement	SP & CIP Creation / Monitoring*	All E & S	Annual/Qtrly.	All participate & AC monitors	CC: CI, SYS;KWP: all
	Curriculum Renewal & Design Cycle*	T	On-going	CAO leads/AC participates	CC: CI, SYS; KWP: TL
	Professional Development Plan*	All E	On-going	CAO & HR facilitates	CC: CI, SYS; KWP: HR
	PLCs*	T	Weekly	Principals & CAO facilitate	CC:CI, SYS; KWP: TL
	Performance Evaluation System*	All E	On-going	All evaluate & conference	CC: CI, SYS; KWP: HR
	Induction / Mentoring*	All E	Upon Hire	CAO/Pr/HR run; AT participates	CC: CI; KWP: HR
	Classroom Walkthroughs/Learning Walks*	T	Daily	CAO & Pr facilitate; AC partic.	CC: CI, SYS; KWP: TL
	Pyramid of Interventions*	S	Daily	DSS & Principals facilitate	CC: CI, SYS; KWP: SS
Accomplishment of Strategic Objectives, Mission and Vision	SP & CIP Creation / Monitoring*	All E & S	Annual/Qtrly	All participate & AC monitors	CC: CI, SYS; KWP: all
	Continuous Improvement Reports*	All E	Annually	AC and members of AT submit	CC: CI, SYS; KWP: TL
	Budget Planning Cycle & Staffing Plan	All E	On-going	CFO runs; AC plans	CC:CI, SYS; KWP: F/O
	BOE Monitoring & Learning Sessions*	BOE	Quarterly	SA & AC, as needed	CC:CI, SYS
	Communication Plan*	All	On-going	PIC implements; AC & AT	CC: CI, SYS; KWP: C
Innovation	SP / Continuous Improvement Plans*	All E & S	On-going	All AT plan, create, implement	CC: CI, SYS: KWP: all
	Curriculum Renewal & Design Cycle*	T	On-going	CAO leads/AC participates	CC: CI, SYS, KWP: TL
	I3 Planning Process*	AC	SA Mtgs.	SA& AC Planning	CC: CI, SYS, KWP: TL
	PLCs*	T	Weekly	Principals & CAO facilitate	CC: CI, SYS, KWP: TL
	Professional Dev. (Quality Tools, IT)	All E	Annually	CAO plans/AC facilitates	CC: CI, SYS; KWP: HR
	Technology Plan*	All E	Qtrly/Monthly	DOT plans/AT participates	CC: CI, SYS; KWP: T
	Safety Plan* / Communication Plan	E, S, C	Quarterly	DBG plans; some AC	CC:CI, SYS; KWP: FO, C
Organizational Agility	SA, AC & AT Meeting	AT	2xW/W/2xM	AT leads in deployment to all E	CC: CI, SYS;KWP: all
	Agenda Time for Planning & Evaluation				
	Curriculum Renewal & Design Cycle*	T	On-going	CAO leads/AC participates	CC: CI, SYS, KWP: TL
Workforce Learning	Recruitment & Retention Plan*	All E	On-going	DHR plans; AT implements	CC: CI, SYS; KWP: HR
	Professional Development Plan*	All E	On-going	CAO & AC Plans/ Facilitates	CC: CI, SYS; KWP: HR
	PLCs*	T, S	Weekly	Pr/CAO facilitate	CC: CI, SYS; KWP: TL
	Induction / Mentoring*	All E	Upon Hire	CAO/Pr/HR run; AT participates	CC: CI, SYS; KWP: HR & TL
	Technology Professional Development*	All E	On-going	DT plans ; AC facilitates; AT	CC: CI, SYS; KWP: T & TL
	Safety Training	All E	On-going	DBG facilitates; some AT partic.	CC:CI, SYS; KWP: F/O
Succession Planning	SA & AC Meeting Agendas	All E	Weekly	AC / Supt. sets direction	CC: CI, SYS;KWP: all
	Succession Plan *	AT	Annually	Supt. Presents to BOE/HR; AT	CC: CI, SYS; KWP: HR
	Leadership Identification*	AC	Quarterly	All evaluate & ID leaders	CC: CI, SYS; KWP: HR
	Performance Evaluation System	All E	On-going	All evaluate & conference	CC: CI, SYS; KWP: HR
Leadership Development * denotes a cycle of improvement	Succession Planning*	SLs	Annually	Supt. Presents to BOE/HR; AT	CC: CI, SYS; KWP: HR
	Leadership Identification*	All E	2xYear	Supt. Facilitates/SA &AC	CC: CI, SYS; KWP: HR
	Conference/Workshop Attendance	All E	On-going	AT elects to present & attend	CC:CI
	Book Studies*	AT	2xMonth	Supt./CAO facilitate	CC:CI
	Administrative Retreat	AT	Annually	Supt./CAO facilitate	CC:C, SYS; KWP: all
	Advanced Degrees	T, AT	On-going	SLs offered credit reimbursement	CC:CI

recognizing employees for outstanding attendance, years of service, and attainment of advanced degrees. To be systematic in on-going recognition, during each BOE meeting, the Superintendent & BOE members salute employees, students and community members for helping us reach our Mission and feature "Spotlights" of innovative classroom work by students and teachers. Volunteers are also recognized at the end of each school year. Students are recognized for academic achievement and citizenship in each of our schools in assemblies and special events such as the Kiwanis Honors Banquet and Merit Award assembly. Here SLs affirm our Mission & Values and salute students for their commitment to it.

1.1b(2) SLs are committed to the Baldrige Framework for Performance Excellence as our primary tool for focusing our continuous improvement efforts and have embedded its principles in our existing SP and CIP processes to improve performance and attain our Vision, a core competency of PSD. *Figure 2.1-6* and *2.1-8* outline the system whereby our SPs become actionable. Our system of using process improvements to continuously improve begins with SLs setting organizational direction derived from the outcomes from the SPP. This results in SLs creating specific CIPs for each SP Goal. By creating CIPs to support the SP Goals complete with action plans detailing responsibilities & timelines, the process is highly integrated and increases deployment efficiency. SLs create specific performance measures for each SP Goal and CIP Action Plan, called Key Indicators. Annual reports on SP Goal attainment are presented in CIRs presented to the Board and made available on our web site via dashboards. Progress on our CIP Action Plans are reported quarterly using QARs, and are reviewed in SA, AC and AT meetings.

SLs balance value for students and other stakeholders in our organizational performance expectations by:
- Involving employees, students & stakeholders in SPP
- Informing all stakeholders of the SP and CIP
- Involving faculty & staff in CIP action plan deployment
- Involving students and stakeholder in the CRDP
- Involving partners in teams & committees

- Listening to the VOC feedback
- Involving stakeholders in the hiring process
- Writing contract specifications for suppliers to meet SP/ CIP needs (i.e. Appraise, Educational Collaborators)
- Reviewing identified stakeholder requirements

A recent cycle of learning occurred when SLs sought a vendor to electronify our Classroom Walkthrough data collection process. SLs conveyed requirements and processes to the vendor, Eduforia, who configured their Appraise software to use our Classroom Walkthrough data collection templates on our Palm telephones. Working in partnership, SLs and Eduforia designed a tool that enhances data collection efficiency and analysis thereby raising our organizational efficiency.

1.2 Governance and Societal Responsbilities
1.2a. Organizational Governance

1.2a(1) PSD is governed by a 7-member elected Board with all members serving at-large for 3-year terms. BOE members are selected based on a citizen vote held during a regular municipal election in the City and Village of Pewaukee. By policy, BOE members are required to disclose conflict of interests to maintain ethical integrity in all decision-making.

By policy, the BOE strategically deploys a governance system that reviews and achieves fiscal and management accountability, transparency in operations, and protection of stakeholder interests *(Figures 1.2-2, 1.2-3, 1.2-4)*. The BOE is accountable to the state and federal government for meeting statutory and regulatory requirements and to the Pewaukee taxpayers for protecting their interests while delivering a quality education.

Management accountability is achieved via bi-monthly BOE meetings and BOE oversight and involvement in the SPP (since 1992) and performance review processes. The BOE members personally participate on various committees including Policy, Business & Finance and Negotiations. BOE members are also involved in Baldrige planning and assessment. Involvement by the BOE in District-wide performance reviews has undergone a cycle of refinement. The BOE now receives CIRs updating progress on SP Goals & CIP Action Plans from schools and the 5 SP Priority Areas, thereby increasing oversight of monitoring progress against goals. On a semi-annual basis, the BOE ensures management accountability by conducting a performance evaluation of the Superintendent based on progress against goal achievement. The Superintendent evaluation process by the BOE has undergone refinement with frequency and criteria now more clearly delineated in policy.

SLs and BOE members deploy systematic processes to foster transparency. All BOE meetings and postings adhere to all regulations of the State Open Meetings Law. The agenda & minutes are published in the newspaper and posted on our web site. Employees receive emails containing all BOE meeting minute summaries. Statutes require that a portion of the agenda allow for citizen comment. In a cycle of refinement, PSD exceeds this requirement and allows for comments twice during each meeting. An extensive Annual Report highlighting fiscal and student academic performance is published to ensure transparency of District operations. Another cycle of refinement is the new link on the PSD web site that informs the public about our CIP processes and performance dashboards. Extensive print communication

sent to all residents four times per year also enhances transparency, as does involvement of citizens in the SPP, task forces, interviewing/hiring candidates, curriculum review focus groups, and PAGs.

The BOE ensures fiscal accountability and transparency in operations through systematic deployment of extensive policy and processes. BOE policies provide specifications for budget preparation, handling of expenditures, and account management. To lessen the possibility of mishandling funds, internal controls mandate dual signatures on checks and a monthly review of all checks written as well as approval of the revenue/expense report and check register during open session of the BOE meeting. The annual budget process culminates with BOE budget approval. A citizen advisory vote on the budget is required at the annual budget meeting to ensure stakeholder interests are protected.

BOE policy, WSS, and Government Accounting and Standards Board accounting standards mandate that an independent external audit is conducted annually with the findings reported by the audit firm directly to the Board. Internal control policies and segregation of duties are reviewed annually by this independent audit firm. The Board supports internal controls and proactive management of finances with processes to ensure accountability in managing PSD assets and debt. The BOE supports proactive management of debt service to take advantage of favorable interest rates as well as a commitment to pursuing cost savings strategies such as the formation of an innovative, county-wide health care cooperative for the purchase of insurance. A BOE-approved Five Year Capital Projects Plan and Ten Year Campus Facility Plan protect stakeholder investment in District facilities.

1.2a(2) The effectiveness of SLs is evaluated and improved through our PES *(Figure 1.2-1),* which reflects the PDSA cycle. All employee evaluations include goal setting, a mid-year review of progress, a final written evaluation, and a re-calibration of goals.

BOE policy directs the frequency and the purpose of the Superintendent evaluation process. The evaluation is comprised of a mid-year written evaluation and end-of-year written summative evaluation. Evaluation is a multi-step process beginning with the BOE mutually setting goals with the Superintendent. Formally adopted in late summer, the Superintendent goals serve as one of two parts of the Superintendent's evaluation with the second part comprised of assessment of research-based identified areas of effective school leadership. The mid-year written evaluation is submitted prior to statutory reporting deadlines for employee non-renewal. Following a conference with the BOE, a final written evaluation determines contract terms and salary for the next contract year. A signed copy of the summative evaluation is shared with the Superintendent and placed in the personnel file. This process mirrors the performance management process deployed with other SLs and all certified staff.

The leadership evaluation for AT members has undergone several cycles of improvement. Guided by BOE policy, the Superintendent supervises and evaluates the AC with the AC

Figure 1.2-1 SL Performance Evaluation System

Goal Setting (PLAN) → Mid Year Monitoring (DO) → Final Evaluation (STUDY) → Re-Calibrate Goals (ACT)

evaluating direct reports. Each administrator participates in the PDSA cycle identified in *Figure 1.2-1*. The Superintendent evaluates AC members using areas of effective school leadership similar to those used in the Superintendent evaluation. A mid-year update precedes a final written evaluation that is shared with the administrator in a conference with the Superintendent where goals are reviewed, succession plan questions are answered, and accomplishments shared. A final written evaluation is used to make administrative salary recommendations. The Superintendent then presents salary recommendations to the BOE prior to the onset of a new contract. BOE policy outlines steps to be taken if administrator performance is found to be unsatisfactory. SLs and Principals evaluate their direct reports with similar steps in the PES.

BOE member behavior expectations are clearly delineated in BOE Policy. Policy outlines specific expectations for their roles, communication with each other, the community and the Superintendent and his/her staff. The Board monitors and evaluates their communication and effectiveness during the "Board Operations" portion of each BOE meeting agenda. The Board also sets goals for itself and monitors progress on those goals. As part of the annual meeting, citizens are invited to critique the Board's decisions and set their salary for the upcoming year. In a cycle of improvement, the BOE is creating a formal self-assessment tool designed to evaluate performance collectively and individually.

Valuable information is gleaned from the PES with the data being used to improve both individual leader performance as well as the larger Leadership System *(Figure 1.1-2)*. At the end of each evaluation cycle, the Superintendent creates a list of growth areas for each administrator. These are built into the following year's goal setting with each administrator. When patterns emerge from evaluations of multiple administrators, the Superintendent works with SAs to create a plan to address these in the leadership development system for the entire AT. For example, seeing that confronting mediocrity was something many administrators desired to improve upon but needed strategies to accomplish, a plan was made to maximize capacity in this leadership domain. Time was allocated at AT meetings for a book discussion on *Crucial Conversations* for the purpose of developing capacity on confronting difficult employee situations. Another larger scale leadership system improvement came when AT members identified needed growth in the area of technology as part of the summative evaluation conferences. This resulted in SAs creating a plan to build capacity on digital literacy as well as learning new tools such as Appraise, a software application recently purchased to automate the data collection/analysis system for classroom walkthroughs using the administrators Palm Pilot telephones. AT time was spent learning this tool. In another cycle of improvement, SLs analyzed feedback and elected to use Zoomerang to attain input from all employee groups via employee satisfaction surveys on not only individual school leader performance but on the leadership system in place.

1.2b   Legal and Ethical Behavior
1.2b(1) PSD deploys systematic compliance and risk management

Figure 1.2-2 Systematic Processes for Measuring Regulatory, Safety, Accreditation & Legal Responsibility

Methods & Processes Used	Measurement Tool	SL & BOE Involvement
Board Operations		
Strategic Planning*	BOE Participation in Strategic Planning Process Minutes Showing BOE Approval & Monitoring of SP, CIPs, CIRs BOE Learning Sessions Held on New Aspects of SP* Analysis of Trend Data Tracking SP Action Plan Completion	BOE/SLs BOE BOE/AT BOE/AC
Policy Review Process/Cycle	# BOE Policies on Governance Minutes Showing BOE Updating & Consideration New Policies	BOE /Supt.
Curriculum Renewal Process	Minutes Showing BOE Discussion of Student Achievement Minutes Reflecting BOE Receipt of CIRs by School Minutes Reflecting BOE Approval of all Curricula	BOE BOE/AC BOE
Financial Oversight	BOE Review Acceptance of Independent Audit Report / BOE Negotiations Involvement	BOE/Supt. CFO
Advocacy	Sustained Membership in Advocacy Orgs.: SWSA, NSBA, WASB	BOE/Supt.
Performance Evaluation System	% SL evaluated annually by Supt., BOE or AC members Minutes Showing BOE Discussion of Administrative Evaluations & Compensation / BOE Signed Contracts BOE Policy on Performance Evaluation, Job Descriptions	BOE/SLs BOE BOE/Supt. BOE
Professional Growth	BOE Participation in WASB and NSBA # NSBA Presentations given annually	BOE / AC
Recruitment & Retention Plan	BOE Policies on Hiring, Job Descriptions, Evaluation BOE Approval of all Certified Hires & Resignations	BOE/Supt/ DHR
Accountability to Stakeholders	All Citizens Receive Annual Report / Community Surveys Conducted & BOE-Reviewed / Citizen Budget Vote at Annual Mtg.	BOE/AT/PIC
BOE Member Induction	Induction Held for New BOE members New Members Taking Ethical Pledge when Sworn In	BOE/Supt.
Transparency in Operations		
Open Meetings Laws / Posting	# Open Meetings Violations / All Meetings & Minutes Published & Posted on Web / Minutes Shared with Employees	BOE / Supt.
Communication Plan	#Annual Report & Newsletters sent to all citizens per year Minutes reflecting annual review/discussion of Parent, Student & Employee Survey Results	BOE/AT/ PIC /Supt. BOE/AC
Voice of Customer	# complaints heard at BOE meetings BOE Minutes reflect review of stakeholder satisfaction surveys	BOE / Supt. / PIC
Annual Meeting	Levy/Budget Vote at Annual Meeting	BOE / SA
Selection & Disclosure		
Ethics Policies	# violations (Conflict of Interest, gifts , vendor selection)	BOE / SL
Local, County, Election Laws	# violations in election voting, canvassing, posting of elections	BOE / Supt.
Stakeholder Protection		
Fund Balance & Bond Rating	# Years BOE places $50,000 in Fund Balance # Years Moody's Bond Rating Sustained	BOE / Supt. / CFO
BOE Induction	BOE Policy on New Member Induction followed BOE Ethics Pledge Taken by New Members	BOE / Supt.
Vision	Employee Satisfaction Survey – % employees citing "PSD is a leader in the field of education" / "PSD has a vision of the future"	BOE / SLs
Succession Plan	BOE Approval of Succession Plan	BOE/Supt. / CFO/ DHR
Accreditation		
OARC	# DPI Standards Violations NCLB; AYP	CAO/Supt.

Figure 1.2-3 Systematic Processes for Measuring Fiscal Accountability

Methods Used to Review and Achieve Fiscal Accountability	Measurement Tool	Governance body involvement
Internal Fiscal Oversight		
BOE Policy Review Process/Cycle	# BOE Policies on Financial Management & Oversight Minutes Showing BOE Updating & Considering New Policies	BOE/Supt.
Budget & Staffing Plan	Budget Preparation Schedule Distributed Minutes of AC Discussion of Budget	Supt./CFO/AC
Budget & Staffing Plan Approval	Minutes Showing BOE Approval of Budget & Staffing Plan with Discussion of Per Pupil Expenditures & Allocation to Instruction	BOE/CFO/Supt.
Review of OE & Resi-dent Enrollment	Minutes Showing BOE Approval of OE Seats / Class Size & Property Value per Pupil Reviewed	BOE/CFO/Supt.
Contract Negotiations	BOE Involvement in PEA Contract Negotiations	BOE/Supt./CFO
BOE Policy & Review all Facility Plans	BOE Approval of Five Year Maintenance & 10 Year Facility Plan / BOE Approval of Safety Plan	BOE/Supt/CFO/DBG
Contract Approval	BOE Approval of Negotiated Agreements and Key Supplier Contracts	BOE/Supt./CFO
Internal Audit		
Review of Budget Activity	Minutes Showing Monthly Finance Committee & BOE Approval of Revenue/Expense Report & Check Register Revenues Exceed Expenses at End of Fiscal Year Fund Balance Annual Increase of $50,000	BOE/CFO/Supt.
Monthly BOE Review of Financial Activity	Minutes reflecting BOE & Finance Committee Approval of Check Register and Revenue & Expense Report	BOE/CFO/Supt.
External Audit		
BOE Policy	BOE Policy citing Annual Independent Audit BOE receives Audit Report annually / # Significant Findings	BOE/CFO/Supt.
Bond Rating	Sustained, A1 rating by Moody's / Standard & Poor's	BOE/CFO/Supt.
IRS Violations	# IRS Violations	BOE/CFO/Supt.
DPI & WI Ethics Code	# Violations	BOE/CFO/Supt.

approaches to identify, anticipate, minimize, and analyze regulatory, safety, accreditation, and legal responsibilities and risks. SAs identify risks and potential impact to the public concerning our programs, offerings and services *(Figure 1.2-2)*. A regular item on the meeting agenda for SAs and the BOE Policy Committee is the monitoring of regulatory, legal, safety, and accreditation requirements using identified standards and measures. Active participation in state organizations (WASDA, WASBO, SWSA, WASB) by BOE members and SLs allows for greater understanding of key statewide changes in requirements and agility in PSD response.

Processes have been established to learn of and respond to requirement breaches. A Complaint Officer is designated and employees are informed of this role and contact means and employees are encouraged to self-report breaches to SLs. The Superintendent makes certain that the ES and SWOT analysis conducted annually as part of the SPP keeps PSD focused upon possible adverse impacts to PSD programs, offerings, services, and operations. Satisfaction surveys, BOE meeting agenda time, and an open door/open call policy invite citizen concerns. SLs then address concerns in a systematic and proactive manner. A newly instituted complaint tracking system brings reports to the attention of the Superintendent and SAs for resolution. In a cycle of learning, this tracking system identified a parent concern regarding the use of *Facebook,* and resulted in a change of procedure for teacher use of this social networking tool. Trends are analyzed and, when necessary, improvement strategies are implemented. AC members review key elements of compliance as part of their meeting structure.

PSD meets all accreditation set forth in Wisconsin State Statutes and monitored by DPI, with no late filings or non-compliance findings from PSD. Recent DPI audits/reviews of our transportation routing, student immunization, special education program, food service program, and membership counts also support PSD's commitment to surpassing the set standard.

PSD is systematic in fostering a safe campus environment. PSD contracts with Environmental Management Consulting, Inc. to oversee compliance with state and federal mandated programs which ensure the health and safety for all users of our facilities. Food service management contracts with Taher, Inc. and transportation contracts with First Student stipulate compliance to all federal, State, and local regulations as a condition. The Safety Committee conducts monthly emergency drills to maintain a healthy and safe campus. This committee proactively plans for a potential crisis and has a comprehensive Crisis Response Plan in place. Parent, teacher, and student input is sought in yearly surveys concerning the safety of the campus and results are utilized to proactively respond. Our commitment to student safety prompts PSD to conduct many safety drills. PSD also exceeds the standard by conducting emergency response drills to practice AED and CPR use. Additionally, PSD undergoes regular inspections for fire safety, evacuation, and emergency response. A productive working relationship with the Pewaukee Police Department, Fire Department, and Waukesha County Emergency Management benefits the PSD community. PSD is looked to as a State leader for its commitment to emergency preparedness and crisis management.

1.2b(2) SLs deploy BOE policies, regulations and training programs to promote ethical behavior *(Figure 1.2-4)*. The HR Director monitors the deployment of ethical training and serves as the Complaint Officer to whom ethical violations are reported (pursuant to BOE policy). Promotion of ethical behavior begins with hiring. As part of the induction process, new employees receive training concerning PSD's high standards, requirements, and reporting processes. Employees receive BOE policies regarding ethical behavior, review them, and sign an affidavit of receipt. SLs monitor and the HR Director and Superintendent respond to breaches of ethical behavior as per contract and BOE policy.

Cycles of improvement are evident in how PSD enhances ethical responsibility. PSD's adoption of new measures such as RSDT, to pledge an ethical positive method of enforcement of the Athletics & Activities Code that students sign if they represent PHS as a student athlete or club member. PSD is nationally recognized as a forerunner in ethical use of this student drug prevention tool. Criminal background checks are now used for non-employees such as

Figure 1.2-4 Systematic Processes for Measuring Ethical Responsibility

Process/ Method	Requirements	Measure	Target/ Goal	Deploy- ment
Employees				
BOE Policy	BOE policies define ethical behavior & consequences; identify whom to contact	# policies / # breaches	28/0	BOE, AT
Contract Negotiations	Contracts define ethical behavior & consequences	# breaches	0	Supt., CFO
Hiring Process	Inform employees of requirements	% new employees receiving BOE polices	100%	Supt., DHR, AT
		% employees receiving handbook annually	100%	
Hiring Process	Hire employees with clean record	% checks conducted for new employees / # hired with felony convictions	100%/0	DHR
Hiring Process	DPI fully licensed teachers, administrators & aides	% licensed	100%	Supt., DHR
External Audit	Use district funds ethically	# significant findings	0	CFO
IRS Audits	Use district funds ethically	# IRS violations	0	CFO
BOE Policy	Workplace free of Harassment	# harassment complaints filed via BOE policy	0	Supt., DHR
Satisfaction Survey*	Perception of a safe Workplace	% employees citing PSD is a safe place to work	<85%	AC, PIC
Standardized Test Management	Reliable and valid student test data submitted to State;	# DPI violations	0	CAO, Prin
Personnel Process	Confidentiality for employ-ees/records	# sanctions due to HIPPA viola-tions	0	DHR
Students				
Student Handbooks	Communicate BOE ethical standards, consequences	% handbooks given to students annually	100%	Prin; BOE reviews
Merit Award	Positive Student Citizenship	increasing # per year	<65	PHS Prin
Suspensions Expulsions	Positive Student Citizenship	decreasing #/% per year	0 >2.5%	Prin
Student Drug Testing*	Positive Student Citizenship	% positive screens drug screens increasing # students tested	>4% <125	PHS P/AP
Satisfaction Survey	Perception of safe learning environment	% students responding school is safe	<85%	AC
		% students responding "PHS coaches, advisors, teachers, and administrators stress the importance of avoiding drug, alcohol and/or tobacco use"*	< 85%	PSD Prin
Acceptable Use Policy	Responsible Use of Technology	# students who had technology privileges suspended	Decreasing #	DOT
Parents, Stakeholders, Vendors				
BOE Induction	Pledge of ethics in boardsmanship	% new BOE members citing ethics pledge	100%	BOE
Volunteer Background Checks*	Safe learning environment; Verify volunteers have clean criminal record	% criminal background checks completed / % volunteers with felony conviction working with students	100%	DHR
Vendor Contracts	Contracts awarded following BOE policies	% contracts found to be awarded inappropriately	0	CFO, Supt. BOE

student teachers, volunteers and chaperones.

1.2c. Societal Responsibilities and Support of Key Communities

1.2c(1) PSD views caring for society as part of its core value of citizenship, and this propels us to model citizenship, be a steward of our environment, and a supporter of our community *(Figure 1.2-5 and 1.2-6).*

Citizenship is taught, role modeled, practiced, and proactively recognized by PSD. Our youngest PLE students learn citizenship in Guidance classes and receive BUG stickers when they are caught "Being Unusually Good". Our secondary students receive a Merit Award for demonstrating citizenship. This is a vital expression of our Values.

Our commitment to the environment is made actionable in the current SP which has a strategic objective of operating

more efficiently. Our unique campus setting is our most powerful tool in being a steward of our environment. By reducing the need to drive to meetings; facilitating recycling efforts; and maximizing bus routes, technology networks and equipment sharing, the all-campus setting allows PSD to maximize efficiency while saving valuable energy resources. SL's have deployed an energy management system integrated in the key work process areas of technology, facilities and operations, and PSD curriculum to deploy and integrate energy conservation strategies that promote a healthier environment *(Figure 1.2-5)*. These approaches have resulted in a conscious focus on increasing curricular opportunities for students to gain environmental awareness.

Extensive cycles of improvement are evident in PSD's deployment of environmental responsibility. While PSD has pursued *Focus on Energy* grants for some time, in 2009 SLs pursued larger projects to increase energy savings. A $600,000 state trust fund loan was pursued to purchase new boilers and HVAC units which are increasing energy efficiency and cost savings. Roughly 10% of this purchase was paid for with *Focus on Energy* grant dollars, a record for PSD. The Facilities and Operations CIR now measures therms, kilowatts and dollars saved per building on its dashboard. This focus on data-driven analysis resulted in SLs identifying a sharp spike in energy consumption. *1.2c(2)* PSD prioritizes strong community relations as evidenced by one of the five SP Priority Areas being Communication and Community Engagement. SLs serve the key communities identified as the City & Village of Pewaukee and Waukesha County *(Figure 1.2-6)*. Key communities were identified when citizenship became a key value in the PSD Mission statement in 2003-04 and continue to be our key area to support. Stakeholders and SLs working on this SP initiative felt that citizenship could best be realized close to home, since it allows for more direct student involvement. Thus, key communities were identified as Pewaukee and Waukesha County. Subsequently, PSD support is given more frequently to local organizations rather than global causes. Support of the key communities is varied and rich *(Figure 1.2-6)* with some local agencies contacting us for assistance and with SLs seeking avenues for service that match our Mission and values.

SLs are active participants in community and professional

Figure 1.2-5 PSD as a Steward of the Environment

Category	Commitment	Measure
Technology Be more efficient thereby reducing carbon footprint	Increase internal email/shared drive to reduce paper/copier use*	Increased use of shared drive
	Institute paperless Board packets to reduce paper/copier use*	Paper/copier reduction
	Institute automatic daily computer shut-off & use of flat screen monitors*	reduction of kilowatts used per day
Facilities & Operations Maintain facilities in a "green" manner thereby reducing carbon footprint * denotes cycle of learning	Maintain commitment to reduce energy usage*	decrease in therms/kilowatts consumed
	Replace paper/bags/cleaning supplies with "green" custodial supplies	# chemicals replaced
	Obtain Focus on Energy grants*	$ awarded
	Conduct air, water, and radon tests to ensure safe campus environment	No findings
	Recycle paper and aluminum on campus	# recycling bins on campus
	Reduce water use / Irrigate athletic fields so watering more efficient*	implement irrigation system
	Select architect and CM firm with LEED certification to pursue Facility Plan	LEED certification
	Dispose of chemicals in safe manner; compliance with MSDS Postings	# violations
Teaching & Learning Involve students in learning societal responsibilities	Environmental Education in BOE-approved curricula	BOE approved Science curric.with Env. Ed.
	Increase participation in middle & high school environmental clubs	# students participating at ACMS & PHS
	Student enrollment in AP Environmental Studies*	# students enrolled

organizations where they provide leadership, volunteer support, and expertise. Corporate citizenship was part of our SP in 2004 and now viewed as institutionalized. Involvement may be a principal facilitating the acquisition of student volunteers for a 2-hour community event or a SL making a commitment to serve a 3-year term on a community board. Principals facilitate school participation where the entire school or select students in Leadership Club, to raise funds for families in need or local organizations. Other SL serve by making donations to United Way and PSF. PSD provides facilities to the community free-of-charge or at a minimal cost. Many organizations are strengthened by this

Figure 1.2-6 PSD Support of Key Communities

Support	Purpose	Senior Leader Involvement
Pewaukee		
Chamber of Commerce Positively Pewaukee	Provide volunteers, leadership, and event support	Supt & AC volunteer; Ps facilitate student & employee volunteers
City Strategic Planning	Provide SP expertise	Supt. Serves as team member
Village & City Government	Work together to cut costs	Supt. & CFO meet 2xY
Pewaukee Rotary Club	Provide leadership, service	Supt. on Board; Served as President
Youth Sports Clubs, Boy Scouts & Girl Scouts	Provide leadership, service; make campus available for use	Many AT members volunteer; AAD provides facilities for use by Clubs
Pewaukee Library Board	Provide leadership & money assistance	Supt. donates; staff serve
Pewaukee Parks & Recreation Dept.	Make campus available for use; students provide service	Supt., CFO, AAD provides facilities for use; students build park structures
Pewaukee Food Pantry	Provide support & service	Principals coordinate fundraising in schools
Area Churches	Provide leadership, service	Many AT members volunteer
Waukesha County		
United Way	Provide financial support	AT participates; district participation
Pewaukee Scholarship Fund	Provide financial support	AT & BOE funds $1000 scholarships
County Superintendents	Provide leadership	Supt. facilitates meetings
Junior Achievement	Provide service & support	Supt. & CFO teach in program
Carroll, Cardinal Stritch, and Concordia Universities	Educate future leaders; Provide leadership	Supt. supervises Master's program on site; CAO, CFO, Principals teach in programs
American Red Cross, Heart Association, Blood Center	Provide service (CC-C)	Principals organize fundraising efforts in each school

commitment including Pewaukee Park and Recreation, Boy Scouts, Girl Scouts, and many youth sports clubs. Meetings are held with the civic leaders and with the superintendents in adjacent school districts to identify key issues and ascertain ways PSD could better communicate and serve the community. SLs also participate in and serve on the board of many professional organizations and state task forces as a way to serve our profession and develop as leaders.

2.0 Strategic Planning
2.1 Strategic Development
2.1a Strategy Development Process

2.1a(1) PSD organizes its strategic planning process (SPP) using a comprehensive multi-step process. *Figure 2.1-1* conveys the 11 steps of the SPP; *Figure 2.1-2* documents the key elements of the 2009-10 SP. PSD's commitment to SPP has created a culture of continuous improvement because the process guides us in setting LT direction (5 year) by creation of SP Goals supported by Continuous Improvement Plans (CIPs) that provide ST term direction (1-3 years) to accomplish SP Goals. PSD has deployed a SPP since 1992 and has seen continuous improvement by:

- Relying upon data to make decisions
- Providing a base from which progress against SP goals can be measured
- Developing a broader sense of ownership of the Mission, Vision and Values of the District.

Over the 18 years of SP implementation, SLs and the BOE have evaluated the SPP and made improvements. Both integration of the SPP and cycles of learning are deep: the publication of the SP in varying forms depending on the depth of information needed by audiences, adding QARs to better monitor SP action plan completion and increase our percentage of action plans realized, increasing the number of stakeholders involved in SP as well as broaden represented groups so that heightened breadth and diversity of input is gained, and adding the use of Baldrige criteria in our SPP. Innovation is also evident due to PSD's SPP *(Figure 7.6-2)*.

PSD deploys a systematic 11-step process for strategic planning *(Figure 2.1-1)*. There are 2 phases to the PSD SPP: Steps 1-5 of the SPP take place over the course of 2-3 evenings and a full weekend day and comprise the SP phase with involvement of many stakeholders. Steps 6-11 follow with AT members action planning to create CIPs to support the identified SP Goals identified in Steps 1-5. **Step 1** of the SPP begins when the SP Team comprised of 40-45 stakeholders gathers for its first SP work session. The Superintendent and AC members present a review of work accomplished on the existing SP with data supporting

Figure 2.1-1 Strategic Planning Process Steps

		PSD Strategic Planning Process & Timeline
Strategic Planning Process conducted with SLs and many Stakeholders	Step One	Review progress made on identified SP Goals and CIP Action Plans from previous year's SP **(February/March)**
	Step Two	Validation of PSD Mission, values and vision **(February/March)**
	Step Three	SWOT Analysis & Environmental Scan; Analysis of Strategic Challenges & Advantages; ID of Core Competencies **(February/March)**
	Step Four	Using Step 3 information, SP Team Members validate or revise SP Priority Areas for the upcoming year **(February/March)**
	Step Five	SP Team Members break into priority area teams to validate/refine SP Goals for each Strategic Priority Area **(February/March)**
Continuous Improvement Plan Phase completed by AT	Step Six	AT develops key indicators of goal attainment for the SP Goals; AT develops CIP strategic initiatives & measures to support SP Goals; Designs budget to support identified SP needs **(April)**
	Step Seven	Budget approved by BOE with SP initiatives in budget **(April)**
	Step Eight	AT works with BLTs & departments to support CIP strategic initiatives & create CIP Action Plans/Timelines **(June/July)**
	Step Nine	BOE Approval of SP and CIPs (August) SLs deploy SP & CIPS **(Start of School)**
	Step Ten	BOE and AC monitor, review and assesses progress against plan. (On-going) SLs identify CIP Action Plans needing more resources or extended time to accomplish **(January)**
	Step Eleven	SAs identify potential SP Team Members; SPP evaluated; SP SWOT & ES data for Steps 1-3 gathered **(January)**

progress against plan. This gives all SP Team Members, veteran or new, a framework for understanding our operational performance and a clearer picture of what work is still to be completed. It is also a celebration of the accomplishments that bring us closer to realizing our Mission. **Step 2** *(Figure 2.1-1 & Figure 2.1-2)* encompasses a review of the Mission, values, and vision which provide a foundation for all SP goals. As needed, commonly every 6-8 years, time is added to the SPP to validate the relevancy of Mission and core values. This validation of the Mission and values most recently occurred in 2004. *Figure 2.1-3* documents how the PSD Mission has evolved over time as part of this validation process. While wording of PSD Mission statements has evolved, the District has maintained a commitment to student achievement in each iteration. So that the SP team can better understand the broader evolving environment in which PSD operates and to better identify possible blind spots, both an Environmental Scan (ES) and SWOT Analysis *(Figure 2.1-1 & 2.1-2* are conducted in **Step 3***)*. The ES is conducted by the facilitator using information on market share, economic & societal trends, and competitive environment. Once this information is presented *(Figure 2.1-5)*, the group of stakeholders identifies strategic challenges, often using SP Priority Areas. Following this activity, the group identifies strategic advantages that PSD has that may address the identified challenges. In the SWOT, small breakout groups identify internal strengths & weaknesses and external threats and opportunities. Each small group then presents their SWOT and then the large group identifies patterns seen in all small group SWOT presentations. From this process, critical issues emerge as strategic challenges that are then addressed in subsequent SP steps. It is also through the repetition of this

process year after year that profound patterns emerge which serve to help us identify our strategic advantages and core competencies. As part of **Step 4** *(Figure 2.1-1 & Figure 1.1-2)* of the process, SP team members use information generated from Steps 1-3 to affirm or revise SP Priority Areas. The facilitator challenges the group to verify if the current priority areas will best address the work needing to be done to address the identified strategic challenges. Currently, there are 5 SP Priority Areas: Teaching & Learning, Workforce Engagement & Development, Communication & Community Engagement, Technology, and Facilities & Operations. Historically, SP Priority Areas have changed rarely, with some being in the SP since its inception in 1992. Curriculum, Instruction & Assessment, now entitled Teaching & Learning, and Technology have been in the SP every year since 1992. These SP Priority Areas are well-integrated in PSD operations guiding how we organize our key work processes and our organizational chart in PSD**.** The Facilities Priority Area, for example, has recently been placed back in the SP as a result of our ES which identified a growing resident population. The term "Operations" was added to this Priority Area to address economic efficiencies, thereby addressing a strategic challenge. Conversely, communication with our stakeholders has been a SP priority since 1995 although it is now re-titled Communication & Community Engagement to better convey the District's commitment to the 2-way relationship desired with our stakeholders. In **Step 5 (***Figure 2.1-1 & Figure 1.1-2***)**, SP Teams break into priority area sub-groups and update or validate the SP Goals for each identified Priority Area identified in Step 4. These SP Goals are our far-reaching LT goals taking approximately 5 years to attain. SLs serve as group leaders and relay progress against for each current SP Goal prior to each sub-group determining if the goal is still relevant. Prior to the conclusion of the SPP, the large SP Team gathers, and SP Goals are shared and validated or revised by the group. In a major cycle of refinement, **Step 6** *(Figure 2.1-1 & Figure 2.1-2)* begins a phase of action planning that is now led by AT members rather than the entire SP Team. This change was made as SLs realized that since the execution of the SP was organized by SLs, the plans to attain the SP Goals should be designed by the people that will be in charge of monitoring deployment. This also allows us to use our Baldrige framework more adeptly as we deploy our plans throughout our organization. This ownership was thought to increase the likelihood of the SP Action Plan completion rate, and this has been the result *(Figure 7.6-1)*. First, Key Indicators of SP Goal Attainment are created for each SP Goal; these measures serve as our tool to monitor SP progress. The AT is charged with creating the specific and detailed CIP strategic initiatives for each of the SP Goals. CIPs serve as the ST term direction for the upcoming year with a window of completion in 1-3 years (*Figure 2.1-1*). During this phase the AT uses meeting time to determine capacity and budgetary requirements. The CAO coordinates the development of integrated school CIPs for the SP Priority Area of Teaching and Learning. The 4 other SP Priority Area CIPs are developed by the SLs who manage that respective work process. **Step 7 *(Figure 2.1-1 & Figure 2.1-2)*** is BOE budget approval. SLs use the budget planning process to address SP initiatives in financial planning for the upcoming year. PSD uses the process proactively budgets to

Figure 2.1-2 PSD 2009-10 Strategic Plan Components

	Core Competency #1: Strategic Planning – A Systems Approach of Long-Term Planning	
Determined in Strategic Planning with Stakeholders	**Mission**	
	Through our unique all-campus setting, PSD will open the door to each child's future	
	Values *(The mission statement above continues with a statement that conveys our values)*	
	Our school community delivers an innovative and progressive education. We are: Passionate about academic excellence / Committed to fostering positive citizenship / Dedicated to inspiring all students to flourish	
	Vision	**SWOT Analysis & Environmental Scan**
	Our vision is to offer a world class education in which: All students will meet or exceed performance expectations on district assessments / All students will meet or exceed state performance expectations on WSAS tests / All students will be proficient in the use of technology / All students will demonstrate characteristics of good citizenship / All students are prepared to compete in a global environment in the 21st century	*Process by which we inform our SP & identify our* • *Strategic Challenges* • *Strategic Advantages* • *Core Competencies*
	Strategic Plan Priorities & Goals *(to identify long-term goals & key indicators of attainment for those LT goals)*	
	Teaching & Learning (TL)	PSD will provide a rigorous and relevant curriculum delivered by high quality educators who use innovative, research-based strategies to prepare students to compete in a global environment in the 21st century (LT)
	Workforce Engagement & Development (WE&D)	PSD will utilize best practices to hire, retain, engage, and develop a skilled and talented workforce that will enable the District to achieve its mission (LT)
	Communication & Community Engagement (C&CE)	PSD will communicate, engage, and develop partnerships with students, staff & citizens to help reach our mission of academic excellence and positive citizenship for all students (LT)
	Technology (T)	PSD will utilize technology to transform teaching and learning and to increase stakeholder engagement (LT)
	Facilities & Operations (FO)	PSD will provide safe, healthy, and efficiently operated schools to ensure the success of all students and accountability for our stakeholders (LT)

	Core Competency #2: Continuous Improvement Planning	
Determined by Administrative Team & Deployed to Stakeholders	**2009-10 Continuous Improvement Plans** *(to support accomplishment of SP Goals, CIP Goals are identified with shorter-term goals supporting advancement of the SP)*	
	Teaching & Learning	CIP #1: Guarantee a rigorous & relevant curriculum for all learners (2-3 ST) CIP #2: Enhance effectiveness and accountability of PLCs (1 ST) CIP#3: Design & implement a balanced assessment system to increase critical thinking (2-3 ST) CIP #4: Utilize research-based instructional & assessment strategies to enhance learning for all students (2-3 ST)
	Workforce Development & Engagement	CIP #1: Improve the measures utilized to effectively monitor the progress toward WE strategy and find innovative ways to communicate goal progress to stakeholders (1 ST) CIP#2: Utilize effective hiring processes to hire the best staff for the District and use proactive measures to retain our skilled and talented workforce (1 ST) CIP#3: Increase employee work engagement by building employee participation, satisfaction, communication & recognition (2-3 ST) CIP#4: Build effective professional development opportunities for all staff to increase the capability and capacity of our workforce (2-3 ST)
	Communication & Community Engagement	CIP#1: Improve internal communication with our employees (2-3 ST) CIP#2: Identify and enhance business, alumni, and community partnership opportunities (2-3 ST) CIP #3: Create a complaint resolution tracking system for internal and external use (1 ST)
	Technology	CIP#1: Enhance technology professional development so teaching and learning can be transformed (2-3 ST) CIP#2: Successfully implement the 1:1 initiative at Asa Clark Middle School (1 ST) CIP#3: Create and publish the Information & Technology Plan for the District (1 ST) CIP#4: Increase stakeholder engagement in the use of technology district-wide (1 ST)
	Facilities & Operations	CIP#1: Develop PSD campus to meet the needs of students now and in the future (2-3 ST) CIP#2: Ensure a safe learning and working environment for students, employees, and guests to PSD campus (2-3 ST) CIP#3: Enhance the wellness of students and PSD employees (2-3 ST) CIP#4: Manage PSD campus operations efficiently and effectively (2-3 ST)
	CIP Goal Action Plans *(to ensure completion of CIP Goals, Action Plans are created for all CIP Goals with steps, responsibilities & quarterly timelines)*	
	Quality Assurance Reports and Continuous Improvement Reports *(to monitor completion of CIP Action Plans, schools & SP Priority Area Teams submit Quarterly Assurance Reports (QARs); CIRs serve as our dashboards and, while updated more frequently, are submitted to the BOE annually)*	

make certain that the necessary funds are available for key SP plans. The BOE approves the preliminary budget in April. As part of the deployment of the SP, **Step 8 *(Figure 2.1-1 & Figure 2.1-2)*** has SLs working with their respective departments or school teams to develop CIP Action Plans. The CIP Action Plan is a process tool to ensure accomplishment of the CIP strategic initiatives by charting the Steps to Implement, Person/s Responsible, Resources Needed, Evidence of Attainment, and Action Plan Completion Date. A Timeline is then created that breaks the work up into academic quarters and the summer. This lends accountability to the process that is realized in **Step 9**. *Figure 2.1-4* documents how Action Plans have been refined over time and give evidence to continuous improvement in

Figure 2.1-3 - Evolution of PSD Mission Statement

Mission Statement	
1994	The Pewaukee School District, in partnership with its stakeholders, will provide for students a strong educational foundation which will enable them to be life-long learners and responsible citizens.
2002	The Pewaukee Public Schools, in partnership with the community, will provide students a strong educational foundation enabling them to be life long learners and responsible citizens.
2004-present	Through our unique all-school campus setting, the Pewaukee Public School District will open the door to each child's future. Our school community delivers an innovative and progressive education. _We are:_ • Passionate about academic excellence • Committed to fostering positive citizenship • Dedicated to inspiring all students to flourish

PSD. Technology Action Plans have evolved from a 1997 focus on obtaining technology equipment and staff to the current reality of technology as an integrated instruction tool. In **Step 9** *(Figure 2.1-1 & Figure 2.1-2)* the Board approves the SP & CIPs and with that the Communication/ Deployment Plan is put in motion. This occurs at the start of the school year. The Superintendent reinforces the Mission and conveys key elements of the SP in opening remarks at the Welcome Back Breakfast. The SP is printed in the annual report sent to all citizens and SP copies are given to all employees. Principals use initial faculty meetings to discuss SP Goals and begin work on the CIP Action Plans. Deployment encompasses the work of most employees. In a cycle of learning, **Step 10** *(Figure 2.1-1 & Figure 2.1-2)* has become more robust with increased monitoring of progress against plan. The BOE has traditionally had the Superintendent review SP progress quarterly at BOE meetings. Beginning in 2008, QARs are generated quarterly reporting of CIP accomplishment based on the timelines generated in Step 9 *(Figure 2.1-8)*. Additionally, progress is monitored at AT meetings where CIP Action Plans not meeting implementation timelines undergo PDSA to determine refinement in the next plan or change in allocation of resources are devoted to ensure accomplishment. In **Step 11** *(Figure 2.1-1 & Figure 1.1-2)*, the feedback loop begins. SLs analyze final progress on the SP and CIPs and determine what data will be needed for the next SP Update, ES and SWOT Analysis. The SPP is evaluated and members for the next SPP are solicited for participation in readiness for Step

1 of the process. Participation of a wide representation of stakeholders is proactively sought by SLs because it shapes a strategic direction responsive to stakeholder expectations and requirements. SP Team Members number between 40-45 and include Citizens, Community Leaders, Parents, Teachers, PTO Representatives, Union Representatives, Faculty, Students, Support Staff representing multiple employee groups, BOE Members, and AT Members.

2.1a(2) An ES and SWOT Analysis is conducted annually in Step 3 of the SPP *(Figure 2.1-1)*. The facilitator and Superintendent collaborate prior to beginning the SPP to gather relevant data to identify trends for presentation as the ES and SWOT begin *(Figure 2.1-5)*. As part of the ES, new regulatory changes, markets and competitive environment trends are identified as are technology; educational programs, offerings and services and changing student & community demographics. The ES and SWOT produces a rich list of ideas which is compared to SWOT/ES results from previous years for SP Team Members to identify emerging new ideas, possible risks, reoccurring patterns, and possible gaps. SWOT and ES results serve as the vehicle to determine strategic challenges, strategic advantages, core competencies, and SP Goals. Throughout the year, SLs also conduct SWOTs and ESs to respond to environmental changes. SWOTs and ESs keep PSD abreast of trends and increases agility in response.

2.1b   Strategic Objectives

2.1b(1) Strategic objectives, identified by PSD as "SP Goals," are our most important goals and are developed as part of the SPP and identified in *Figure 2.1-2.* For each of the 5 SP Priority Areas, a SP Goal is generated; these are our LT goals. After determining the goals, in Step Six of the SPP SLs identify Key Indicators of Goal Attainment for the 5 SP Goals. These SP Goals & Key Indicators are published in the PSD SP. To add accountability and aid in deployment, the person responsible for data collection, availability of trend data, benchmark, target & goal, and frequency of data reporting are written in the SP for each Key Indicator. *Figure 2.1-6* gives an example of the SP Goals & Key Indicators for the SP Priority Area of Workforce Development & Engagement. The Key Indicators for each of the 5 SP Goals are a part of the published SP and serve as the PSD dashboard, with results published annually, received by the Board in the form of CIRs and available on the PSD web site. Key Indicators for the other 4 priority areas of the SP are available on site.

2.1b(2) A strategic process aligns strategic challenges and strategic advantages to our strategic objectives, called SP Goals *(Figure 2.1-2)*. Strategic challenges and advantages emerge from the ES and SWOT during Step 3 of the SPP *(Figure 2.1-1).* The SP Team addresses these challenges & advantages by designing specific SP Goals to address them. PSD responds to trends identified in the ES and SWOT. For example, Workforce

Figure 2.1-4 Evolution of Technology Strategic Plan Goals & Corresponding Action Plans

Strategy Area: Technology		
Year	Strategic Plan Goal	*Excerpted* Action Plan
1997	Pewaukee Public Schools will integrate technology into instruction.	Create and staff a district-wide technology support department such that we will maximize the potential of our technology investment.
1999	Pewaukee Public Schools will integrate technology into instruction.	Explore the implications of a district-wide classroom set-up with five multimedia computers and one color printer per room.
2001	Pewaukee Public Schools will integrate technology into all aspects of the District.	Create, implement, and assess a Comprehensive Technology Plan to define and design our technology needs as they relate to improved instruction and student learning.
2006	Pewaukee Public Schools will utilize technology and information resources to improve our ability to educate, communicate, and access information.	Provide remote access to network files for students Implement on-line registration Create plan for wireless solution at PHS.
2008	Pewaukee Public Schools will utilize technology and information resources to transform teaching and learning, enhance communication and provide access to information	Develop and implement an instructional implementation plan to support full classroom integration of the 1:1 laptop initiative at the middle school

Figure 2.1-5 Information Analysis for SP

Key strategic factor for future success	Data/information source/collection method	Use in SPP
Student and other stakeholder needs, expectations, preferences	Satisfaction & Community Surveys; Focus Groups; Standards	Update on Progress / SWOT
Educational programs, offerings and services	DPI; CRDP; PDSA; ASCD; Conferences	ES/ Teaching & Learning
Changes in student and community demographics	WINNS; Standard & Poor's PPF; APL	ES / SWOT
Competitive environment and capabilities	PPF; WINNS; School Facts; OE Data	ES / SWOT
Technological, key innovations or changes (including rate of innovation/change)	ISTE Standards; Graduate Classes; Conferences; Professional Literature	Technology Priority Sub-Group
Human and other resource needs	Staffing Comparisons; MRA; BLS; DOL; School Facts	SWOT/CIP Workforce Priority Area
Opportunities to redirect resources to priority products/ services or operations	PSD SP & CIP; Budget & Staff Plan; WASB; WASBO; NSBA	CIP Budget Plan
Financial/societal risks	SWSA; WASB; State Budget; WINNS;NSBA	ES /SWOT
Regulatory and other risks including shifts	WASB; NSBA; AASA	ES / SWOT
Changes in national/global Economy	NSBA; AASA; Professional Literature; Media	ES / SWOT
Long-term organizational sustainability	PSD Financial Trends State Budget; Local Tax	Goal Setting / CIP
Organizational continuity in emergencies	PSD Safety Plan NIMS, Conferences	Facilities Priority Sub-Group
Ability to execute the SP	PSD Action Plan Completion Trend Data; OARs, CIR Development	CIP / Monitoring

Engagement & Development was added in 2009 to address a newly identified strategic challenge concerning the increasing number of employee retirements and the resulting need to transfer institutional knowledge. The ES process has undergone a cycle of refinement with the addition of the Baldrige framework to guide the ES, now using terms such as "sustainability," "community engagement," and "market share trends" in our ES.

Figure 2.1-6 Sample Excerpt SP Goals & Key Indicators for Goal Attainment

Workforce Development & Engagement: PSD will utilize best practices to hire, retain, engage and develop a skilled and talented workforce that will enable the District to achieve its Mission.					
Key Indicators of Goal Attainment (Excerpt)					
Key Indicators of Goal Attainment	Person Responsible	Trend Data	Bench-mark	Goal & Target	Frequency of Data Reporting
% Teacher/ Employee Retention	Director of HR	5+ Years	National Data	>90% Teachers >75% Employees 2009: 72% 2010: 88%	Annual
% Teacher/ Employee Turnover	Director of HR	5+ Years	National Data	<10% Teachers <25% Employees 2009: 72%;2010: 73%	Annual
% Teachers Highly Qualified / DPI Certified	Director of HR	5+ Years	National Data	100% 2009: 100% 2010: 100%	Annual
% Employees Indicating Positive Job Satisfaction	Director of HR	1 Year	National Data	>85% 2009: 75% 2010: 80%	Annual
Student to Staff Ratio	Director of HR	5+ Years	National Data	>9.2% 2009: 7% 2010: 8%	Annual

Opportunities for innovation in programs, offerings and services are addressed in the Teaching & Learning and Technology Action Plans with many new programs emanating from the strategic challenges being identified. For example, in 2009 an innovative 1:1 student computer laptop program began from a SP Goal.

Core competencies emerge in the SPP as strategic advantages identified by SP Team year after year. Having conducted an ES/SWOT annually for 18 years, patterns become evident. The SP Team now identifies these as core competencies. The culture of continuous improvement and a systems approach are embedded in our SPP.

The ES and SWOT are the processes used to identify ST and LT challenges and opportunities. The process has the SP Team calibrating the severity of the strategic challenges and new needs identified. If the need or challenge is determined to be one requiring increased action, then it is addressed in the SP Goal, sometimes by amending the Goal itself or by adding a new priority area. For example, as enrollment increased, Facilities & Operations was re-inserted to the SP after an 8 year absence. In another cycle of learning, the Teaching & Learning goal was amended to reflect the need for students to possess 21st century skills. Both of these changes were made in Step 3 of the SPP in response to a changing environment identified in the ES. PSD balances the needs of all students and key stakeholders by attaining wide representation on the SP Team as discussed in Step 11 *(Figure 2.1-1)*.

2.2 Strategy Deployment
2.2a. Action Plan Development and Deployment
2.2a(1) PSD is strategic in SP deployment using a structured process to optimize operational performance. LT & ST action plans are systematically identified in *Figure 2.1-2* as CIPs (excerpted sample in *Figure 2.1-8*). Where broader LT SP Goals may be worked on for 5+ years, SLs design measurable CIPs to be realized in 1-3 years. Upon determination of the SP Goals in Step Five of the SPP, SLs work in AT meetings to identify actionable plans to support the SP Goals. Key planned changes for the current SP are listed in *Figure 2.1-7*. SAs create this list in review of our LT SP Goals and ES information. This process guides our capacity and budgetary decisions.

2.2a(2) To deploy the SP, PSD develops CIP Action Plans in Step 8 of the SPP (*Figure 2.1-1*). The AT drafts the CIP Action Plans to meet both ST and LT goals. These plans become the "Do List" of what is to be realized in the upcoming year or 2-3 years. Accountability is gained by publishing CIP Action Plans that chart the steps to implement, person responsible for implementation, timeline, needed resources, evidence of attainment to accomplish each action plan (*Figure 2.1-8*). The identification of timeframes for completion allows us to better deploy the SP. This systematic process make our CIPs actionable. A sample of the CIP Action Plan for Workforce Development & Engagement CIP#2 is given in *Figure 2.1-8.* PSD creates

Figure 2.1-7 Key Planned Changes 2009-2010

SP Strategic Priority	Key Changes
Teaching & Learning	Math Curriculum & Early Literacy Implementation/Expansion; 21st Century Skills; College Readiness Initiative
Communication & Community Engagement	Increased use of web site; Business & Community Partnership Plan
Workforce Development & Engagement	Summer Hiring; WECAN Expansion; Diversity Identification; Mentoring/PDP
Technology	Technology Plan Creation; 1:1 & Mimio Expansion; Increased Learning Tool Focus
Facilities & Operations	Possible Campus Expansion; Crisis Response Plan; Energy Savings Plan; Purchasing Manual; Increased Technology Use
Other Planned Changes	
Students	Growing resident enrollment (at K-3 level)
Market	Need to monitor OE #s; growing #s entering from Private Schools at multiple grade levels

Action Plans for each CIP Goals identified in *Figure 2.1-2* in Step 8 of the SPP *(Figure 2.1-2)*. Detailed CIP Action Plans for all CIPs are available on site. Once the AT creates and grids these action plans, principals work with their PLCs to deploy the Teaching & Learning plans. Professional development time throughout the school year is used to accomplish these plans at the school level. Similarly, the non-academic areas of the SP work with their departments to achieve the CIP Action Plans. Deployment is monitored through the submission of quarterly quality assurance reports (QARs) submitted to the Superintendent and the use of dashboards on our web.

2.2a(3) SLs ensure that financial and other resources are available to support the accomplishment of action plans through the use of a three part process in Step Seven of the SPP *(Figure 2.1-1)*. PSD ensures that financial and other resources are available through the budgeting process. Budget planning after the first phase of the SPP occurs and ensures adequate funding to meet current obligations. PSD deploys a systematic budget development process where plans drive the budget and action, not the reverse. (1) During the CIP Action Planning process, financial, human resource, and capital/equipment needs are identified. (2) During the creation of Action Plans, the AT prioritizes its resources to address Action Plans and identifies the risks associated in the plan. (3) Once the budget and SP is BOE-adopted, the SLs may recommend that resources be reallocated, if necessary, to meet Action Plan completion. These decisions occur after discussion at the AT level, with SA recommendation.

2.2a(4) When it is necessary to deploy modified action plans the first step is for SAs to meet and create a revised Action Plan that is taken to the AC for review. The PDSA cycle is utilized: What needs to be addressed? (P) What is the best plan to address this? (D) What needs to be done to make it happen? Following implementation, the revised Action Plans are reviewed to determine if the revised Action Plan worked and should be continued (S/A).

As an example, in November 2009 PSD presented a referendum to the community to fund the facilities outlined in the 10 Year Campus Improvement Plan. This was defeated by a 54%/46% margin. A PDSA cycle ensued. It resulted in revised action plans in the Facilities & Operations area of the SP. Similar revision was seen in the Communication & Community Engagement action plan which now called for a new CP to obtain information from voters regarding the rationale for why they voted the way they did. As further example, in 2009 PSD received ARRA funds and quickly deployed new action plans to spend these stimulus dollars in a way SAs felt would positively impact student learning. In this instance, a PDSA produced a new Early Literacy Action Plan that was created to respond to an identified need for improved assessment at these key early learning levels. Similarly, PSD uses a Five Year Capital Projects Plan, but if needed, this plan is modified to address emergency repairs or replacements that would offer cost savings to the District. The BOE encourages leaders to be agile and responsive in decision-making if the intent maximizes student learning or responds to health and safety concerns.

2.2a(5) PSD key leaders recognize that the faculty and staff working with students must be of the highest quality as student achievement is directly impacted by the quality of the people who interact with them. Thus, the hiring of top professionals is vital to PSD. In a cycle of improvement, PSD has added Workforce Development and Engagement as a priority area of the SP and created HR objectives to address hiring, retention, engagement, and development.

PSD is systematic in assessing workforce needs for accomplishing our LT SP Goals and ST CIP Action Plans. The CIP Action Plans list professional development as a "Resource Needed." SLs review the Action Plans and create an HR Plan *(Figure 2.2-1)*. This is a two-step process beginning with the creation of a staffing plan. The staffing plan integrates staffing into the budgeting process so the budget addresses identified staffing needs to support the SP and Action Plans, considering the impact on the current

Figure 2.1-8 Excerpted Sample of a CIP Action Plan for Workforce Development & Engagement CIP #2 on Hiring

CIP Goal #2: Utilize effective hiring processes to hire the best staff for the District and use proactive measures to retain its skilled and talented workforce				
Excerpted CIP Action Plan for Workforce Development & Engagement CIP #2 on Hiring				
Steps to Implement	**Person(s) Responsible**	**Resources Needed**	**Evidence of Attainment**	**Completion Date**
Conduct 30 day and 90 interviews for all staff hired	Process Implemented by Director of Human Resources All Supervisors/Managers/ Administrators Interview	Shared drive database for interviews with common questions	All interviews completed and logged on shared drive	January 2010
Improve and structure process of summer staff hiring	Summer School Principal Summer School Secretary Director of Human Resources	Process identified Problems identified Solutions identified	Hiring process documented and implemented for all summer school hires	June 2010
Implement WECAN Support Services online posting	Director of Human Resources Assistant Superintendent	Financial approval for additional cost of service	Service approved, Contract signed Support Services posting implemented	February 2010
Investigate formal mentoring programs for all employee groups	Director of Human Resources Department Managers/ Supervisors	Financial costs as specified by union contract	Formal mentoring program set up and process defined	September 2010

Figure 2.2-1 Human Resource Action Plans Based on SP Initiatives

SP Priority Area	Action Plan	HR Training & Development	Indicator Measure	Person Responsible
Teaching & Learning	CIP # 1: Curriculum	Faculty Prof. Dev. September/PLC Time	Published Power Standards	CAO Principals
	CIP # 1: Curriculum	Early Literacy	K-3 Running Records	CAO Principals
	CIP #2: PLCs	Weekly PLC Time	PLC Minutes PLC Manual	CAO Principals
	CIP #3: Critical Thinking	Faculty Prof. Dev. October/PLC Time	Assessment Review/ CWT Data	CAO Principals
	CIP #4: Non-Fiction Writing	Faculty Prof. Dev. February /PLC Time	Assessment Review/CWT Data	CAO Principals
Workforce Development	CIP #4: Professional Development	Induction/Mentoring New Employee Training	Induction Reviews 30- & 90 Day Interview Info.	DHR, SLs
Communication & Community Engagement	CIP # 3: Complaint Tracking	Prof. Development on new system	Complaint Tracking Form Entries	DHR, Supt.
Technology	CIP #1: Professional Dev.	Prof. Development as identified	IT Dashboard	DIT
	CIP #2: 1:1	Prof. Development Time	IT Dashboard	DIT, ACMS Principal & AP

staffing plan and potential changes to capability and capacity needs described in 5.2a(1). Historically, PSD has addressed the potential workforce impact when workforce needs are identified in the SP; the Public Information Coordinator, IT Director and CAO are all PSD positions that first emerged as SP action plans and then were realized with staffing hires. In addition to reviewing workforce capacity, SLs determine training needs by assessing workforce capability. *Figure 2.2-1* identifies the key training needs identified for faculty and staff using the 2009 SP. AC members review needed staff development requirements for teachers called for in the SP and then schedule the needed training on identified teacher staff development days throughout the school year. Training for the non-teaching staff is conducted during the work day and is scheduled throughout the year.

2.2a(6) PSD ensures that its overall action plan measurement system reinforces organizational alignment by instituting a process for identifying, monitoring and evaluating performance on key indictors *(Figure 2.2-2)*. Progress on action plan deployment can be easily tracked because measures are identified for the purpose of tracking performance against plan. PSD ensures that its measurement system covers all key SP Priority Areas, student segments and stakeholders by addressing it in Step Six of the SPP *(Figure 2.1-1)*. All of the 5 Priority Areas of the SP have identified Key Indicators of Goal Attainment which are measures that are monitored by SLs via CIRs. A sample of these indicators is given in *Figure 2.1-6*. To further ensure deployment, each of the CIP Action Plans is assigned a SL who is ultimately responsible for monitoring progress and CIP goal attainment. In a cycle of refinement, these identified SLs use QARs to measure and track CIP Action Plan progress in achieving CIP Action Plan Goals, submitting QARs to the Superintendent quarterly. This systematic process of measuring SP and CIP key performance measures ensures progress toward identified organizational goals. The Superintendent reviews QARs with SAs and the AT. The BOE reviews CIRs annually. The Superintendent holds SLs responsible who, in turn, hold employees responsible for achievement of these strategically identified key measures. The PES for administrators

establishes goal attainment as part of job performance evaluation.

2.2   Performance Projection

2.2b SLs determine performance projections when the Key Indicators of Goal Attainment are created. The process outlined in Step Six of the SPP in *Figure 2.1-1* is further delineated in *Figure 2.2-3*. These indicators serve as our measures, our dashboard. Sample goals and shorter term targets are in *Figure 2.1-6* using the Workforce Development & Engagement SP Goals. All 5 SP Priority Areas have Key Indicators of Goal Attainment with performance projection goals and targets. The process of and reviewing performance projections, using benchmarks, reviewing PSD trend data to see patterns of past performance is designed to identify gaps that will be addressed in the upcoming SP. In a cycle of refinement, beginning in 2009 most key indicators have more rigorous benchmarks. PSD is becoming more strategic in selecting benchmarks that offer us more growth opportunity. We now analyze some results, when deemed appropriate, using new benchmarks such as school districts in our state with similar enrollment size. PSD uses gaps in performance against our competitors or comparable organizations as a motivator to improve. We compare ourselves to organizations that are performing at a higher level, where they can be found. Identifying performance gaps is vital, knowing that if we choose only the safest benchmarking comparables, we will not grow. Improvement is our aim, and the benchmarking process offers us rich data for this purpose. This year, for example, since PSD exceeds state averages on all measures of standardized student achievement, the CAO sought out benchmarks in our state where we could see increased growth opportunity. These comparables have been termed "world class" comparisons and can be seen in Section 7.1.

Figure 2.2-2—Key Indicators of SP Goal Attainment

Objective	Measures	Category 7 Reference
Teaching & Learning	WKCE Performance in Math & Reading; Advanced Placement Scores; ACT Scores; Student Technology Proficiency; Graduation Completion Rate; District Benchmark Assessments; Course Failures	Section 7.1
Workforce Development & Engagement	Employee Satisfaction; Performance Appraisal Completion; Staff Longevity; Staff with Advanced Degrees; Staff Turnover & Retention; Student to Staff Ratio Applications Received; Teacher Insight Scores; Teacher Technology Proficiency	Section 7.4
Communication & Community Engagement	Student & Parent Satisfaction; Truancy, Dropout & Attendance Rates; Extra-curricular Offerings; OE History; Grading of PSD by Community; Alumni Perceptions; Graduation Completion Rate	Sections 7.2 & 7.3
Technology	Technology Proficiency; Operational Efficiency; Service Satisfaction	Section 7.5
Facilities & Operations	Fund Balance Growth; Budgetary Performance; Equalized Tax Rate; Per Pupil Expenses; Enrollment Trend Data; Market Share; OE History; Safety; Efficiency	Section 7.3

Figure 2.2-3 Detail of Step Six Processes of the SPP

AT reviews performance projections for the Key Indicators of Goal Attainment for the 5 SP Goals
Trend data is then analyzed to determine past performance results against action plan measures
Performance gaps are identified by reviewing competitors or comparable organizations using benchmark data
Determine performance goals against action plan measures
Determine key performance projections against action plan measures
Determine appropriate benchmarks to be assessed against action plan measures
Data collected during the school year to be assessed against the goals, targets and goals set in current CIP
Data and performance results from CIPs are compiled for next year's SPP

3.0 Customer Focus
3.1 Customer Engagement
3.1.a Educational Programs, Offerings and Service and Student & Stakeholder Support

3.1a(1) PSD uses systematic processes to engage its students and stakeholders to enable its LT market success. These processes help PSD build a student/stakeholder focused culture in keeping with our Mission. Building a student/ stakeholder focused culture involves systematically listening and engaging key stakeholder groups for the purpose of improvement and innovation. Relationship building & engagement with these segmented groups is a strategic process outlined in the Communication Plan (CP). While systematic, the SP is also fluid as identified requirements of student/stakeholder groups change over time; PSD responds to this in the CP (*Figure P-3*).

The Curriculum Renewal & Design Process (CRDP) is the systematic process used to identify and innovate PSD educational programs, offerings and services in a five year cycle (*Figure 3.1-2*). To aid integration, each subject area curriculum committee is formed with teacher representation from all schools. The multi-step PDSA process *(Figure 3.1-1)* begins with thorough plus/delta analysis of the current PSD curriculum and student achievement in that program area. As part of the CRDP, curriculum committee members also review current research & theory, visit and benchmark with schools having recognized quality programs, and contact higher-education institutions in the surrounding area to align PSD course revisions with post-secondary requirements. To further aid in integration, relevant technology is reviewed by committee as part of the CRDP process. State and national standards are reviewed to be certain all key requirements are met in curricular revision prior to writing/revising PSD curriculum and assessments. The CRDP also revises and designs classroom assessments to be used in conjunction with instruction.

Key in identifying needed changes in educational programs, offerings, or services is input from students and other stakeholders. The needs of students/stakeholders are sought in the initial stages of the CRDP process using curriculum surveys and focus groups. Input is also gained from annual student and parent satisfaction & input surveys, alumni surveys, citizen surveys, engagement with parents and students through advisory/focus groups. Step 3 (*Figure 3.1-1)* includes surveys as a tool PSD has used for 10 years to determine if student/stakeholder requirements are met or exceeded. The use of benchmarks helps determine if PSD exceeded expectations.

Cycles of learning are evident in process improvements to the CRDP with the goal of expanding relationships and attaining input from more stakeholders in increasingly systematic ways. Increased parent input is now systematically sought as part of the curricular review process. Recent input was attained via an online survey regarding parent perception of the current math and TAG program, and a parent materials review night was recently held for parents to view math curricular resources prior to our piloting them. Similarly, to better respond to student curricular needs and desires, student input regarding perceptions of current curriculum and desired curricular additions are sought via survey and focus group as part of the CRDP. To further aid in integration and knowledge sharing, PSD uses Build Your Own Curriculum, (BYOC) a technology-based curricular development system designed to make PSD curriculum transparent to all stakeholders, increase efficiency & knowledge sharing using technology, and easily benchmark nation-wide with other schools.

Curricular innovation is evident throughout PSD. Innovating programs that attract new students to programs and offerings is attained by responding to ES trends and parent/student input. PSD recently added new courses in the health careers area responding to job trend data identified in a SPP ES. PSD students enrolling in Introduction to Health and Medical Terminology may now seek college credit for these courses via WCTC. Student surveys indicated a desire for more advanced placement (AP) classes. PSD responded by adding many AP classes on-site and began a relationship with Northwestern University's Learning Links Program. PSD's smaller size makes it challenging to offer a breadth of advanced courses. This unique partnership has expanded opportunities in computer programming and AP coursework.

3.1a(2) PSD has identified and supports students/ stakeholders through a variety of support mechanisms (*Figure 3.1-3)*. Each school's orientation program, guidance program and conferences provide students/stakeholders with pertinent support information about educational programs, offerings, and services. Communication, a longstanding SP priority area, is viewed as a vital PSD process for providing information to students/stakeholders; it identifies key mechanisms for 1 and 2 way communication *(Figures 1.1–3 and 1.1-5)*. Extensive print information as well as interactive means are used to introduce student/stakeholder groups to what is available for them in PSD. Students/stakeholders are informed of changes, achievements, needs, and programs in PSD through the web site, *Perspective*, the media and the annual report. Press releases are routinely sent to media outlets so newspapers regularly showcase the academic & citizenship achievements of PSD students. Collaborators &

Figure 3.1-1 – Systematic CRDP Using PDSA

Step	Input (P)
1	Stakeholder requirements attained & reviewed; Needs for new program, offering, service identified
Key Process Steps (D)	
2	Survey stakeholders & visit/research competitors for comparable programs, offering or services
3	Gap analysis of data & review of relevant research
4	Recommendations for improvement
5	Develop innovation
Output (S)	
6	Innovative initiative implemented
Continuous Improvement Cycle (A)	
7	Evaluate program, offering or service

Figure 3.1-2 Excerpted Curriculum and Assessment Review Cycle

Year & Task	Evaluation, Investigation, Instruction	Curriculum Development	Implementation
	Essential skills alignment Challenging academic rigor Best practice research Quality assessment components Writing across the curriculum Technology integration	Programming options Curriculum writing Assessment development Materials review & selection Technology needs Board of Education - March	Curriculum Assessments Materials Technology
2009-10	Math Music* Library/Media*	Social Studies Tech Ed* Talented & Gifted*	Foreign Language Art*
2010-11	Language Arts: Writing Phy Ed/Health* Guidance*	Math Music* Library/Media*	Social Studies Tech Ed* Talented & Gifted*
2011-12	Language Arts: Reading Family/Consumer Ed* Title I*	Language Arts: Writing Phy Ed/Health* Guidance*	Math Music* Library/Media*

partners lend support to PSD programs and extra-curricular offerings. Key support mechanisms are identified in *Figure 3.1-3.* SLs use AT meetings to debrief after school support events to determine effectiveness of these key mechanisms.

The POI *(Figure 6.2-1)* is our key tool to deploy needed learning interventions for identified segmented groups and students identified as needing academic assistance. The process for determining student use of intervention services

Figure 3.1-3 Key Support Mechanisms

Student/Stakeholder	SO	CON	INT	GUI	COM
Students	x	x	x	x	x
Parents	x	x		x	x
Alumni					x
Community					x

Key: SO=School Orientation; CON=Conferences; INT=Interventions; GUI=Guidance; COM=communications

to provide academic, social and emotional support is shown in *Figure 3.1-4.* Individual student achievement data is the primary tool used to determine needed interventions. In a cycle of learning, a PHS peer tutoring program, *Pirate Tutoring*, in its second year of existence, targets students who request tutoring on their own and those required to receive tutoring. 3 or more failing grades places a student in this mandatory POI program as they are targeted for level 2 intervention. This is one example; extensive intervention programs are available at all schools for many segmented groups. We track academic achievement, attendance, drop out, and truancy data, and benchmark results to determine the success of these interventions *(Figures 7.1-1 to 7.1-14)*. To respond to the need for better placement data for interventions at the elementary level, PLE responded with a unique data wall that tracks the performance and intervention success of each student, a comprehensive PDSA in the classroom tool.

3.1a(3) Student/stakeholder listening and learning methods are kept current with educational needs and directions and

Figure 3.1-4 Use of Intervention Support Mechanisms

Step	Input (P)
1	Determining support mechanisms deployment
	Key Process Steps (D)
2	Student achievement data analyzed
3	Comparison with expected benchmarks
4	Communication w/parent about progress
5	Pupil consultation team to determine interventions
6	Students/stakeholders agree to support plan
	Output (S)
7	Student/stakeholders receive needed support services
	Continuous Improvement Cycle (A)
8	Monitor progress to determine intervention success

changes in the educational community through ESs conducted as part of the SPP and the CRDP. In addition, each department or building does a PDSA with their annual CIP plans. A QAR is compiled to ensure progress or need for adjustment.

3.1b   Building a Student and Stakeholder Culture

3.1b(1) PSD believes that school systems best function as PLCs where collaboration guides improvement of student learning. This integration begins with the SPP in which students/stakeholder representation helps establish the direction the District will take. This systematically drills down into CIPs developed by each school and SP Priority Area department. Individual staff members then develop their own goals as a part of the PES that support the CIPs.

PSD creates a culture of customer engagement by identifying, collaborating and communicating with its stakeholders. *Figure 3.1-5* represents a listing of key stakeholders and the various mechanisms that support their engagement. Each principal meets with a PAG in order to establish a 2-way feedback system aimed at adding to our continuous improvement. In addition, parents are encouraged to become PSD collaborators through groups such as the PTO and BC.

A CP guides our work in this key SP area. It is our process to strategically inform segmented groups of stakeholders as a

Figure 3.1-5 Stakeholder Engagement Methods

Student/Stakeholder	PAG	PTO	BC	FOFA	VP	COM	PD
4K-3rd	x	x			x	x	
4th-6th	x	x			x	x	
7th & 8th	x	x			x	x	
9th-12th	x		x	x	x	x	
Parents	x	x	x	x	x	x	
Alumni					x	x	
Community			x	x	x		
Staff Members	x			x	x	x	x

Key for stakeholder support mechanisms: PAG=Parent Advisory Group, PTO=Parent Teacher Organization, BC=Booster Club, FOFA=Friends of the Fine Arts, VP=Volunteer Programs (student and community), COM=Communications, PD=Professional Development

method to further engage them. All stakeholders have access to the District web site and receive the award-winning District newsletter, *Perspective,* 3 times a year. In addition, each school provides newsletters directly to their parents as well as providing full access to their respective web sites. Alumni receive targeted communication. In a cycle of refinement and in recognition of the efficiency fostered by creative use of technology, PSD has also implemented School Messenger which allows phone messages & emails to be expediently delivered to all parents and employees as a reminder of school activities or to relay school closures. Similarly, Family Access (FA) provides real time online access to student grades, finances, and disciplinary activity. These targeted methods respond to member requirements.

PSD develops its workforce through a systematic professional development process. The SPP primarily determines the needed professional development and it is provided by our PDP. Each school integrates a BLT and at

the District level, the AT attends meetings and retreats which allow opportunities for book studies to integrate the cycle of learning for staff. In addition, grade level teams and curricular departments are also organized as collaborative groups aimed at engaging staff members and developing consistent best instructional practices. PSD has offered a variety of graduate classes on site and, via contracts, a reimbursement plan to encourage graduate study by staff members. The District has also established a new teacher induction/mentoring program to inform incoming staff members of school and District expectations. PSD has a PES for all employees; for teachers, a key PES component measures student engagement in the education process.

3.1b(2) PSD uses a variety of methods to sustain and strengthen relationships with current collaborators, partners, and stakeholders while developing future relationships. The SPP is the venue for which stakeholder expectations are set. **Figure 3.1-5** illustrates the various methods by which PSD manages these relations and the nature of the relations. In addition to the partners and collaborators identified in the OP, we nurture relationships with many internal and external groups such as Student Councils, many local youth sporting clubs, and our SP Team. To build strong relationships with current and future stakeholders, SLs and employees take an active role in many community organizations such as the Pewaukee Rotary Club, Kiwanis, Chamber of Commerce, PSF, Junior Achievement, Library, and numerous youth sporting clubs. A new BOE policy encourages community support groups and partnerships to benefit PSD students.

Our CP strategically deploys specially designed relationship management strategies designed for segmented stakeholder groups yet recognizes that all relationships are built with 2-way communication. Overall we seek to build relationships with stakeholders by developing a positive image of PSD with frequent communication of District information and features of student citizenship and achievement. Key sources of this information are school publications, *Perspective* newsletters, an annual report, principal newsletters, the District calendar, and news articles resulting from press releases. We exceed expectations with our high quality communication pieces as recognized by NSPRA. Engagement has strengthened over the past 5 years with our use of technology to increase the overall number of stakeholders and stakeholder groups receiving PSD information. In addition to placing more information on our web site, our CP segments stakeholder groups for targeted communication engagement. For example, senior citizens receive regular email notifications of PSD events, reduced entrance fees to PSD events, and specific invitations to volunteer or take technology classes led by our students. Recently alumni began to receive PSD updates electronically. Our CP further engages stakeholders and exceeds expectations by employing numerous tools to obtain stakeholder input. End-of-year satisfaction surveys have been in place in PSD schools for ten years and are used in conjunction with alumni surveys, a community survey, a new employee satisfaction survey, and focus groups to encourage engagement. PSD also monitors OE and resident enrollment trends and conducts exit surveys to better meet stakeholder expectations. Relationships with parents and volunteers begin with in-person contact at the schools. We make it a priority to exceed expectations in the high quality personal

relationships we hold with our stakeholders. It is in building personal relationships where our Mission is best role modeled and engagement is best realized.

To acquire new students, PSD relies upon the CP to inform citizens of the quality education offered in PSD. We work proactively with realtors and prospective OE families to provide information packets, a specially designed DVD, and individualized tours for those families residing outside the school boundaries to learn more about PSD.

PSD recognizes that different stakeholders have varying expectations for engagement. Surveys have identified that community members desire information about students, school programs, funding, and events, while alumni want connection with PSD people, past and present. Parents, however, desire a more active role in the education of PSD students. Parents receive specialized orientations as students progress from school to school as well as FA, school newsletters, and numerous parent conference opportunities. The District tracks the level of stakeholder volunteer hours and the level of community & business connections that take place in the District as a means of illustrating supportive relations with these stakeholders **(Figure 7.2-10).** On a yearly basis our school community participates in annual fundraising events. The dollars raised for our key communities and volunteer hours are some of the measures used to gauge and goal set our relations with families.

3.1b(3) The SPP establishes an ongoing student/stakeholder focused culture. SPP is the primary source for integrating stakeholder/student input with organizational needs and direction. **Figure 3.1-6** illustrates the SP driven relationship management methods used to create and build a student/ stakeholder relationship. To keep current, SLs survey stakeholders about their communication preferences. In response, technology is used more adeptly. An example of a current relationship management and building method is the new alumni communication initiative. In spring 2008, the SPP resulted in a CIP to address this untapped resource. An alumni tracking firm recently completed a search for alumni from 1950 to present. Email alumni surveys have been in

Figure 3.1-6 – Stakeholder Management Methods

Student and Stakeholder group/segment	Relationship Management Method	Purpose of Building Relationships
Business Community	M, P, EC, OP	RS, ANS, FSR, M/E
4K-6th Students	S, OP, CLA	RS, ANS, M/E,
7th-12th students	EC, S, OP, CLA	RS, ANS, M/E
Preschool stakeholders	M, OP, P	ANS, M/E, FSR
Future Students	M, P, EC, OP	ANS, FSR, M/E
Parents	M, P, SM, EC, S, OP	RS, ANS, FSR, M/E
Prospective Parents	M, P, EC, OP	ANS, FSR, M/E
Alumni	P, S, EC, CLA	RS, ANS, FSR, M/E
Community	M, P, EC, S, OP	RS, ANS, FSR, M/E

M=marketing; P=Publications; SM=school messenger; EC=electronic communication; S=Survey; OP=Orientation Programs (includes each school orientation program, learning sessions, referendum tours); CLA=Classroom Learning Activities; RS=Retain Students/Stakeholder; ANS=Attract New Students/Stakeholder; FSR=Foster student/stakeholder referrals; M/E=meet or exceed student/stakeholder expectations

place for 3 years and an alumni newsletter has been launched. An alumni relations plan includes building alumni relationships to support scholarships and support of school programs while also encouraging participation in school events.

3.2   Voice of the Customer
3.2a   Student and Stakeholder Listening

3.2a(1) PSD employs a strategic process to listen to students and stakeholders to obtain actionable information and feedback to improve its educational programs, offerings and services via the use of surveys, focus groups, PAGs. web site suggestion box, complaint/suggestion procedure, alumni surveys, and student council input. Students and parents are vital members whose VOC input is gleaned in the CRDP process via direct innovation, focus group & survey conducted.

In addition to listening face to face, one of the most important ways PSD listens to stakeholders is via parent and student end-of-year satisfaction surveys conducted by each

meetings where teachers evaluate implementation.

Listening to stakeholders has also prompted SP initiatives enhancing approaches to obtain input from stakeholders. A commitment to broaden the base of stakeholder input has prompted recent SP initiatives to listen and learn from alumni and Pewaukee residents without students in school. Alumni survey data now informs the CRDP and influences the curriculum of current and future PSD students. Moreover, PSD has responded to stakeholder input of increasing the use of technology as a means to obtain input. Many steps have been taken to respond: web site enhancement, Zoomerang (an online survey tool was purchased so surveys could be taken online by stakeholders), Family Access added so technology could be utilized to facilitate more expedient and fact-based communication from parent to faculty regarding student grades, and a 24/7 web suggestion box for citizen input.

Figure 3.2-1 Student/Stakeholder Voice of Customer Listening Approaches

Student and stakeholder group/ segment	Voice-of-the-customer listening/ Quality follow up methods	Use of voice-of-customer information, data and feedback
Current students	SUR, ST, MAP, SP, FOC	EOSP,SSN,I, Mkg., WS, PI, SSSG, SSF
Alumni	SUR , SP	EOSP, I, Mkg.,SSF
Future students	SUR, CSF	EOSP, SSN,I
Parents	SUR, CONF, CSF, WSB	EOSP,I, SSN
Partners/collaborators	PO, HEI	EOSP,I, WS
Business (segment of Community)	CAT	EOSP,I

SUR=Survey; FOC=Focus groups; ST=Standardized Test; MAP=Measures of Academic Progress; SP=participation in SPP; CON=Conferences; CSF=Concern/Suggestion Form; WSB=Web site Suggestion Box; PO=Professional organizations; HEI=Higher Ed Institutions; CAT=Community Advisory Team; SSSG: segment groups for intervention- TAG, ELL, tutoring,etc.; SSCR: requirements may be Pirate Tutoring, PLTW, TAKE Time; EOSP: Curriculum Cycle, adding programs/coursework (AP, PLTW, etc.); Mkg: Getting information to various groups thru newsletters, web site, school orientation, etc.; WS: work system improvement; PI: process follows CIP system of improvement; SSF: listening methods improve/follow through – email, teacher office hours for out-of-class student time, adding/subtracting/changing ed. offerings, services, and offerings for improving learning environment (exp: block schedule, add tennis, add tech and medical courses, add Northwestern for AP courses, etc.); SSN: Satisfy needs/desires by addressing individual interests and needs through addition of courses, or online learning, or Youth Options, etc.; I: Identifying opportunities for innovation mainly comes from partner/alliance contact, students, parents, classes, seminars, complaint/ suggestion process, businesses, higher ed institutions

school (*Figure 3.2-1)*. In place for ten years, these surveys have been a valuable tool in informing the SP, creating CIP goals, and guiding the continuous improvement efforts of our PLCs and PAGs. Principals and a core group of teachers meet for a data analysis workshop each summer and analyze the results at the school level; similarly the AC reviews each school's results to determine District trends and create action plans concerning areas of concern. Survey results are presented to the BOE and are shared with all staff and parents in the fall. In a cycle of learning, in Spring 2008 surveys in all 4 schools were redesigned to ask more common questions so as to better facilitate inter-district comparisons and growth.

An example of using specialized VOC feedback to respond to future student needs is evident in the addition of PSD's 4K program (*Figure 3.2-1)*. PSD surveyed parents and listened to parents and community members who responded. 88% of respondents expressed support of 4K; thus, in 2007 and 2008, investigation and implementation became a part of PSD's annual SP. SLs formed a task force of teachers, administrators, parents, and daycare/preschool providers to study program models. They presented a recommendation to the BOE who passed the initiative for implementation in the 2008-09 school year. In 2011, the program will be evaluated by the BOE for effectiveness. In another cycle of learning, student feedback identified a climate concern at ACMS. To identify the specifics of the concern and address it, ACMS leaders and guidance counselor met with 8 randomly picked students monthly to address this topic and other student concerns. Suggestions from students are brought to the BLT

3.2a(2) Listening to student/stakeholder groups outside the immediate school environment involves targeting messages via the CP to these segmented groups based on message purpose. *Figure 3.2-2* delineates the listening methods provided to each of these groups. Each listening method uses a process *(Figure 3.2-3)* to solicit feedback from students/ stakeholders as a part of the District's ongoing commitment to attaining input as part of the CIP. For example student/stakeholder groups may provide citizen comments during BOE meetings. As per BOE policy, comments and suggestions are routed to the appropriate person/department within the organization to resolve and consider organizational change and close the communication loop.

3.2a(3) In order to work with students, parents, staff, the community, and others to provide information and solve

Figure 3.2-2 Listening Methods

Student/ Stakeholder	Listening Methods
Former	Annual Meeting; BOE Meetings/citizen comments; Web Site suggestion box; SP; Annual Meeting; Complaint/Suggestion Process; Alumni Survey
Potential	Phone/Email/Face-to-Face contact; Annual Meeting; BOE Meetings/citizen comments; Web site suggestion box; SP; Annual Meeting; Complaint/Suggestion Process; Community Survey/4yr. Rotation; School Tours/Orientation
Competitors	Phone/Email/Face-to-Face contact; Web site suggestion box; School tours/visitation; Open Enrollment application; BOE Meetings/citizen comments

Key: **Former** are alumni. **Potential** are families considering becoming a resident or applying for open enrollment. **Competitors** in a public school district are private and parochial schools and neighboring school districts, where the majority of open enrollment students reside.

problems, PSD welcomes the opportunity to address complaints and act upon suggestions. BOE policy guides complaint resolution with the aim of resolving the concern at the level closest to the concern. Currently, a new Concern/Suggestion Tracking System is being piloted to facilitate District-wide understanding of concern patterns and resolution *(Figure 3.2-4)*. The system is set-up according to the following steps:

- Step 1 - *Initiate contact*—Students/ stakeholders may initiate contact directly by phone, mail, email, on the web site, or in person. Because of the effort made by administrators and teachers to build personal relationships with stakeholders, much feedback is attained via personal conversations with employees, parents and students. If a complaint or concern is unresolved at the school level, the Concern/Suggestion Tracking system is implemented at the District level.

- Step 2 - *Determine nature of contact*—The staff member determines the nature of the concern (inquiry, problem, formal complaint) and records it on the PSD shared drive in the Concern/Suggestion Tracking form.

- Step 3 - *Resolve inquiry/problem*—Upon receipt, the staff member performs the necessary research to address the issue, take corrective action, or transfer ownership to the appropriate party.

- Step 4 - *Conduct follow-up*—The District follows up on all formal complaints with a letter or call to the originator to ensure satisfactory resolution.

- Step 5 - *Track/analyze*— Concern/Suggestion data are aggregated & monitored by type. SAs analyze findings to identify system issues to drive innovation & improvement.

3.2b(1) PSD determines student/stakeholder satisfaction and engagement through a variety of survey and focus group methods. These tools identify engagement of students and their parents (*Figure 3.2-5*). End-of-year school surveys have been in place in PSD for ten years with questions providing an overview of student and parent perception of educational programs, offerings and services; school leadership; and school climate and specific initiatives. Surveying is also conducted extensively seeking input and stakeholder perceptions for other strategic purposes: student

Figure 3.2-3 Listening Method/Feedback

Step	Input (P)
1	Idea or Initiative received
Key Process Steps (D)	
2	Review merits of idea/initiative
3	Action/research committee formed (if needed)
4	Research, gather data
5	Proposal developed
6	Proposal approved
Output (S)	
7	Initiative or idea is integrated into system
Continuous Improvement Cycle (A)	
8	Benchmark for Improvement

Figure 3.2-4 Concern/Suggestion Tracking

Step	Input (P)
1	Complaint/Suggestion Submitted
Key Process Steps (D)	
2	First level received/teacher, office, etc.
3	If unresolved, Principal
4	If unresolved, Superintendent
5	If unresolved, BOE
Output (S)	
6	Conduct follow-up to verify resolution
7	SA analyze complaint as part of ongoing data collection
Continuous Improvement Cycle (A)	
8	Benchmark for improvement

surveys concerning desired athletic/ extracurricular programs; food service satisfaction surveys; & curricular program input surveys for parents & students. Focus groups are used to obtain student and parent input in the CRDP, Technology Plan and via PAGs to inform school leadership.

All SLs use Zoomerang survey software to efficiently produce and tabulate information gathered from students and stakeholders. In addition, the SPR provides student engagement data for specific criteria. Drop out rates, truancy rates, and attendance rates are ways to obtain feedback and benchmark against county, State, and national comparables *(Figures 7.2-7-9)*. Survey results are analyzed by the AT, summer data retreat teams, and PLC teams. Results are shared with all parties via the school newsletter, and reviewed by the BOE as part of the CIR. Data from the surveys has influenced curricular and operational programming. A sample of parent & student survey results is given in *Figure 7.2-1* through *7.2-6.* More examples are available on site.

As part of an effort to determine support for a referendum, the greater PSD community was surveyed in 2008 and in 2009. Only one respondent in the 200-person scientific sample taken in 2008 rated PSD negatively.

In a cycle of improvement, an outside firm was hired to benchmark PHS alumni findings. Respondents answered questions concerning demographics, subject evaluation, preparation, extra curricular offerings, and graduate satisfaction. Alumni were also asked to offer narrative responses.

3.2b(2) To understand and improve PSD performance in context, PSD obtains and uses information on student/ stakeholder satisfaction relative to competitor satisfaction through benchmarking. National benchmarks come from the Phi Delta Kappa/Gallup Poll of School Satisfaction *(Figure 7.5-23)*. Alumni surveys were benchmarked using a national firm who identified schools of similar size with whom we compared ourselves to. State benchmarking opportunities are found through DPI WINNS for the SPR. PSD is unable to locate many area school districts who utilize satisfaction

Figure 3.2-5 Survey Method Using PDSA

Step	Input (P)
1	Survey
Key Process Steps (D)	
2	Gather data from survey
3	Tabulate survey
4	Analyze results
5	Focus on results below District established benchmark
6	Research reasons for unsuccessful benchmark
Output (S)	
7	Revised concept/procedure developed
Continuous Improvement Cycle (A)	
8	Evaluate for Improvement

Figure 3.2-6 Satisfaction Determination Methods

Group Segment	Satisfaction Determination Method	Use of Data
4K-3	iI-person	EE, SI, C
4-6	In-person, survey	EE, SI, C
7-8	In-person, survey, email, SPR	EE, SI, C
9-12	Email, in-person, survey, SPR	EE, SI, C
Parents	Email, phone, letter, in-person, survey	EE, IE, SI, C
Community	Email, phone, letter, in-person, survey, tax levy vote	EE, IE, SI, C
Alumni	Email, phone, letter, in-person, survey	EE, IE, SI, C

EE=Exceed student and stakeholder expectations, IE=initiate engagement, SI=system improvement; C=used to obtain comparative data

surveys; local comparisons of student/stakeholder satisfaction proves challenging. Further information on student/stakeholder satisfaction can be found through the methods illustrated in *Figure 3.2-6*.

3.2b(3) PSD systematically deploys several methods for determining student and stakeholder dissatisfaction. All of these methods utilize the P D S A a p p r o a c h identified in *Figure 3.2-7* and often results in improvement plans being d e v e l o p e d,

Figure 3.2-7 Improvement Plan Development

Step	Input (P)
1	Dissatisfaction Data Received
Key Process Steps (D)	
2	Research & Investigate Problem
3	Develop plan to address problem
4	Approval at appropriate level
Output (S)	
5	New improvement plan begins
Continuous Improvement Cycle (A)	
6	PSDA cycle begins

implemented and evaluated. Dissatisfaction data was received regarding ACMS deficiencies in providing an appropriate transition from elementary to middle school. In a cycle of learning, dissatisfaction data came from student/stakeholder surveys and stakeholder focus groups. Based on this collected data, ACMS researched options and ultimately determined that a new schedule must be created. A log of community/citizen comments at BOE meetings is maintained. This information is used as a part of PSDs continuous improvement process. From 2001 to the present, varying degrees of dissatisfaction data have led to improvement plans being implemented. For example in fall 2009 citizen input/data was gathered related to appropriate location for proposed tennis courts. As a result of the input/data and subsequent investigation revised plans were developed for implementation. Our campus setting and strong relationships with stakeholders also allow for ample face-to-face dialogue opportunities where dissatisfaction is raised. This is a rich method for opportunities for improvement to arise.

3.2c Analysis and Use of Student & Stakeholder Data

3.2c(1) PSD has established a process for identifying current and future student/stakeholder groups and market segments. This process takes place on an ongoing basis as outlined in *Figure 3.2-8*. In each case, research and collaboration are used to identify prospective additions to our current student/stakeholder and market segment groups. Once prospective groups have been targeted, the SP Team will develop and implement a plan for identification and engagement. All plans are deployed through the CIP process. Most recently, alumni was a targeted group for consideration.

Figure 3.2-8 Student/Stakeholder Expectations

Step	Input (P)
1	Unengaged groups identified through various methods
Key Process Steps (D)	
2	Committee and/or point person established.
3	Research to determine engagement need
4	Decision made to engage identified group (AT and/or SP)
Output (S)	
5	CIP plan developed and implemented
Continuous Improvement Cycle (A)	
6	Evaluation of CIP Plan through PDSA process

Students/stakeholders make decisions regarding school choice for a variety of reasons. The quantity and quality of the curricular and extracurricular opportunities play a large role in these decisions. Potential OE students are looked to as prospective students. PSD conducts bi-annual extracurricular surveys to identify and anticipate athletic/club offerings. These survey results enable PSD to identify the needs of current student/stakeholder groups and identify future student/stakeholder and market segment groups *(Figure 3.2-8, Step 6)*.

3.2c(2) PSD determines the ever-changing expectations of its students/stakeholders through the PDSA process outlined in Step 6 of *Figure 3.2-8.* For example, the CRDP identifies student curricular perceptions. To glean information about extracurricular offering perceptions, bi-annual extracurricular surveys are conducted by PSD to evaluate comparative data with WC related to curricular or extracurricular programming that should be added or considered for the future *(Figures 7.2-12).* This information is used to assist the District in determining changing student/stakeholder expectations.

The process to determine student/stakeholder requirements and expectations involves several indicators as shown in *Figure 3.2-9.* This inclusion of student/stakeholder groups in planning and deployment is a direct result of a practice of including all student/stakeholder groups in decision-making. Examples of students and parents involved in focus groups for major decisions are included in the Technology Plan and CRDP. Since 2007, responses to alumni surveys have been evaluated and are informing the work of the AT and CRDP committees. Alumni survey information provided input for the world language curriculum renewal where suggestions for improvement were identified and used as part of the process. An evaluation of responses was a key process step to move towards an emphasis on non-fiction writing and the increase in the level of critical thinking in current CIPs.

3.2c(3) Data collected from student/stakeholder groups is used to improve how information is received and gathered; to add educational programming, offerings and services; and to enhance curriculum to not only meet the needs of students locally, but prepare students to be competitive on a global scale.

VOC methods *(Figure 3.2-9)* are used to improve marketing, drive curriculum renewal, add or change extracurricular offerings, add or change services, drive engagement initiatives, and detect satisfaction/dissatisfaction. Opportunities for innovation develop from these VOC methods and are brought before all student/stakeholder groups in the annual SPP. An example from *Figure 3.2-1* is Project Lead the Way (PLTW). The development of this program originated from the Robotics Club at PHS and First LEGO League at ACMS. Student history and current participation were factors in developing PLTW.

3.2c(4) Student/stakeholder listening is kept current by information received through affiliations with professional organizations and relationships, practices in neighboring SDs, and suggestions from students/stakeholders. The process to keep current on determining student/stakeholder satisfaction, dissatisfaction and engagement involves looking at a variety of measures including a PDSA on end-of-year survey questions by the AC to consider additions or changes and whether the information is providing the data that is

Figure 3.2-9 Voice of Customer Methods

Group Segment	Satisfaction Determination Method	Use of Information
4K-3	In-person	EE, SI, C
4-6	In-person, survey	EE, SI, C
7-8	in-person, survey, email, SPR	EE, SI, C
9-12	Email, in-person, survey, SPR	EE, SI, C
Parents	Email, phone, letter, in-person, survey	EE, IE, SI, C
Community	Email, phone, letter, in-person, survey, tax levy vote	EE, IE, SI, C
Alumni	Email, phone, letter, in-person, survey	EE, IE, SI, C

SH=Student History, CP=Current Participation, PP=Past participation, SUM=Sign-Up Meetings, R=Registration, SUV=Surveys, FG=Focus Groups; EE=Exceed student and stakeholder expectations, IE=initiate engagement, SI=system improvement; C=used to obtain comparative data

needed. The process to keep the approach current to gather student/stakeholder data involves a PDSA in addition to keeping current by revising content and by updating the VOC communication. For example, Technology is increasingly being used to access student/stakeholder satisfaction and dissatisfaction. Providing access to an internet survey tool via School Messenger has enhanced our return rate.

4.0 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Measurement

4.1a(1) PSD selects, collects, aligns and integrates data and information for use in analyzing and improving student learning, daily operations, overall organizational performance to support decision-making and encourage innovation. On an annual basis at PSD's Data Retreat (DR) participants, representing the departments, and schools, review, analyze and evaluate existing measurements in the Balanced Scorecard (BSC) to determine whether new or refined measures need to be identified to meet the District's data and information needs *(Figure 4.1-1).* Through the BSC and the SPP, the Superintendent and CAO facilitate the review of measurement using selection criteria for candidates. Selection criteria are used to determine if data against the potential measure are **1)** currently available or obtainable, **2)** valid, and **3)** aligned to the Mission, District goals, student, stakeholder, workforce, and/ or work processes requirements, as appropriate. Specifications on frequency of data collection and reporting are developed. Data collection methods occur in two forms: automated and manual. PSD collects data against measures in the following areas: *Teaching and Learning* (academic proficiency); *Communication and*

Community Engagement (student/stakeholder satisfaction and engagement); *Workforce Engagement and Development (*workforce satisfaction, training/development, turnover, retention); *Technology* (ticket resolution time, system reliability); and *Facilities* (custodial effectiveness and efficiency) *and Operations* (budget, financial). IT sets up the process for data capture with the system applications and data warehouses. New or refined measures are integrated into SPP, organizational performance review and related key work processes.

Automated student achievement data are gathered on state assessments using WINSS and WSAS-ORS Turnleaf and uploaded into the District's SPSS data warehouse along with MAP and DBA results collected manually using Excel for faculty access. At the classroom level, teachers enter student achievement results into the SMS which can then be accessed electronically by parents and students. Each school is responsible for collecting, disaggregating, and disseminating *Teaching and Learning* results. Data alignment and integration occurs during data analysis at the building level in BLT, at the district level through QARs and on an annual basis at the DR. Results against the measures are used to assess progress against goals and to manage and improve day-to-day academic and non-academic work processes. Skyward, our data management software system, serves as a primary vehicle for work process data collection, alignment and integration. PSD collects, analyzes, aligns and integrates results from parent, employee, community and student satisfaction surveys. The survey data are collected using automated survey software, *Zoomerang.* The HR Director collects and maintains staff data including education level, work experience, salary, attendance and demographic information. Staff development data are captured and maintained in the curriculum and instruction office.

In 2008 our high school CIP team identified the need for performance improvement on the ACT college entrance exams. Using PDSA, (*Figure 6.2-1*), the need for performance improvement on the ACT college entrance exams was identified and the need for different measurement

Figure 4.1-1 Balanced Scorecard

SP/Work Process Integration	Success Measures	Freq-uency	Collection Method	Types of Analyses	Uses
Teaching and Learning (Academic Proficiency)	Standardized Assessment Scores	Y	WKCE, MAP	LA	TAP
	Academic Proficiency	Q	DBA Math and Writing	LE	TAP, SI
	College Prep Testing Scores	Y	Act/Plan/Explore	LE	TSO, SI
	Graduation Rate	Y	Credit completion	LA	TPO
Communication & Community Engagement	Satisfaction Rate	Y	Survey	LA	TAP, TSO, SI
Workforce Engagement & Development	School Performance Reports	Y	Publication	LA	TOP
	Teacher Turnover /Retention Rate	Y	PSD Data Warehouse	LA	TOP
	Employee Satisfaction Rate	Y	Survey	LA	TOP, SI
Technology	Ticket Resolution Time	M	TrackIt Software Reports	LE	TO, TOP
	Network Reliability Rate	O	System Up-Time	LE	TO, TOP
Facilities & Operations Key: Y=Yearly; Q=Quarterly; M=Monthly; O=Ongoing	Disciplinary Rate	M	SMS/Skyward	LE	TO, ODM, TOP
	Financial Stability	O	Financial Records	LE	TO
	Energy Saving	M	WE Energies	LE, LA	TO, ODM
	Bus Satisfaction /Timeliness	M	Complaint Log	LE	TO, ODM
	Food Serv. Profit/Satisfaction	M	SMS/Skyward	LE	TO, ODM

Figure 4.1-1 Types of information and data, organizational performance measures, analyses, and uses (C=comparative; LE=leading indicator; LA=lagging indicators. Uses: TO=track daily operations; TOP=track organizational performance; TSO=track progress relative to strategic objectives; TAP=track progress relative to action plans; ODM=support organizational decision making; SI=support innovation

of performance. As a result, predictive pre-ACT instruments are utilized (EXPLORE and PLAN) to monitor learning and integration.

4.1a(2) When a new or enhanced measure is identified, the AC also uses the measurement process and criteria to identify and evaluate applicability of potential benchmarking candidates. In an effort to benchmark organizational progress, PSD utilizes a variety of sources for comparative data and information). Sources for comparisons include but are not limited to state, county, regional, conference, peer districts, and Baldrige recipient school districts. The AC identifies comparable districts against which to compare performance. The key criteria used by the AC to select comparison data and information are the comparable student enrollment size, similar socioeconomic and demographic factors. To ensure the effective use of key comparative data and information, PSD statistically describes data in charts, graphs and reports results against measures in the BSC to ensure alignment of information against goals and requirements.

4.2a(3) The PSD measurement system undergoes annual and ongoing review to keep it current and sensitive to unexpected organizational and external changes and to ensure it is effective in supporting our fact-based management system. On an annual basis, the AC reviews the key measurement SLs submit QARs as part of the performance measurement system. Using PDSA **(Figure 6.2-1),** the AC identified a refinement in the collection of CWT data. Prior to this refinement, manual collection of CWT data caused concerns about the validity and quality of the data. AC members moved to automated data collection in response to this concern. The District implemented Appraise, which is an electronic data management system used to evaluate K-12 teaching and learning programs. Participation by SLs in national, state and local professional organizations keep the District informed on external changes that require a change in the measurement system.

4.1b   Performance Analysis and Review

Organizational performance reviews **(Figure 4.1-2)** are conducted on an on-going basis at BOE, AT, AC, BLT and department/grade level meetings. The purpose of the reviews is to assess organizational performance against goals to identify the need for improvement or mid-course adjustments

in plan. Prior to performance reviews, various analyses are conducted by the departments to develop findings. After the findings are identified, results are used to provide a fact-driven basis for performance reviews. Results are also disseminated internally and externally through newsletters, webpage, email, and District publications. Every nine weeks, each school and department reviews progress against target goals. The CIP includes quality review through the QAR which is submitted to the Superintendent. The AC reviews progress and provides feedback on each CIP. Each CIP consists of action plans which include delineation of responsibility, resource management, professional development needs and completion dates.

Quality performance reviews enable the organization to review progress in a timely fashion and make mid-course adjustments to respond to changing needs, achievement of goals and to identify opportunities for innovation.

4.1c   Performance Improvement

PSD deploys and integrates a variety of systems to translate data into priorities for improvement and review. **Figure 4.1-2** identifies the various types of organizational performance reviews (OPRs). Upon completion of a performance review cycle, findings are reviewed and innovations and opportunities for improvement are identified. SLs guide action planning and determine the organization's priorities. The frequency ranges from ongoing, monthly to quarterly. Findings from these reviews lead to cycles of learning and celebration. Teams study results and then defines action plans, beginning a new cycle of performance.

After careful review of system innovation, PSD recently deployed I3 -Innovation-Implementation-Integration to assist in translating findings into priorities. I3 provided a cycle of refinement to our performance improvement process after concern arose about innovation overload. The AC and AT review progress on innovative programs/services at weekly and monthly meetings. I3, an innovation management system, creates a systematic approach to review performance data and identify opportunities for improvement. To enable effective support for decision-making and to ensure organizational alignment, priorities and opportunities are identified by SLs, AC, school data teams, BLT's, department/grade level teams, annual curriculum renewal teams, and other work groups. Once innovations and opportunities for improvement (OFIs) are defined, findings are shared with suppliers, partners, and collaborators when the opportunity to improve effectiveness/ efficiency and/or innovation is present. Monthly meetings, electronic communications, request for proposals and face to face communication are used to share priorities and opportunities for improvement. During the 2008-2009 school year, bus discipline/infraction data indicated a need to work with our transportation supplier on different student management

Figure 4.1-2 Organizational Performance Reviews

Performance review – Frequency	Purpose	Type of Analysis Conducted	Participants
Strategic Plan – A	OP, LTG, OS, I	CA, CS	AT, CM, BTL, S, CT, BOE
CIP/CIR – Q, A	I, LTG, Chg, OP, IM, LTG	CA, CS, S	AT, SML, BLT, CT, BOE
QAR – Q	OP, OC, OS, I, IM, STG, Chg	CA, BC, T, GC	BLT, SML
Financial – O, A	OC, RT	CA, BC, T	BOE, SML, CT
Safety/Security – O, A	OS, IM,	FC, T, S	SML, CT, SC
Workforce – O, A	OS, OP, OC, IM	FC, S, T, H	SML, CT
Curriculum – O, A	I, IM	P, T, CA, T	AC, BLT, BOE, CM, CT
Facilities – O, A	OC,	GC, ER, P	SML, CT, SC
Customer satisfaction – A	OP, OS, IM	S, T	AC, BOE, BLT, CT
Student achievement – O, Q, A	IM	CA, PA, P, T	AC, BOE, BLT, CT
Technology – A, M, D	Chg, OC, OS, I	CA, BC, PA, S, T, CS	AT, CM, BLT, CT

Frequency: O=ongoing; D=daily; M=monthly; Q=Quality; SA=semiannually; A=annually. **Purpose:** OP=organizational performance; OC=organizational capabilities; OS=organizational success; I=innovation; IM=Improvement; STG=short-term goal progress; LTG=long-term goal progress; Chg=ability to address changing organizational needs. **Type of analysis:** CA=Comparative analysis; CS=action step progress check sheet, FC=flow chart; GC=Gantt chart; P=prioritization; H=histogram PA=Predictive Analysis; S=Survey; T=Trends. **Participants:** SML=senior-most leader; CM=community members; BLT=Building Leadership Team; S=students; CT= Classroom teacher; AC=Administrative cabinet; AT=Administrative Team; BOE= Board of Education; SC=Safety Committee

strategies. The collaboration with our transportation supplier led to the installation of more cameras on our buses for the purpose of improving student behavior thus reducing student discipline.

4.2 Management of Information, Knowledge, and Information Technology

4.2a Data, Information, and Knowledge Management

4.2a(1) Numerous methods are used by the IT Department to ensure data accuracy, quality, and confidentiality. The confidentiality of data is protected through the use of a password login system restricting access to approved users. On an annual basis, security audits review and update system rights and permission to access data. ***Figure 4.2-1*** identifies the numerous mechanisms used by the IT Department to ensure data accuracy, quality, and confidentiality.

Figure 4.2-1 Mechanisms to Ensure Data Properties

Data Properties	Mechanisms
Data accuracy	Data entry standards; Quality data analysis; Automated data capture
Data integrity/ reliability	Anti-spam and anti-virus software; gateways, heuristics and email filtering; Granular access to web sites via Lightspeed software Data backups; Redundant data
Data timeliness	Real-time data systems; On-demand reporting
Data security/ confidentiality	Secure login protocol and password; Systems security application; Encryption Firewall intrusion protection; Security audits; Monthly data security dashboard reviews

Data accuracy is addressed using automated data capture, and the use of applications such as Skyward, that deploy logic to detect and reject data errors. Data masks are also used to address the reliability of data in such applications as Skyward. In 2009, during a quality review of data, inconsistencies and errors were identified. Data entry standards were created in response to the need to refine our process to ensure data accuracy.

Data integrity and reliability is ensured via data backups which occur nightly and weekly. Nightly system backups are performed on PSD's library media database to ensure data currency. Full backups of other servers are conducted during the off-hours of the weekends to maximize system availability during the week. Data are initially streamed via a disk-to-disk backup and then streamed again to additional disks for offsite storage. Skyward, our student management system (SMS), contains all student and financial data. SMS data are backed up on-site and streamed nightly to an off-site location. Timeliness of data is ensured by the use of real-time data systems, including the SMS, Educator Access gradebook, and Family Access. All testing information is entered into the data warehouse application for internal staff access and provides on-demand reporting.

To ensure data confidentiality, student and proprietary information is housed on internal servers. Parents are provided external access to their child's information using a secure login protocol and password. PSD uses Novell GroupWise email software, in conjunction with anti-Spam gateways from Barracuda Networks, to filter inbound and outbound email. Anti-virus and anti-Spam heuristics, as well as custom filtering options are used to protect the reliability of data. The network is protected by a Sonicwall firewall that does standard port filtering as well as provides deep packet inspection capabilities, complimentary Internet content filtering and intrusion protection. To provide better integrity to the Internet filtering system, Lightspeed Total Traffic Control software is used to provide granular access to web sites differentiating for staff and students. Timeliness of data is ensured by the use of real-time data systems, including the SMS, Educator Access gradebook, and Family Access. All testing information is entered into the SPSS database for internal staff access and provides on demand reporting.

The physical security of our network is handled either by a direct hardwired connection or wireless access using WPA security and AES/TKIP encryption with pre-shared keys installed on client computers. Virtual Private Network access is secured using AES encryption with pre-shared keys as well. To minimize security concerns, PSD does not have an open network for wireless access.

The Network Engineer receives 6-8 electronic reports per day outlining activity on the network, thereby allowing timely monitoring of network security and performance. A network console monitors and notifies the NE via email of any server health issues. Server logs and statistics are reviewed on a monthly basis for the purpose of tracking and improving the effectiveness of the systems and forecasting trend data.

4.2a(2) PSD makes needed data and information available via a campus-wide network including servers, system applications, and VPN. The network consists of 1859 network computers that communicate to centralized servers via wired 100Mbs client connections or secure wireless connections up to 200 Mbs that feed into a gigabit fiber network. Data are made available to employees, students, parents, and stakeholder groups as appropriate. Data are accessible through various mechanisms, including desktop and laptop PCs, the Internet, and the PSD Intranet. All teaching staff have access anytime/anywhere to the District servers via a web-based staff portal. In addition, students have similar access but with limited hours.

Information is provided externally to stakeholders and suppliers via the District web site, school web sites, electronic mail communication, NetStorage, and secure VPN access. Email is used to distribute information such as building and classroom newsletters, as well as to communicate directly with stakeholders, and collaborators. PSD also provides access to parents via the FA webpage database. Parents can access student information through FA which ties into PSD's SMS allowing for real time viewing of attendance, grades, tests, discipline, health, financial and lunch information. ***Figure 4.2-2*** identifies the availability of and accessibility to data in PSD.

In reviewing data accessibility, a weakness of single points of server failure was identified. In 2008, the District began to cluster its server technology and completed the process in 2009. Clustering servers allows for redundant access to data and fail-over of data services.

Figure 4.2-2 Data Accessibility

	Availability				Accessibility		
	Network	Servers	Sys Apps	VPN	PCs	Internet	Intranet
Employees	√	√	√	√	√	√	√
Students	√	√	√		√	√	√
Stakeholders	√	√	√		√	√	√
Suppliers	√		√	√		√	

4.2a(3) The District web site and SMS are the primary technological tools for managing and transferring knowledge. PSD's web site

warehouses District, school, and teacher information, subject/grade level program information, and course information. Skyward Educator Access enables staff to electronically post grade information for students in Grades 2 -12. A variety of methods are used to transfer information to faculty and staff including email, shared network drives, professional staff development meetings, newspaper articles, online surveys, School Messenger (SM) and the District web site. Knowledge is shared internally via various methods including online videos, an internal IT Resource site, HelpDesk knowledge articles, process handbooks, PLCs, department meetings, and Lunch & Learn sessions. In addition, teaching and learning knowledge management is done through shared file save/access and an online curriculum management system, Build Your Own Curriculum (BYOC). BYOC is a virtual setting where lesson plans and assessments are shared and stored for access by all teachers. This knowledge can be accessed anywhere via appropriate passwords. BYOC provides a method to collect and transfer workforce knowledge.

In other employee categories, teams manage critical knowledge through shared files, job responsibility folders and related collection systems. A recent refinement to the knowledge management process was the development of an IT Technician Handbook. This handbook allows for the dissemination of knowledge to new employees in the IT Department. The creation of this handbook was a response to rapid change in staffing and the structure of the department.

As part of the District's effort to increase student opportunities for knowledge transfer, students in grades 7 through 12 were issued District email accounts. Stakeholders and suppliers receive updates from PSD through a variety of access methods including email, Internet, and Intranet access, as well as VPN access to the network. Due to local and environmental issues, a need was identified by the AC for a rapid communication and knowledge sharing tool. After a systematic evaluation of available applications, *SM* was deployed, allowing for mass distribution of automated and timely communication and knowledge sharing.

The CAO is primarily responsible for the rapid identification, sharing and implementation of researched-based instructional practices (best practices). During AC meetings, research and literature reviews occur. Collaboratively designed action plans lead to ST and LT improvement. The I3 Program provides a framework for the District to manage innovation through implementation to integration. Examples of rapid identification and implementation include the early literacy initiative, CWT/ Appraise, Action Research, and others.

During the annual SPP, the team completes a SWOT analysis. To guide this analysis, SLs provide evidence for the SP team to review in the form of reports, updates and evidence of current levels of performance. The AC holds primary responsibility over this important step. From the review process comes renewed strategies, goals, and key measures which guide further work on the CIP.

4.2b Management of Information, Knowledge, and Information Technology

4.2b(1) *Figure 4.2-3* identifies the various system approaches to ensure hardware and software are reliable, secure, and user-friendly. To ensure hardware reliability,

servers, PCs and laptops, are rotated out of production on a scheduled basis, reducing the risk of unexpected failure due to age. Annual cleaning, diagnostics of PC components, and the replacement/repair of failed equipment, ensure effective operation of hardware. Updates to firmware ensure effective operation and security of the hardware. All network servers are physically secured in locked computer rooms with limited staff access. To ensure the user-friendliness of hardware, demo units are evaluated by the end-users prior to purchasing. Training and help desk support are provided by IT staff to ensure that the hardware is user-friendly.

Upon receiving a request for new software, the IT Department reviews its compatibility on the network to ensure reliability. Software is then deployed for further evaluation using a review process. If the software meets the desired requirements, it is then deployed. Software applications are packaged for deployment to the desktop with Novell's Zenwork's product. Applications are implemented on the computers on campus with limited technician involvement. The application installation can be verified by the end-user allowing for the re-installation and reliable use of the application. The IT Department also monitors daily system logs, as well as reviews server data and help requests to ensure reliability of systems and software. In addition, software patches and upgrades ensure security and reliability of operation. Software security is also addressed through audits and access controls to most applications, such as email or the Internet. User guides and online help are accessible on the Intranet. Training on all new software and system applications ensures user-friendliness.

For the purpose of tracking, assessing, and improving the management of hardware and software, the IT Department measures end-user satisfaction of help desk support and TTR (Turnaround Time to Resolve) of hardware/software issues. To refine the collection of these measures, a new help desk tracking system was implemented in 2008.

4.2b(2) Data continuity of District IT systems is addressed based on the type and severity of the disruption. In the event of a partial hardware failure, parts would be replaced. In the event of a disaster such as a fire, weather-related or other catastrophic event that prevented the data center from not being able to function, remote data can be restored by a local vendor who captures PSD data onto their server and makes the data available remotely. In the event of the total loss of the facility, offsite backup would be restored to newly purchased hardware in the new remote facility.

The loss of a server is minimized for PSD production

Figure 4.2-3 Hardware and Software Management

Hardware management	Software management
Reliability: Hardware rotation Preventive maintenance Redundant hardware systems **Security**: Firmware updates Physically secured computer rooms **User-friendly**: Evaluation of demo units Training	**Reliability**: Software preview process Patches and upgrades **Security**: Access controls including passwords Audits **User-friendly**: User involved in design/ review Online help User Guides Training

servers because PSD deploys clustering technology. Clustering allows multiple servers to share the same hard drive resources. In the event of a failure of one or multiple servers, the services running on those servers move over to another server in the cluster.

4.2b(3) As part of the SPP, a Technology Plan is developed to ensure the IT infrastructure is aligned to the District Goals and capable of keeping data and information availability and accessibility mechanisms current with educational service needs and directions and with technological changes in our operating environment. The development and submission of a LT technology plan is required for funding by the state of Wisconsin. Input from stakeholder groups, including both students and parents, is solicited in the development of this Plan. Forum discussions are held to elicit input on current and future technology needs and expectations as part of the long-range technology plan development.

Each school has a Technology Committee that is responsible for making recommendations for technology improvements for instructional and communication purposes. Technology committees maintain a budget for the purchase of software and peripherals. The IT Department represents participation with school committees to identify and fund major hardware and software licensing purchases.

Teacher leaders and IT staff attend regional, state, and national conferences to network as well as obtain current educational technology information and research-based practices.

5.0 Workforce Focus
5.1 Workforce Engagement
5.1a. Workforce Enrichment

5.1a(1) A systematic process is in place to determine, attain and analyze workforce satisfaction. For 10 years, on an annual basis stakeholder satisfaction surveys are utilized throughout the District in order to provide data to measure workforce engagement and satisfaction. The process to determine the criteria for these surveys was selected based on research of professional survey data and information the BOE requested to measure teacher, parent and student satisfaction *(Figure 7.4.1)*. As of the 2008-09 school year, the District augments the above referenced survey with a new Employee Workforce Satisfaction & Engagement Survey for all workforce groups throughout the District. Key elements of this survey were selected as previously described, using Gallup models, to expand on the satisfaction and engagement questions from the previous survey to include more specific questions relating to all work groups including teachers, paraprofessionals, principals/administrators, custodian/maintenance, food service, secretary/clerical employees. After reviewing professional literature to gain benchmarking opportunities, HR worked with the Superintendent to identify the key elements asked on this Workforce Satisfaction & Engagement Survey which included level of overall and job satisfaction as impacted by commitment, communication, compensation and benefits, leadership/supervision and teamwork *(Figure 7.4-2)*.

5.1a(2) PSD fosters an organizational culture that is characterized by open communication, high performance work and engaged workforce through a variety of systematically deployed processes. Open communication is attained through interdisciplinary and SP driven teams *(Figure 5.1-1)*. For example, our PLCs, our grade level and subject level teacher

teams, our campus-wide custodian and food service teams, as well as District-wide Safety Committee, administration leadership teams and department teams work together to meet the needs of our students. For example, our Teacher Team Leader role was redefined this last year with the job description having more accountability factors included. PSD's campus setting fosters the ability for K-12 subject level teams to regularly meet face-to-face to renew curriculum and identify student needs on a District-wide basis. Additionally, our District web site is extensively utilized to communicate information along with the use of the shared drive and email for more immediate needs. SM is used to send emergency information to all staff via home/cell phones or emails.

PSD fosters a culture that is characterized by high performance work. Through its systematic workforce Performance Evaluation System (PES), staff members set individual goals. The District has expanded this process from the teaching and administrative staff to all workforce groups to ensure that all employees focus their efforts on goals that link to our SP and CIPs. To support deeper integration, individual goals are now linked to both department/building goals and grade level, subject level and/or department team goals. SLs empower and challenge employees to identify opportunities for improvement, analyze data, and find ways to satisfy our stakeholders.

PSD fosters an organizational culture that is characterized by an engaged and collaborative workforce through its campus setting. PSD's campus setting encourages a culture of cooperation, collaboration and connections between work teams, buildings and departments. For example, our Safety Committee has custodians, nurses, HR, administration, public information, as well as community partners representing police, fire and safety vendors. Another example reflecting our collaborative, engaged work culture is our teacher evaluation task force which is a new team organized to evaluate and revise the teacher portion of the PES. This team is represented by administrators, teachers, the Director of HR as well as PEA representation who are researching new quality options and exploring innovative ideas.

Figure 5.1-1 Collaboration in PSD Teams

Type of Team	Team	Purpose of Team
Strategic Planning	BOE, Admin, Teachers, Support Staff	To review previous year's SP and identify OFI's and Goals for next year
Improvement	CRDP Review Team	To revise curriculum,& student assessments
Improvement	PLCs; BLTs	To provide professional development for skill development and refinement
Improvement	CIP Planning Teams	To write, revise and amend CIP annually
Improvement	Teacher Evaluation Task Force	To discuss & revise current teacher evaluation system
Safety	Safety Committee	To identify safety risks and plan for emergency preparedness

PSD ensures that its organizational culture benefits from the diverse ideas, cultures and thinking of its workforce encouraging the cross functional participation of all workforce groups in SP on an annual basis. We also engage a diverse cross section of our employees in our CIP process to ensure that all groups are represented. *Figure 5.1-1* describes the types of teams utilized by PSD and emphasizes how

teams play a central role in fostering a culture of open communication, high performance work and engagement.

5.1a(3) PSD deploys its PES to support high performance work and workforce engagement. As part of the PES, every workforce group has a formal structured performance review. All employees receive a performance review on an annual basis and the evaluation process is tracked via a master database in HR *(Figure 7.4-6)*. The process consists of the following steps:

- Step 1: Supervisor conferences with each employee to set goals and review each employee's previous year's goals. Progress toward these goals is then reviewed as part of the performance evaluation.
- Step 2: Supervisor observes and documents performance of each employee through tools such as anecdotal and formal observations, inspections and day-to-day interactions.
- Step 3: A formal written performance evaluation tool is completed by the supervisor based on documentation and feedback obtained during the school year.
- Step 4: Prior to the end of the school year, the supervisor sets a meeting to review the written performance review. Supervisor and employee sign the review with the original retained in the employee's personnel file located in the HR Department. A copy is given to the employee.
- Step 5: As part of the process, every employee sets one or more goals for the upcoming year with their supervisor. Individual goals are linked to building and/or team goals, CIP plans and the SP of the District so that each employee understands their role and contribution in the success of the organization.

PSD's PES supports high performance work, workforce engagement, and reinforces a focus on student learning, stakeholders, and the District's SP Goals and achievement of our CIPs. As defined by the Collective Bargaining Agreement (CBA), teachers new-to-the-District have formal evaluations for 3 years, then go on a formal rotation of full summative evaluation at least every three years. All teachers receive a minimum of one anecdotal observation and goal setting every year. All employees receive a written formal performance review with a personal meeting with their supervisor to review results. Administrators are evaluated according to policy set by the BOE and receive a formal annual performance evaluation conducted by the Superintendent or direct supervisor. As per Board policy, the Superintendent is evaluated by the BOE and has goals set by the Board on an annual basis. In a cycle of learning & innovation, the District piloted a new teacher evaluation model for the 2009-2010 school year with an Action Research process to further engage teachers in their professional growth. Compensation and benefits are negotiated for 5 bargaining units through the collective bargaining process. Compensation and benefits for the Administration and Confidential Support staff are determined based on performance through recommendations from the Superintendent to the BOE. Fiscal limits are recognized from state and federal monies received as well as budgetary constraints.

PSD systematically recognizes our highly qualified staff. The District sponsors a Welcome Back Breakfast on the first work day of each school year in which all staff are recognized for outstanding attendance, length of service, *(Figure 7.4-3)* and degree attainment *(Figure 7.4-6)* New staff are also introduced. This gathering provides an important "meet and greet" and the Superintendent uses this opportunity to thank all staff for their hard work and inspire them with a motivational message to start the new school year while introducing aspects of the new SP. In addition, each workforce group is recognized during a national or state observed education week. For example, pastries and a thank you note are given to each crossing guard during Crossing Guard Recognition week, with notes and BOE recognition sent to all employee groups during American Education Week.

5.1b. Workforce and Leader Development

5.1b(1) PSD identifies the need for a new and/or refined opportunity for learning and development based on the learning needs identified through professional development goals created by all employees. Learning needs are identified via a needs assessment conducted as part of the performance evaluation process. The supervisor determines opportunities for team/department learning by aggregating the learning needs of groups of employees into common learning goals, through the goal setting and PES as well as training needs identified through the SP, CIP and/or building/department initiatives. Identifying staff skills/competencies needed to meet strategic challenges, accomplish action plans and implement system process improvements and new technologies are also part of the overall annual educational evaluation process. PSD provides learning opportunities in the following areas:

1. Core Competencies, strategic challenges and accomplishment of CIP/SP action plans: The annual SPP identifies accomplishments from the previous year and strategic challenges for the upcoming year. CIPs are written by each department/building/work area. Each employee sets performance goals/learning goals based on needs identified from the SP and CIP. The supervisor determines appropriate learning from the identification of goals. This can be accomplished via group staff development activities, independent learning or off campus conferences/training.

2. Performance improvement and innovation: The CIP process determines what areas of improvement are needed. Employees' performance evaluation goals identify what specific improvement is needed and a PDP is developed to deploy training that is needed for each employee. Intensive support plans are implemented when an employee is not meeting performance expectations for their position. A recent example of training that occurred across the District occurred with the change to the Aesop online substitute service. Training sessions were held with principals, secretaries, teachers and paraprofessionals both by building and grade level teams. This training made the transition successful and ensured staff were able to access the new technology.

3. Ethical business practices: All new employees are shown how to access BOE policies on our web site. Key personnel policies are reinforced for all employees at staff meetings. Employees sign receipt of employee handbooks which contain ethical behavior standards and references to BOE policies. PSD is audited by external auditors for

our ethical behavior and the results are shared with staff as opportunities to improve or change behaviors and/or practices.

4. Education/Training: All employees are given opportunities for additional education and training related to their position. For example, food service employees are encouraged to take the Serve Safe course. Teachers are reimbursed for coursework as defined in the CBA with credits counting toward lane movement on the salary schedule.

5. Coaching/mentoring: The teacher mentor program pairs trained teacher mentors with new hires. Every new custodian is paired with an experienced custodian to learn cleaning processes.

6. Work-related experiences: PSD encourages the sharing of work experiences with teams and co-workers. For example, teachers meet in grade level/subject level teams to discuss common assessments, innovative teaching practices and use of student achievement data to guide instruction.

5.1b(2) PSD's learning & development process addresses workforce learning and development needs, the transfer of knowledge from departing/retiring employees and the reinforcement of new skills. Contracts specify time allocated for professional learning. Teachers, for example, have over 35 hours of contractual time which is designed for professional development for all, guided by our PDP.

Learning & Development Needs-As part of Step 5 of the PES, employees identify their learning and development needs. These needs are reviewed with the employee's supervisor, and a professional development plan is developed to meet these needs. These learning goals may be knowledge - and/or skill-based but are all aligned to the department/ building goals, CIPs and SP. Examples of learning are teacher or administrator book studies or web-based technology modules offered to all instructional staff.

Transfer of Knowledge-A comprehensive system of policies, procedures and processes documents the organization's knowledge base so critical information does not reside solely with one person. Department cross-training also transfers knowledge. Job descriptions are maintained and updated so that incumbent employees and new hires have clear expectations of knowledge, skills and abilities necessary for their position. Interim substitutes for LT leaves are given transitional time before and after the leave to ensure the smooth transfer of knowledge to ensure uninterrupted learning. As a result of our continued application of the Baldrige criteria, PSD is currently developing an exit interview process to reinforce the transfer of knowledge from departing employees.

Reinforcement of new knowledge/skills-Reinforcement of new knowledge and skills occurs through mechanisms including **1)** new hire checklist, **2)** 30- and-90 day interviews with new hires. **3)** probationary periods for all work groups with regular feedback and support **4)** all new teacher hires are paired with a formal mentor. Over the past two contract negotiation cycles, probationary periods have been extended to 120 work days for all food service and secretary/clerical, 180 work days for paraprofessionals and 6 months for custodial staff. New teachers have a three year probationary period. These longer probationary periods allow for more

thorough evaluation of successful attainment of knowledge and skills.

5.1b(3) The effectiveness of workforce and leadership development learning systems is assessed through our PES using specific training evaluation feedback forms. For example, our technology training uses formal online evaluations of training programs to assess their usefulness and applicability to job knowledge. Another example is assessing knowledge application of 21st century learning skills through building and classroom walkthroughs with reflective feedback from the teacher. The AC invests a substantial amount of meeting time to analyze the results of professional development by utilizing classroom walkthrough data and evaluation feedback forms.

5.1b(4) To manage effective career progression for our entire workforce, PSD uses a 3-tiered approach providing: 1) advancement and growth opportunities, 2) training and education for knowledge and skills enhancement, and 3) educational assistance and professional development. This process is integrated in our PES where training and professional growth needs are assessed. Future career goals of each individual are also discussed and professional growth is planned. All positions are posted internally for a minimum of 5 days and current employees are encouraged to apply. By contract, teachers and administrators receive reimbursement after completion of formal coursework related to their profession. Managers assist support employees in identifying cross-training opportunities to gain needed experience.

Succession planning for AT leadership positions is accomplished through a formal succession planning process and reviewed on an annual basis by the Superintendent and BOE. This tool formally identifies possible internal and external candidates for each SL position, as well as identifying the importance of the position, person and their likelihood to leave. Their present performance and future potential are also evaluated for possible promotions in the organization. The succession plan is utilized whenever a vacancy occurs, either planned or unplanned. An example is the recent departure of our AP at PHS. This was an unplanned vacancy; however, the succession planning process had identified a current PHS teacher who had recently completed her administration certification. She was encouraged to apply for the interim Dean of Students position. Last school year our Head Cook indicated her intention to retire at the end of 2009. We actively recruited internally for this lead position from our food service staff since we have a number of employees who are cross-trained. The DHR is responsible for maintaining a comprehensive database to ensure the proper licensure is updated and maintained by all DPI-licensed staff. The process is not complete until all licenses are current. Licensure is audited by our external auditors as well as by the PI-1202 DPI Staff Audit Report. All PSD teachers are fully DPI-licensed and deemed highly qualified as defined by NCLB.

5.1c(1) PSD's methods for assessing workforce engagement and satisfaction include teacher satisfaction surveys done at the school level and a District-wide Employee Workforce Satisfaction & Engagement Survey completed at the end of the school year. In addition, 30- and 90-day interviews are conducted with new staff to assess induction and satisfaction. one-on-one performance evaluations done annually also are

an opportunity to discuss engagement and satisfaction between supervisors and employees.

Our list of measures for assessing workforce engagement and satisfaction include level of job satisfaction, commitment to a long-term career at PSD, likelihood to refer a friend to PSD, overall job satisfaction compared to one year ago, involvement in the District, and compensation and benefits. The opportunity to add additional feedback is also offered.

Our list of indicators for assessing workforce engagement include retention reports, turnover reports, absenteeism tracking and tenure/longevity of staff for our entire workforce. Our retention of new teachers has seen a significant increase over the last five years. In addition we track employee grievances and injury/illness incidents.

Our process for improving workforce engagement starts with the SPP where SP team review the workforce engagement survey results and identify opportunities for improvement. This process then identifies the specific areas for changes in building and department CIPs to enhance workforce engagement. The AC reviews all workforce engagement survey results to identify opportunities for improvement and recognition.

5.1c(2) PSD and business & industry research indicates a strong correlation between workforce engagement and satisfaction and organizational results. An engaged and satisfied workforce is more likely to function efficiently and effectively, producing better outcomes. PSD SLs review the results of key workforce engagement and satisfaction assessments annually such as building satisfaction surveys Workforce Engagement and Satisfaction survey, turnover rates, retention rates, 30- and 90-day new hire interviews and other system level indicators. Analyses of these indicators are used during SPP to establish HR SP Goals and corresponding CIP Action Plans.

HR and the AT identify key indicators to monitor work system improvements and correlate findings to organizational performance results. Areas with strong correlations support the identification of priority items. For example, HR and B&G analyzed injury data for the custodians and determined a high incidence of injury as a result of pulling and pushing bleachers. Purchase of bleacher pulling equipment has decreased the number of injuries, and as a result, and lowered our overall experience modification rating. *(Figure 7.4-13)*

5.2 Workforce Environment
5.2a Workforce Capability and Capacity
5.2a(1) PSD utilizes a structured staffing and workforce allocation process embedded in our budgeting process *(Figure 5.2-1)* with the creation of our annual Budget and Staffing Plan. This process begins in January before the next school year with meetings with all Administrators, Principals, and Department Heads to determine staffing changes such as resignations and retirements as well as the need for additional staffing needs based on student enrollment; SP initiatives; fiscal monies available; class size models; special needs of students; changes in instructional delivery, licensure, skill sets and department/building needs. This systematic process allows for flexibility in staffing from year to year. The campus setting further allows for staffing efficiency and integration. For example, the use of more shared teaching staff between PHS and ACMS allowed better balancing of class sizes for the 2009-2010 school year.

Our campus setting is a critical advantage that allows for greater flexibility and efficiency of shared staff.

5.2.a.2) PSD utilizes a systematic flowchart to communicate steps in the hiring process. For recruitment, a wide variety of methods including internal and external postings on the PSD web site, the Internet and local newspaper advertisements. Recently we utilized specialized and segmented recruitment methods such as monster.com to hire two computer network specialists, and postings on professional organization web sites (WASBO and AWSA) to hire our CFO and CAO.

PSD utilizes a rigorous and systematic screening and hiring process for all positions in the District including 1). posting authorization; 2) use of WECAN; 3) multiple screening interviews involving many stakeholder groups, including administrators, employees, students & parents; 4) background and reference checks; 5) offer extension and 6) BOE approval. In a cycle of improvement to our teacher resume screening process, PSD began using the Gallup TeacherInsight online assessment to assist in screening candidates based on their talent to teach. This was extremely helpful with elementary positions having nearly 900 applicants, and led more credibility to our initial screening process *(Figure 7.4-10).* PSD has tracked the Insight scores for our hires for the past three years in an effort to determine how helpful this process is in predicting teaching success *(Figure 7.4-11).*

The process to place new staff begins when the offer is made to a candidate. A new hire checklist is used to ensure that the candidate has the materials, tools and information needed to start in their position including id badge, payroll information, parking pass, job description, and CBA or employee handbook. HR meets with every new hire to ensure that the hiring paperwork is complete and questions are answered. After placement, department/building orientation occurs along with appropriate training. All new hires are interviewed by their supervisor at 30- and 90-day intervals to discern their engagement and satisfaction.

New teachers receive a mentor for the first year to facilitate successful onboarding. Custodians, secretaries, and food service new hires have a formal probationary period dictated by the CBA that provides for close monitoring of work, coaching and inspections. Regular open dialogue with supervisors are an important interface for new employees so that they feel part of the PSD culture. Our employee workforce represents a diversity of gender, age, and cultures. We proactively seek to diversify our staff to represent our community. PSD has never had an EEOC violation and we promote EEO in all of our recruitment and hiring materials.

5.2a(3) PSDs organizational chart illustrates how our workforce is structured. PSD has 4 schools and a central District Office located in PLE. The AT provides SLs with

Figure 5.2-1 Structured Staffing & Budgeting Process

Step 1—Jan.	Target staffing plan set by BOE & AC
Step 2—Jan.	CFO provides staffing budget allocation work-sheets
Step 3— Jan. – March	Staffing meetings with Principals & Dept Mgrs. Budgets plans reviewed
Step 4— March – April	Preliminary Layoff/Intent to Rehire letters issued
Step 5—April	Budget proposal presented to BOE
Step 6—May	BOE adoption of budget - Issue of Final Layoff letters if necessary
Step 7—May-Aug	Staffing openings posted – recruitment process begins for next school year

members of the AT reporting to the AC. Each school is led by a building principal. Directors lead B&G, HR, Student Services and IT for the District. Clear reporting relationships ensure that employees know who they report to. The SP and CIPs delineate the work to be accomplished in pursuit of our Mission. Regular and ongoing department/team meetings are held to reinforce goals, initiatives and projects. Job descriptions given to all new hires clarify what the expectations are. SP reviews held annually establish the direction of the organization and all department and teams set their CIPs so that each employee understands their role in relation to the goals of the organization. Annual performance evaluations provide formal feedback on each employee's contribution to the organization.

Our established core competencies allow us to strategically improve. Through our SP we define our stakeholders as students, parents, citizens, and alumni. Our core competencies focus on delivering results to each of these stakeholder groups. The SP establishes our organization expectations and on an annual basis, progress is reviewed against expectations. PSD has exceeded expectations in many ways including:

- Innovative instructional programming such as the 1:1 computer initiative in ACMS.
- Results focus which has led to rising AP score, rising ACT scores, increasing teacher applicant pool, energy management measures and technology benchmarks. In each of these areas PSD exceeded the measures that were identified as goals in the SP.

PSD's action plans are an integral part of our SP and CIP process. Our CIP identifies goals for each of these areas and Action Plans detailed how we will accomplish the CIP goals. These Action Plans have target measures and deadlines to provide accountability and measures. QARs further reinforce accountability.

Our campus setting allows us great agility in the face of changing needs. For example, our custodial staff, who usually serve in an assigned school, regularly move between schools to assist with absences, set up for large events and to facilitate summer team cleaning. Our food service staff is cross trained so that absences do not affect service. We have a pool of substitutes that can be called in as needed for our teachers, paraprofessionals, secretaries and food service. Another example is the recent unexpected mid-semester resignation of our PHS AP. Using our Succession Plan, PSD promoted a PHS teacher who recently completed her administrative license to serve as interim Dean of Students for the reminder of the school year. This transition was completed in less than a week with no interruption to student learning or administrative operations due to our succession planning.

5.2a(4) PSD deploys methods to prepare and manage the workforce for changes in capability and capacity needs to ensure continuity of operations, prevent workforce reductions and minimize the impact of workforce reductions, if necessary. Cross training of staff prevents interruption of service in the case of sudden absences or vacancies. For example, the late unexpected resignation of our substitute caller in July 2009 resulted in the decision to switch to an online service vendor to provide this service. We contracted with and had the system up and running prior to the start of the school year. Training sessions were held at both grade and building levels so that all teachers and aides were able to successfully utilize this new system.

Our rising student enrollment, positive OE trend, and careful management of fiscal resources has eliminated the need for workforce reductions. This occurred by the carefully designed and executed Staffing Plan and the sharing of teachers and aides between schools, made possible due to our campus setting. Our staffing budget process is completed in May allowing ample time for notification if layoffs are necessary and for realignment of staffing prior to the next school year.

5.2.b Workforce Climate

5.2b(1) PSD deploys comprehensive practices to ensure and improve workplace health, safety & security for all employees (*Figure 5.2-2*). The District has established a Safety Committee comprised of key District employees, external safety consultants and public safety members that review and address health and safety concerns. Beginning with the 2007-08 school year, each employee is issued an identification badge to be worn during all working hours and at school-related events. All visitors must register at the school office upon entering the building. The use of security cameras throughout the District ensures a high level of external and internal security. The entrance to schools after hours requires the use of a fob system. This system allows for identification and tracking of individuals entering the building during non-working hours. Few student suspensions and expulsions reaffirms our safe campus.

All safety incidents and accidents are logged and investigated promptly. The District has four licensed RNs on staff that serve in health rooms in each school. Staff wellness initiatives include health risk assessments and a Weight Watchers program. Regular safety training on issues such as bloodborne pathogens, proper lifting techniques, and MSDS are given to all staff as appropriate to their job. PSD ensures workplace preparedness for disasters through a trained Emergency Response Team and practice drills. PSD has a campus-wide evacuation plan in place. Emergency procedure flipcharts are placed in each room with clear, specific directions on subjects such as fire, tornado, electrical/chemical spill, bomb threat, violence, etc. In 2008-09 all AT members were NIMS 100 certified. *Figure 5.2-2* presents results related to health, safety and security.

5.2b(2) PSD has a comprehensive list

Figure 5.2.-2 Health, Safety & Security

Factor	Measure	Goals	Results
Health	% of staff vaccinated % of staff participating in health risk assessment % of staff enrolled in Weight Watchers program	25% of staff 90% 5%	120 vaccines/44% 99% (08-09) 11.5%
Safety	Employee Accident Reports Safety Committee	100% of all accidents requiring more than 1st aid recorded 2 lockdown drills per school year	Lockdown
Security	ID Badges Security cameras FOB system for entry	100% of employees are required to wear ID badges 80 cameras 32 doors	99% compliance found in building walkthroughs 55 cameras installed 22 Doors with FOB system installed

of workforce policies, services and benefits that support the needs of our workforce. The BOE Policy Manual guides the District in the areas of Administration, Business & Non-Instructional Operations, Personnel, Student Affairs, Instruction, nal BOE Operations & By Laws of the BOE. This policy manual is available on our web site and as a desktop icon application for employees. Each building and department has a policy with specific workplace policies that are relevant to their position to ensure that all employees have access to critical policies. The CBAs also provide information on working conditions.

PSD has a centralized District office which provides key services to our employees including HR, benefits, payroll & communication. In addition, instructional support is given to faculty staff from our Curriculum & Assessment department. Our business office efficiently manages finances to ensure that all employees are paid on time. Steps in our SP and CIP process ensure our services meet the needs of our workforce. Our CBAs for our five unions determine the benefits for the majority of our workforce. These CBAs are negotiated every two years. Benefits are a key negotiating factor. This past negotiation cycle resulted in changes to our dental plan carrier which allowed monies saved to be added to salary schedules without a decrease in benefit coverage. This ability to transfer benefit money to compensation is a key workforce satisfaction factor. Scattergrams on age and family status are used as data to adjust bargaining proposals to meet the needs of each workforce group. An employee handbook covers the benefits for our non-represented groups including Admin, & confidential support employees. Although fiscal monies remain a concern, a change in health insurance deductible and change in dental carrier resulted in cost savings which could be passed on to employee compensation.

6.0   Process Management
6.1   Works Systems
6.1a   Work System Design
6.1a(1) PSD organizes our work systems into two categories: Academic, which encompasses four learning-centered work processes, and Non-Academic, which houses six support

processes *(Figures P-1, 6.1-1, 6.1-2)*. For efficiency and clarity, PSD integrates our key work process organization with our SP Priority Areas *(Figure P-1* and *2.1-1)* and organizational chart *(Figure 1.1-1)*. Key Academic and Non-Academic processes are organized into vertical work systems that are reflected in a departmental structure *(Figures 6.1-1 and 6.1-2)*. Centralized work systems such as Finance, HR, IT and Facilities, enable PSD to leverage the unique advantage provided by our all-campus setting.

The PDSA approach *(Figure 6.2-1)* is used to innovate our Academic and Non-Academic work systems via our SPP. In Step 1 (PLAN) SLs identify the need to design a new or innovate an existing work process. In Step 2 (PLAN), inputs & requirements are taken into consideration to determine which key work processes are to reside in the work system, tasks to be accomplished, new reporting relationships, opportunities for improvement, and best practice innovations. In Step 2 SLs elicit input from key stakeholders, as appropriate, on needs to be met in a revised work process. During Step 3 (PLAN), work process design improvements are developed. In this step PSD explores the opportunity to outsource a key work process. The determination to outsource is based on the strategic contribution of the key work process to our Mission, strength of SP link, cost-benefit and risk analyses, and viability of managing the outsourced service. PSD has elected not to outsource learning-centered processes because they are Mission-critical. PSD does outsource food service management and transportation because the PDSA confirms it is cost-effective and efficient. In Step 4 (DO), the final work system design innovation is implemented. In Step 5 (STUDY), PSD monitors how well the work system is performing by regular collection of data and departmental review of those results. For example, SLs and BLTs review student performance data during the annual DR. Analysis triggers the inception of subsequent PDSA cycles and new CIPs. In Step 6 (ACT) standardization of the design innovation in other work systems is considered. In a recent cycle of improvement, SAs used PDSA to improve our HR Management area by improving our hiring procedures and our Technology Management area by restructuring our leadership & reporting system.

Figure 6.1-1 Academic Work System

Key work process	Contribution delivered	Key requirement	Key performance measure In-process
Curriculum Mgmt.	**SLS/OS**: Design rigorous and relevant curriculum & assessments to enhance student learning; ensure accountability to content/learning standards	Meet WISS, DPI curriculum content standards and BOE requirements	Leading: % of PSD curriculum BOE approved in advance of imple-mentation; % of curriculum entered on BYOC when approved begin-ning in 2009-10 Lagging: Compliance with DPI Reporting; # of AP Classes, PLTW Certification
Instruction Mgmt.	**SLS/OS**: Deploy instructional meth-ods that reflect diverse learning needs and best practices	Meet DPI standard for days/hrs of instruction; Meet NCLB standard of highly qualified teachers; Engage students and elicit critical thinking	Leading: # CWTs conducted per year; % CWT data demonstrating student engagement & critical thinking Lagging: % compliance with instruction meeting days/hrs of instruc-tion; % of PSD Teachers deemed "Highly Qualified" via NCLB; % employees DPI certified; 100% of PES evaluations submitted on time
Assessment Mgmt.	**SLS/OS**: Evaluate learning progress and proficiency against standards using formative/summative assess-ment methods	Valid, fair, equitable testing; Academic proficiency that meets NCLB and State regu-latory requirements and BOE Policy	Leading: % of students demonstrating RIT growth and % of students at or above grade level on MAP tests; % of assessments reflect 2/3 critical thinking level Lagging: Meeting AYP by district, school and all sub-groups; # DPI violations for WKCE test security
Student Services Mgmt.	**SLS/OS**: Evaluate & support student learning needs; create improved capa-bilities to learn	Compliance with regulatory requirements	Leading: # students referred for SPED; # students referred to Title I; # students referred for Reading Recovery Lagging: # students placed in SPED; % SPED students receiving a diploma; # students dismissed from Title I; % students dismissed from Reading Recovery; # ELL students served; # ELL students dismissed; Compliance with IDEA via DPI Reporting
Contribution: SLS=student learning and success; SSV=student/stakeholder value; OS=organizational success			

Figure 6.1-2 Key Non-Academic Work System

Key work process	Contribution delivered	Key requirement	Key performance measure In-process
Financial Management	**SLS/OS**: Ensure accountability is use of District finances; employ budget planning methods for sustainability of District	Effective fiscal management; Efficient fiscal reporting; Meet regulatory requirements	Leading: # monthly BOE meeting minutes reflect BOE approval of check register and revenue & expense report Lagging: Revenue exceeds expense at the end of the fiscal year; # DPI reports submitted on time
Human Resource Management	**OS/SU**: Hire, develop, engage & retain talented employees; administer performance evaluation system to all employees	Meet regulatory requirements	Leading: AESOP Fill Rate; # Days to fill vacancies Lagging: Timely Performance Appraisal Submission; % of PSD Teachers deemed "Highly Qualified" via NCLB
Technology Management	**SLS/SSV/OS**: Student & Teacher use of Technology to enhance learning; Manage IT infrastructure to support decision-making, efficiency & learning	Systems availability; Compliance with Internet child protection regulation	Leading: Cycle time for work order completion; # Outstanding work tickets per school; core server up-time; customer satisfaction Lagging: # total technology devices; student to PC ratio
Facilities Management	**SSV/FR**=Manage safe & healthy plant operations	Meet federal/state/county requirements for workplace health, safety and security; Cost-effective Efficient; Accessibility	Leading: Cycle time for work order completion; # outstanding tickets by school; energy consumption ; customer satisfaction Lagging: Facility use by school & community; evacuation data; # MSDS violations
Communications Management	**SSV/OS/SU:** Ensure accessibility of information and transparency; Engage stakeholders and obtain input	Clear & timely information about district activities; Meet state/federal requirements	Leading: # Newsletters sent on time to community per year; # web site hits; # Zoomerang surveys sent; # uses of School Messenger; # press releases sent/placed Lagging: Community reliance on district sources of information; Customer grading of school district
Contracted Service Management	**SSV/FR**=Provide nutritional and cost-effective offerings that contribute to healthy students; Provide safe and efficient transportation to students	Meet federal/state regulatory requirements; Profitable; Safe; Efficient; Cost-effective	Leading: Transportation timeliness; food service participation Lagging: % bus ridership; Food service profitability
Contribution: SSV=student/stakeholder value; FR=financial return; OS=organizational success; SU=sustainability			

6.1a(2) PSD's core competencies provide the foundation for achieving our Mission to deliver innovative and progressive education that opens the door to each child's future. PSD's core competencies include:

1. Culture of Continuous Improvement
2. Systems Approach to Leadership and Financial & Operational Planning

The development and strengthening of core competencies is driven by the need to address PSD's strategic challenges deployed through our SP Goals and CIP Action Plans. Key work systems and processes *(Figure 6.1-1, 6.1-2)* accomplish the work of this SP and capitalize upon core competencies by promoting agility, efficiency, collaboration, innovation and integration. Using a systems approach and our performance review system are the cornerstone of our core competencies, and PSD designs work systems & processes to utilize these approaches. Our key work processes capitalize on our core competencies through the sharing of intellectual and physical resources including staff, equipment, supplies, technology; contractual services; communication; stakeholder engagement; and efficient deployment and development of resources.

6.1b   Key Work Processes
6.1b(1) *Figures P-1, 6.1-1, 6.1-2* present our key four Academic and six Non-Academic work processes. Student learning is enhanced by the processes housed in the Academic work system. Via our CRDP, the Academic value chain begins with the development of curriculum and assessment that meets WI SS, BOE, and identified stakeholder requirements. The Academic work system is linked by four powerful questions that guide and integrate the work of all processes in the Academic work system:

1) What do students need to learn? (Curriculum)
2) How will they learn it? (Instruction)
3) How will we know when students learn it? (Assessment)
4) What do we do when students either do not learn or need more challenge? (Student Services)

Student proficiency is benchmarked against federal, state and District performance standards and assessed through formative and summative assessments. Assessment outcomes are used as input into the Curriculum and Instruction processes to develop PDSA improvement plans. PSD provides a wide range of student services to address learning needs for students needing assistance. Together, all the Academic processes deliver value to the student and stakeholder through student learning and success while and after attending PSD, and to organizational success in delivering against our Mission, goals and meeting/exceeding regulatory requirements.

Key Non-Academic processes enable PSD to achieve its goals to provide value to students and stakeholders and financial return, organizational success and sustainability. Financial Management contributes to stakeholder value, organizational success and sustainability by ensuring sound fiscal management of district resources to fund our academic programs, staffing, and the investment in our campus. Our HR Department is responsible for hiring, training, engaging and developing our talented staff by deploying our comprehensive PES, Hiring & Retention Plan, and succession planning processes. HR contributes to student learning and stakeholder value by ensuring a professional workforce to deliver our programs, offerings and services while engaging and assessing our students. Technology Management via the IT Department ensures data availability and access to state-of-the-art technology to support student learning, stakeholder engagement, and organizational efficiency via utilization of innovative and effective software applications. Facilities Management ensures a safe, healthy and efficient learning

and working environment using many process and safety work process tools. Communications Management represents PSD's longstanding SP commitment to communicating with and learning from our stakeholders, a process PSD views vital to sustainability. The outsourcing of food service management and transportation contribute to organizational success by reducing overall capital investment, streamlining operations and capitalizing on economies-of-scale provided by an external vendor. PSD's smaller size and campus setting allow for heightened integration of work processes. As example, our Communications Management area is highly linked to our Technology Management work process area due to our desire to use technology to more effectively communicate with and receive feedback from stakeholders.

6.1b(2) The process for determining key process requirements for the Academic processes is informed by our ES in our SPP as well as numerous internal and external sources. Inputs include Federal, WI SS, DPI standards and regulatory requirements, BOE policy, and student and stakeholder expectations and requirements. For Non-Academic processes, inputs include state statute, federal regulations, local ordinance and code, county regulations, and WIAA policies and regulations. Inputs may trigger an update. Changes to requirements are made as part of the SPP. SLs and the BOE monitor and review performance against key process requirements. Key process requirements for Academic and Non-Academic processes are identified in *Figure 6.1-1* and *Figure 6.1-2.*

PSD uses numerous evidence-based and innovative methods to anticipate and prepare for individual differences in learning, capabilities, rates and styles. A comprehensive Pyramid of Intervention (POI) proactively and systematically addresses the diverse needs of students. The POI *(Figure 6.1-3)* ensures resources and services are made available for students needing learning assistance. During PLC time students in need of assistance are identified by classroom teachers, counselors, and/or administration. Identified students then receive resources and interventions to address specific needs with increasing frequency and intensity in order to see positive learning results. Progress is monitored through tools such as Individualized Education Plan (IEP) and Differentiated Education Plan (DEP) goal monitoring.

Figure 6.1-3 Pyramid of Interventions
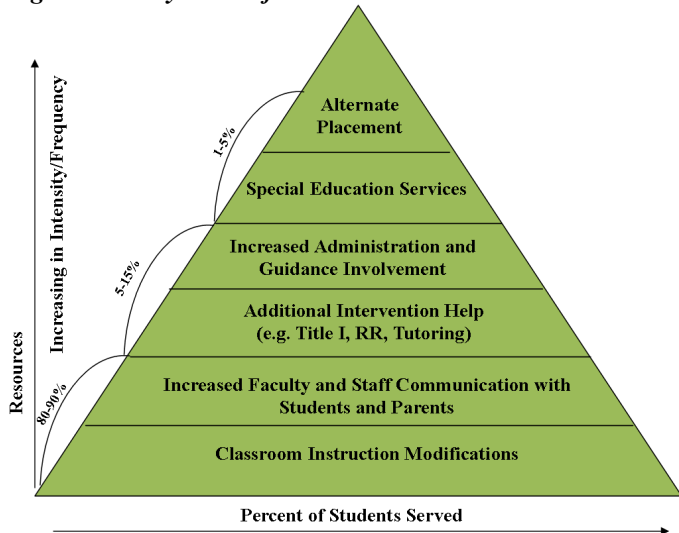
Modifications to student interventions intensify for those not making targeted progress.

Administrators and teachers participate in a collaborative review of student performance data in an ongoing PLC and annual DR. During PLC/PCT time, curriculum, instruction and assessment work processes are modified to meet the needs of students (*Figure 6.1-2)*. For students who demonstrate mastery of the curriculum and meet learning goals readily, the Talented and Gifted (TAG) program offers an array of programming options. All TAG students possess a DEP that ensures they receive enrichment opportunities, advanced coursework, and independent work study.

Each year as part of the our DR, teams of teachers and administrators analyze student achievement by the following segments as recognized in AYP: special education, ELL, gender, ethnicity, and economically disadvantaged. This segment analysis has greatly informed SP initiatives and work systems in the District. Programmatic changes, staffing additions and moves, and professional development are adjusted as a result of this segment analysis. Due to the size of the District, however, it is equally common to analyze the performance of individual students, not just segments of students. PSD's small size allows us to drill down to a more personalized level with greater ease. Additionally, receiving real time MAP results allows classroom instruction to be differentiated more quickly to address specific student needs.

6.1c **Emergency Readiness**

The Crisis Response Plan (CRP) provides procedures to avoid or minimize personal injuries, property damage, and protect district assets and prevent harm to students, faculty, staff, and the community. Utilizing the expertise of our staff and law enforcement, fire department, insurance representatives and an environmental management company, the Safety Committee developed the CRP. Input into the plan is also provided by The Center for School, Youth & Citizen Preparedness, Homeland Security and School and Youth Initiatives (a third party under the Homeland Security agency). The CRP specifies the procedures to implement in the event of a natural and/or man-made disaster, threats or acts of violence against students, the workforce and property. The CRP outlines policies and procedures for the key four stages of emergency readiness: prevention, management, continuity of operations and recovery.

Prevention: Numerous preventive measures are taken to avoid opportunities for emergency or disaster. Risk analyses are conducted to secure the district grounds and facilities against intrusion. Regular mock evacuation and fire drills are conducted to ensure effective training in exiting the building to a safe zone and to identify areas to improve preparedness in the event of an emergency or fire. Building inspections are conducted to identify potential hazards. In 2009, a Pandemic Flu Plan was developed to deploy in case of disruption caused by the H1N1 virus.

Management: During an emergency or disaster, the CRP is executed by the Incident Commander, Safety Officer, Public Information Officer and Liaison Officer, who have been trained on how to respond.

Continuity of Operations and Recovery: The safety of students, faculty and staff is a priority during and after an emergency. Procedures are established for returning to the buildings and ensuring the continuity of operating systems,

processes and procedures in an organized and effective manner. As PSD is data-driven, the safe storage and live vaulting of data is vital so that it could continue to be accessed in case of system failure. Thus, systems have been developed including external storage of data, to ensure the continuity of operations in the event of a disaster. Property records are reviewed annually to ensure accuracy of documentation in the event of a loss. Accurate records allow for more effective operations in a recovery mode. The IT Department has a comprehensive plan for data storage and recovery in the event of a crisis.

The Safety Committee (SC) uses the PDSA approach to review and improve the CRP. For example, to improve the Lockdown Drill, PSD collaborated with the local law enforcement and emergency responders to develop a systematic Lockdown Plan, implement it campus-wide, analyze it, and revise it using PDSA.

6.2 Works Processes

6.2a. Work Process Design

6.2a(1) PSD utilizes the PDSA process throughout our organization to design and innovate work processes to meet key requirements. In the planning phase, PSD utilizes research, best-practices, efficiency & productivity data, cycle-time analysis and piloting of programs to innovate work processes. *Figure 6.2-1* identifies the PDSA approach used to improve our work processes. In the example given, PSD determined an opportunity for improvement within the key work process area of HR Management. Specifically, PSD identified a need to improve the process for handling paperwork associated with teacher hiring process. PSD recognized the need to move from a paper-based application review process to a technology-based scan and file process. After implementing and reviewing the technology-based process, PSD identified an opportunity to further improve the process by utilizing WECAN, a web-based contracted service. In doing so, PSD increased productivity and the cycle-time needed to review applications and ultimately hire new teachers. The improvement process is now utilized in a

Figure 6.2-1 Work Process Improvement Using PDSA

Design Process Table		
PDSA	**Description**	**Explanation**
PLAN (Review purpose, Goals, Inputs)	Identify Need	Volume of Paperwork; Competitive Advantage
	SIPOC (suppliers, inputs, process, outputs, customers)	(S) WECAN.com, Yahoo, Job Nog, Monster, WI.Gov; (I) Input of AC & AT, Test; (P) Current process vs. other tools; (O) Contract with WECAN;;(C) Accessibility, ease of use for PSD
DO (Create & Deploy Plan)	Design Requirements	Online; widely publicized, easy for applications, efficient access, dynamic
	Explore Technology	Online web based, no software purchases needed/training, compatible with Gallup
	Develop Measures	Quality/quantity of applicants, Gallup scores, time to fill
STUDY (Analyze Results)	Conduct Design	Coordinate live date, posting process, merge procedures, compatible with IT, Gallup scores
ACT (Make Improvements)	Pilot/Test Design	2008-09: Notified candidates of change in application process, begin pilot process with building teams, collected data on the timelines, selected WECAN as product
	Implement	2009-10:Accepted only WECAN applications, utilized WECAN throughout PSD, reviewed quality and quantity of applicant data
	Standardize	Following a review of data and calibration of ranking system, fully implemented WECAN in the Spring of 2009

standard manner throughout PSD, and staff development was provided to the AC to ensure effective utilization.

6.2b(1) SLs utilize AT meeting time to monitor and review performance against key process requirements using measures determined in Step 6 of the SPP *(Figure 2.1-1)* and identified in the SP as Key Indicators for Goal Attainment *(Figure 2.2-2* and *Figure 6.1-1)*. PSD systematically utilizes the PDSA process throughout our organization to design and innovate work processes to meet key requirements and to mitigate variability. Stakeholder input is used to evaluate and analyze all key work processes.

In order to meet the SPP goal of maximizing student academic performance, PSD recognizes that the teaching and learning framework must be managed and monitored on an ongoing basis. The CIP process and QAR reporting system are utilized to monitor and guide daily activities. These processes were implemented in 2008 after completing the first 6 steps of the PDSA cycle related to student instruction *(Figure 6.2-1)*. PSD's core competency, commitment to continuous improvement and using data to drive decision making, are exhibited throughout this process. In Step 1, the AC use the PDSA process to develop a performance measurement plan as reflected in CIPs. The measurement plan identifies the types, methods, and frequency of assessments used throughout the continuous improvement process. Both formative and summative assessments are used to measure student performance. In Step 2 a variety of assessment data is collected and analyzed, including but not limited to, teacher developed formative and summative checks for understanding (tests, quizzes, homework, projects, etc.) as well as standardized assessment data such as MAP, WKCE, ACT, AP, and PLAN. CWT and formal observation data is also collected. Student, parent, and alumni satisfaction survey/focus group data is also utilized in this step. In Step 3 the AC uses PDSA strategies to analyze student performance data and identify opportunities for instructional improvement. Data is analyzed and improvement suggestions are offered by all faculty members at weekly PLC meetings and monthly all staff meetings. In Step 4 we use data from PSD's formative and summative assessments to improve teaching methodology and to refine curricular decision making. This input from all staff members reduces variability in curriculum delivery and allows for consistent best practice implementation in the classroom. In Step 5, data teams are assembled annually to review and recommend improvements in the CIP process. This Academic key work process is renewed on an annual basis by the AC.

Similarly, the Non-Academic work processes have dedicated AT members who manage and monitor work processes in their respective departments where daily monitoring and quarterly analysis via QARs is a responsibility. A Non-Academic work process example of reduction and variability and management of the day-to-day design is evident in the key work process area of Facilities Management where a new online work request program allows district-wide staff accessibility to a single software program for input of requests related to custodial/maintenance/grounds work orders. This process is monitored, assigned, and completed daily to ensure that all facility needs are addressed in a timely and proactive manner. Upon completion, the person assigned to complete the task must

enter a completion time and communicate it along with comments in order close the work ticket. To offer 2-way communication, the originator of the ticket has an opportunity to provide feedback on the quality of work and the timeliness of completion. Data is reviewed at weekly staff meetings to determine success levels and opportunities for improvement.

6.2b(2) Preventing variability in our Academic work process areas is attained via the CRDP process where one common BOE-approved curriculum is developed and deployed in all grade levels and classes. Curricular implementation is monitored through the PES and CWT process. By employing common key formative and summative assessments in all classrooms and subject area classes, PSD further reduces variability in student learning. For example, although many teachers may teach English 9, key student assessments are departmentally designed, and used by all, with results analyzed at our Data Retreat. This is monitored at the school and district level. Our Non-Academic work process areas utilize key work process tools identified in *Figure P-1* to standardize service. As example, PSD uses our Five Year Capital Projects Plan to keep campus facilities safe and operational. PSD employs a highly experienced and trained maintenance staff that implements a cycle of preventative maintenance and record keeping to proactively address potential maintenance needs. PSD tests the safety & security by conducting scheduled drills utilizing members of the Safety Committee (SC). Systematic data analysis and the implementation of an efficient & strategic communication process prevents errors and re-work.

6.2c   Work Process Improvement
The SPP drives continuous improvement planning throughout the organization using strategically implemented process tools. The CIP process examines data, reviews processes, and establishes key improvement goals. A needs assessment and data inquiry using 360 Degrees of Data begins the process. ST and LT goals are developed with targets and measures based on academic and organizational needs. The QAR process provides frequent checkpoints and plans are adjusted as needed. All areas of the organization now use this method for improving work processes, and improvement opportunities are fully deployed throughout the organization. Data is collected through the CIP process along with performance data published through the use of dashboards that are created, stored and distributed electronically. Data is accessible to all stakeholders in the school community and utilized in the PDSA cycle.

   PSD utilizes the PDSA approach *(Figure 6.2-1)* to drive work process improvement. When work process improvements are identified, a team of internal and external experts is assembled to initiate the PDSA cycle. All members of the AC have been trained on the utilization of quality tools to support the decision-making process. Recently two members of the AC and a teacher leader attended a National Quality in Education Conference to further enhance organizational knowledge surrounding the use of quality tools. Several of these tools that have been utilized include Force Field, Affinity Diagram, Pareto Diagram, SWOT Analysis, Flow Charts, Fish Bone Diagrams, Histograms, Gantt Charting, and Root Cause Analysis.

   Cycles of learning are rich and plentiful. In the Curriculum Management key work process area, members of the AC led

their staff through an Affinity Process where the central question, "What do we want kids to know and be able to do?" was addressed. By using the Affinity Process PSD has established 7 Core (21st Century) Competencies that will become the curricular foundation for our CRDP. In reviewing the purchasing process, in our Financial Management work process area, we utilize flow charting and a SWOT Analysis process to drive improvement.

   PSD utilizes its robust intranet system in conjunction with frequent staff meetings led by members of the AC to share improvements, lessons learned, and review processes. PSDs unique campus setting allows for frequent face-to-face contact with all stakeholders to aid in attaining stakeholder input in addition to the strategic use of stakeholder input.

7.0   Results
The organizational performance results for PSD and its continuous improvement efforts are a direct result of the balanced scorecard approach which focuses on fact-based management. The District's SPP and core competencies also drive results. In most cases, PSD's results exceed state and county averages; in these cases, to enable comparison, PSD reports world class school districts as stretch goals.

7.1   Student Learning Outcomes
7.1a   Student Learning Results
Consistent with our Mission to open the door to each child's future, our belief, strategic initiatives and action plans for academic excellence, PSD student learning demonstrates leadership results. PSD uses other Waukesha County schools for comparison data in the surrounding area. State

Figure 7.1-1 Grade 8 WKCE Math
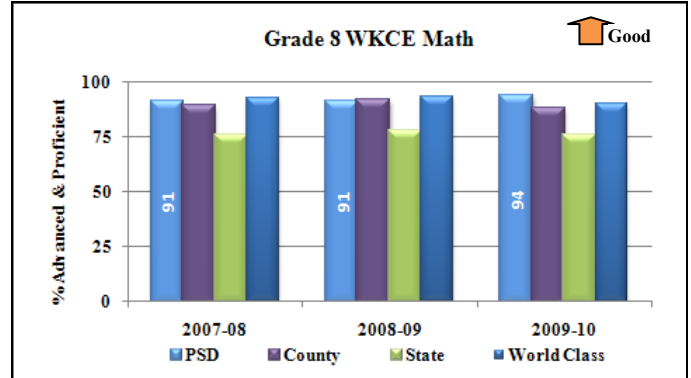
comparisons are based on data presented in the Regional Report of the Productivity of Wisconsin Schools presented by the Public Policy Forum (PPF) for the school year 2007-08, and the 2008-09 data provided by the Department of Public Instruction (DPI). PSD has ranked in the top 15 of the 50 SEW school districts ranked by PPF for the last four years. These schools represent Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, and Waukesha counties. Despite the fact that in 2006 the state changed the norms on the scale score category definitions, PSD surpassed state averages in all Wisconsin Knowledge and Concept Examination (WKCE) proficiency categories based on the Criterion Reference Test (CRT). PSD has also met AYP at the district, school and segmented population every year.

   Figures 7.1-1 and *7.1-2* show 8th grade student Reading & Math proficiency on Wisconsin's Knowledge and Concept Examination, the NCLB required state examination. *Figure 7.1-3* shows student segmentation of the same results in Math

Figure 7.1-2 Grade 8 WKCE Reading
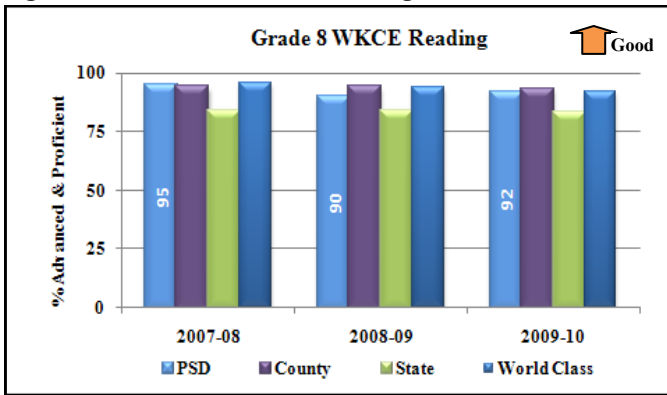
Figure 7.1-3 Grade 8 WKCE Math Segmentation
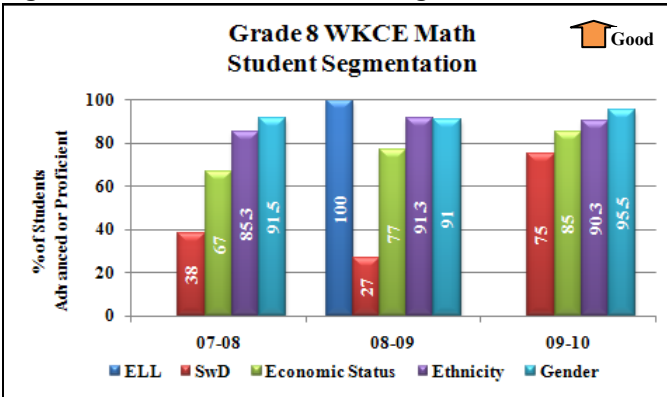
where gains are being seen over the last three years by Early Language Learners, Students with Disabilities, Students of Ethnic Origin and by Gender. Too lengthy to place in this application, on site documentation is available demonstrating student proficiency exceeding state averages in all subject areas, grade levels, and student segments. WKCE benchmarked data is analyzed regularly and guides learning plans. An example of this is given in *Figure 7.1-4.* In a cycle of learning at the high school level, PSD identified a gap in performance, with males performing less proficiently than females. At the start of the 2005-06 school year, the achievement gap was greater than 10 points, and PHS took steps to address this issue and interventions were put in place. Trend results show steady progress towards closing that gap.

Figure 7.1-4 Grade 10 WKCE Reading—Gender
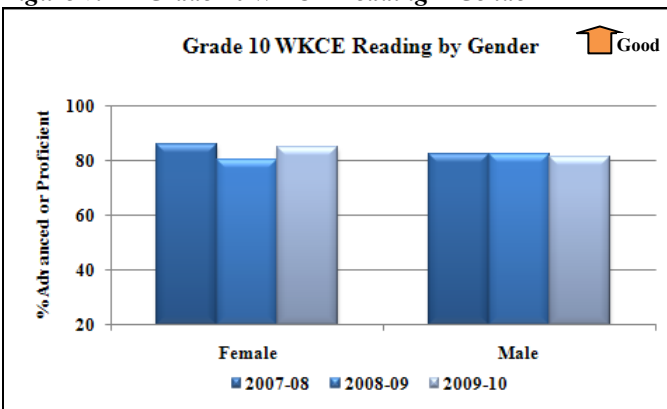
Another SP goal has students successfully performing on District Benchmark Assessments (DBAs). *Figure 7.1-5* provides evidence of a predictive locally designed assessment system having desired results. Using a pre and

Figure 7.1-5 Writing DBA's
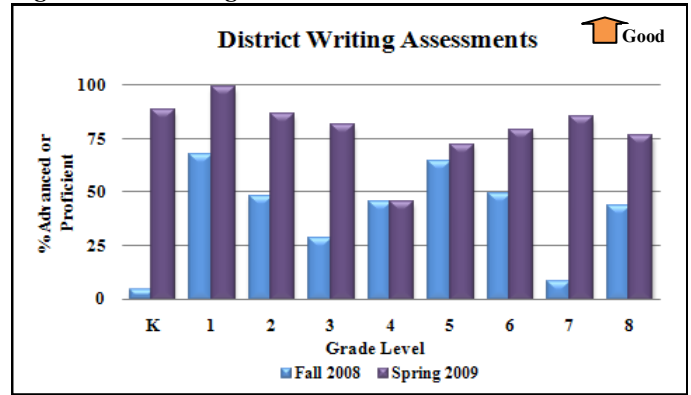
Figure 7.1-6 Students Taking AP Exam
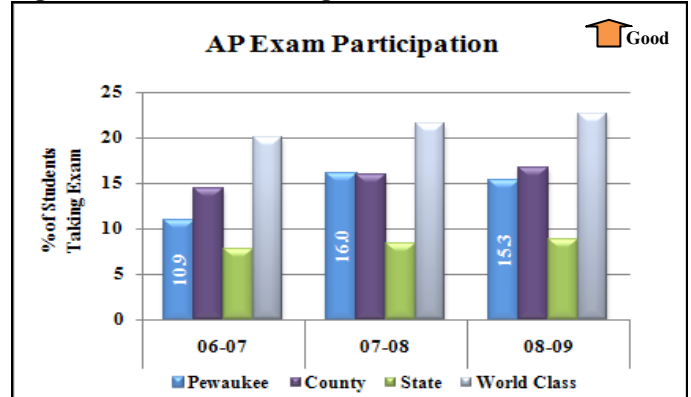
Figure 7.1-7 percent of Students Scoring 3+ on AP Exams
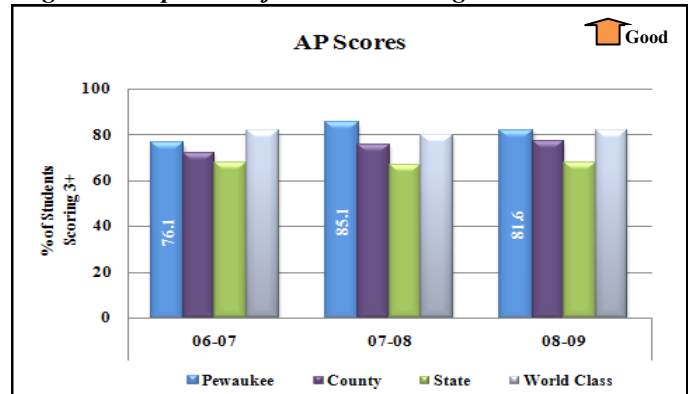
post assessment model, PSD measures the impact of the writing program from the beginning of the school year to the end of the year. This too is measured and analyzed longitudinally and presented to the BOE. DBA data results are used to assess individual student acquisition and retention of essential knowledge and skills at a prescribed point of time, thus allowing for focused follow-up instruction. Such data is student specific and, therefore, is not comparable to data from other schools. Results, however, are used by the department/grade level instructors as an indicator of the effectiveness of instruction for that benchmark period of time. DBA data for Reading and Math is available on site.

Many other indicators are used to ascertain student learning results. As shown in *Figure 7.1-6* and *7.1-7,* Advanced Placement (AP) local trend data compares favorably to local, state and world-class organizations in AP results. While tripling the number of tests taken, PSD has maintained one of the highest pass rates in local, state and Baldrige comparables and is significantly increasing the participation rate annually.

Figure 7.1-8 Student ACT Composite Scores

ACT Scores — Good

Score values: 22.5 (04-05), 23.0 (05-06), 22.9 (06-07), 23.4 (07-08), 23.3 (08-09)

Legend: Pewaukee, County, State, World Class
X-axis: School Year
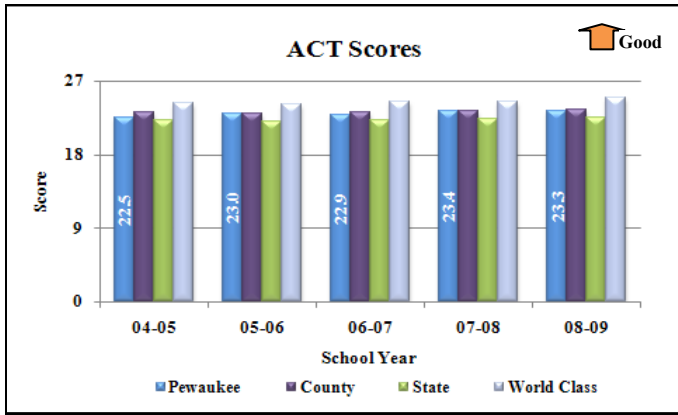
Figure 7.1-9 PHS Completion Rate

High School Completion Rates — Good

% of Students Completing Grade 12: 96.9 (06-07), 97.5 (07-08), 98.4 (08-09)

Legend: Pewaukee, County, State, World Class

Figure 7.1-10 PHS Failure Rate

PHS Failure Rate Qtr 3 Longitudinal Data — Good

# of Failures by Frosh, Soph, Junior, Senior

Legend: 2007-08, 2008-09, 2009-10

Figure 7.1-11 Closing the Reading Gap—Grade 4

Economically Disadvantaged Grade 4 Cohort - Reading — Good

Change in Mean: PSD 10.2 (07-08), PSD 25.1 (08-09)

Legend: PSD, State

Figure 7.1-12 Closing the Reading Gap—Grade 6

Economically Disadvantaged Grade 6 Cohort - Math — Good

Change in Mean: PSD 23.6 (07-08), PSD 22.2 (08-09)

Legend: PSD, State

Figure 7.1-13 Closing the Math Gap—Grade 6

Economically Disadvantaged Grade 6 Cohort - Math — Good

Change in Mean: PSD 23.6 (07-08), PSD 22.2 (08-09)

Legend: PSD, State

The ACT test is another indicator of a student's preparedness for higher education, examining aptitude in math, reading, English, and science on a nationally normed standardized test. Colleges use ACT scores as one of the determining factors in college entrance. Each of the four areas are scored separately using a 1-36 scale, with 36 being the highest score. A composite score is also given. In 2008-09, PSD students scored a 23.3 as compared to a composite of 22 in SEW and 22.1 for the State *(Figure 7.1-8)*. While not reflected in the tables, PSD also exceeds performance of Baldrige winning schools on the ACT. This year's composite score is one of the highest scores in PSD history, and it demonstrates the trend to higher performance over the past five years. During a cycle of learning in 2005-2006, PHS began assessing ACT scores in its CIP. As a result of this effort, PSD is focused on preparing all students for the ACT. This preparation begins in tenth grade but is expanding to 7th or 8th grade in 2010. Approximately 70 percent of PSD students take the national standardized ACT.

Figure 7.1-9 demonstrates PSD's exceptional graduation rate which exceeds all comparable groups. The district continues the pursuit of a perfect graduation rate using the POI model. All of this is done with the highest graduation requirements in the State of Wisconsin with 28 credit units required for graduation. *Figure 7.1-10* provides additional information regarding student failure rates over the last four years at PHS. Student failure is defined by PHS leaders as earning a "D" or "F" as an end of course letter grade. PHS identified failure rate as a CIP four years ago and the results demonstrate progress toward this goal with over a 40% reduction in total failures.

Figure 7.1-11 illustrates PSD's segmented performance using cohort data for economically disadvantaged students as compared to those that are not. Cohort analysis, a deeper level of analysis, follows the same group of students in studying performance. Economically disadvantaged is a student segment defined by the number of students receiving federal assistance through the Free or Reduced Lunch Program. PSD continues to target closing this achievement gap with this key segmented group. PSD's ability to close the gap in reading outpaces the state average by 33%.
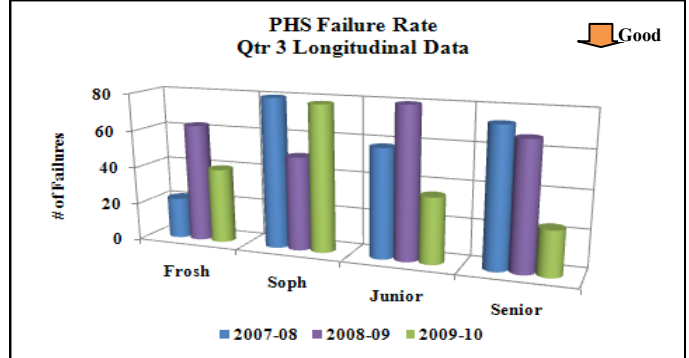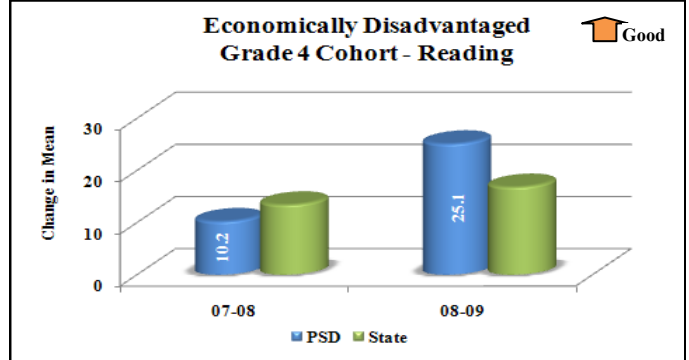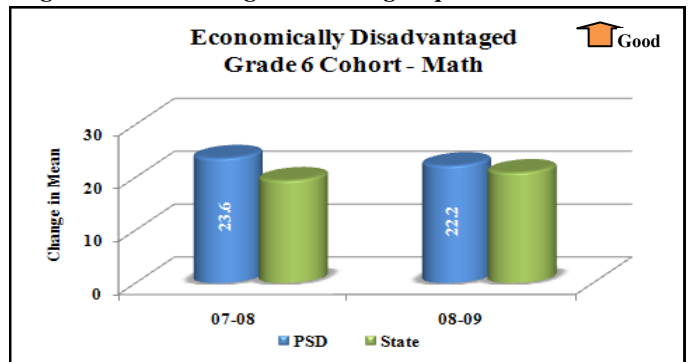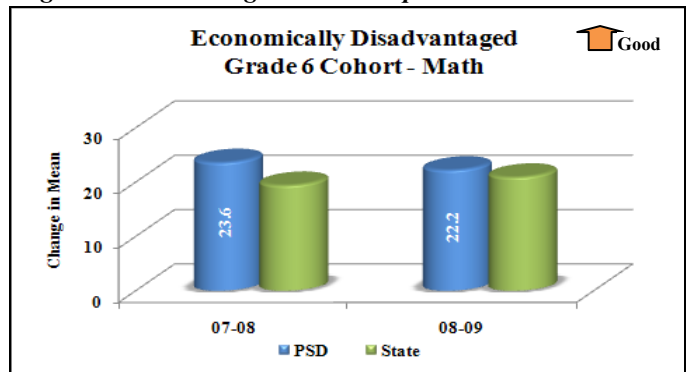
Figure 7.1-14 College Readiness
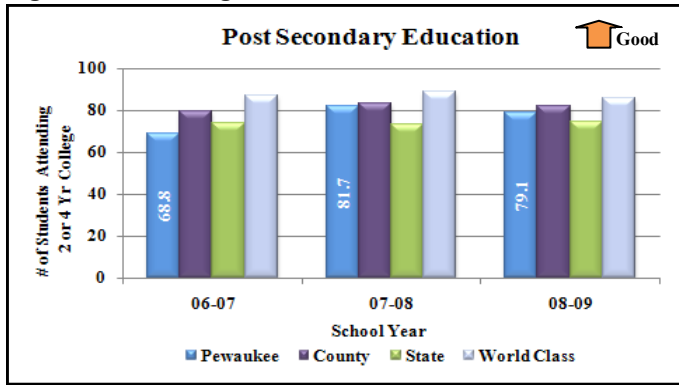
Figures 7.1-12 and **7.1-13** provide results for the same comparisons at 6th grade.

An important component of opening the door to each child's future is access to lifelong learning. **Figure 7.1-14** reports the percentage of PSD's graduates attending college—a 2-year or 4-year accredited school of higher education. The chart shows continued progress in our College Readiness program.

7.2   Customer-Focused Outcomes

7.2a   Student and Stakeholder Focused Results

7.2a(1) For over ten years PSD has measured student/stakeholder satisfaction and dissatisfaction using annual surveys of students, parents & staff at each school. Additionally, alumni surveys, community surveys, tracking of citizen comments at BOE meetings are tracked and analyzed along with monitoring student achievement results.

Figures 7.2-1 through **7.2-3** document parent perception and find PSD parents indicating with a high percentage that

Figure 7.2-1 Parent Perception Data Attained via Survey
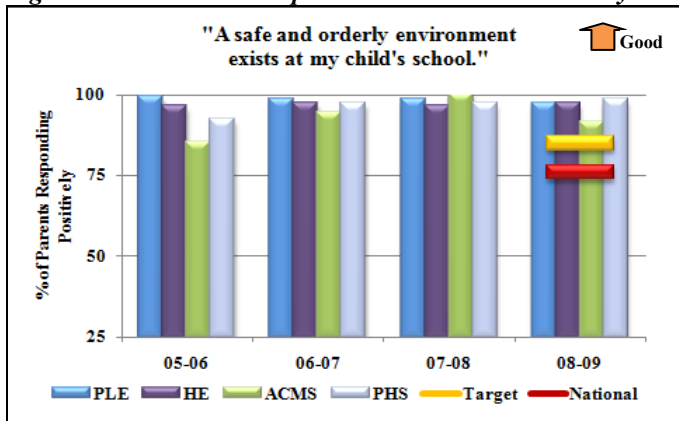
Figure 7.2-2 Parent Perception Data Attained via Survey
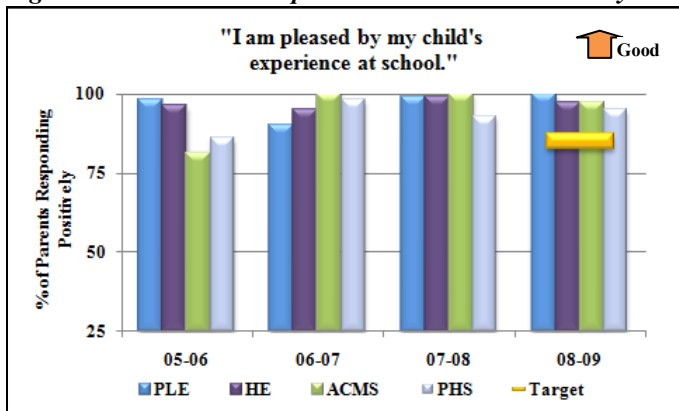
Figure 7.2-3 Parent Perception Data Attained via Survey
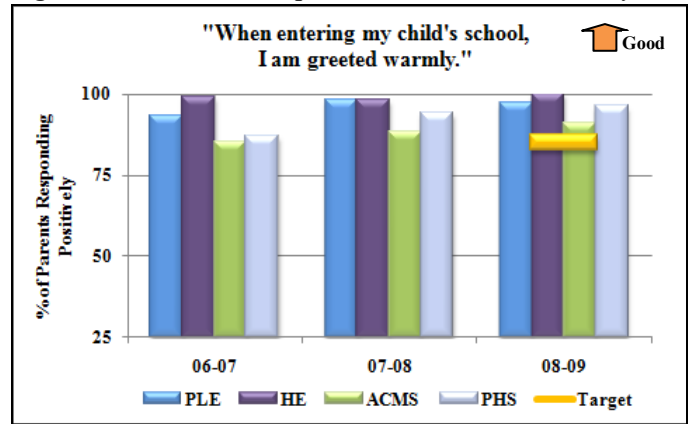
schools are safe & orderly, that they are greeted warmly and that they pleased with their child's school experience. In each indicator we surpass our 85% target and, where available, national benchmark levels. Additional results segmented by school are available on site.

Student feedback is also sought and analyzed for trend and pattern. Elementary school students feel learning is interesting and challenging (**Figure 7.2-4**). Middle and high school students responded that teachers held high

Figure 7.2-4 Elementary Student Data Attained via Survey
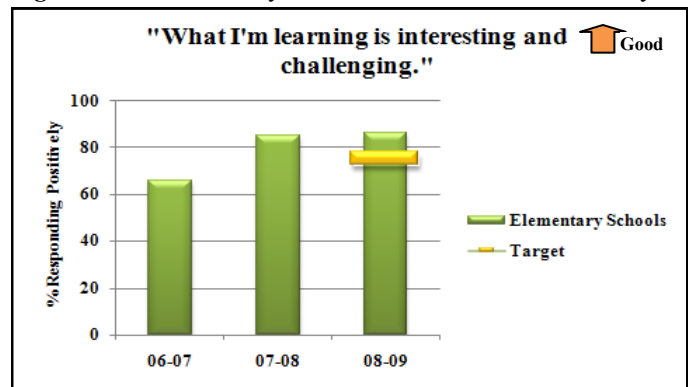
Figure 7.2-5 Secondary Student Data Attained via Survey
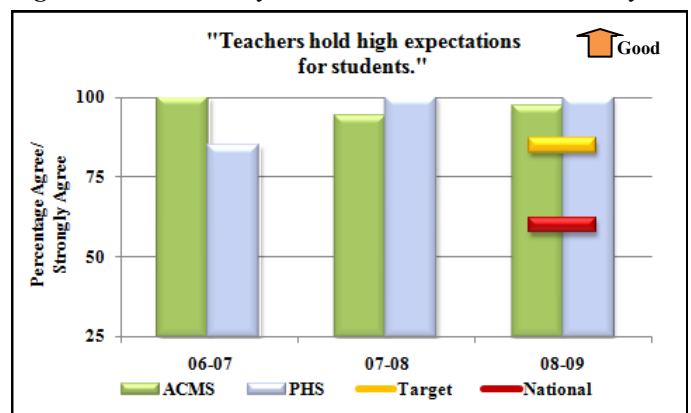
expectations for them at a percentage level far exceeding local and national benchmarks (**Figure 7.2-5**). Additional results segmented by school are available on site.

In a cycle of learning to attain better segmentation and obtain valuable input about graduates' curricular experience, PSD engages alumni to measure satisfaction through surveys sent to the June graduating class each December. **Figure 7.2-6** shows alumni ranking subjects according to quality on a 10

Figure 7.2-6 Alumni Perception Data Attained via Survey
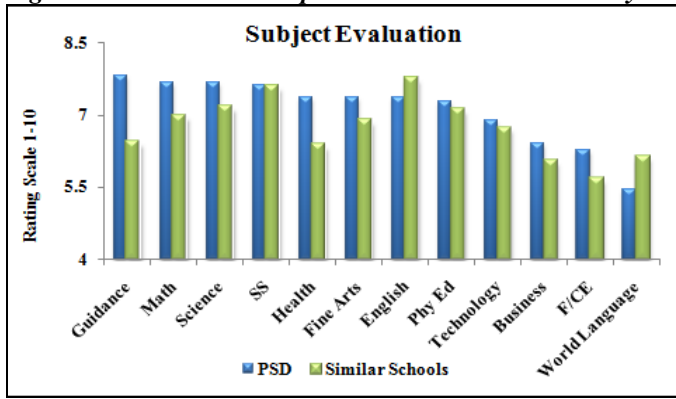
point scale. In analyzing these benchmarked results, PSD outscores schools of similar size in 10 out of the 12 categories. PSD responded to the lower ratings in World Language; data analysis by SLs contributed to changes in the World Language Curriculum Renewal and Design Cycle in 2009. Three years of trend data is available on site using alumni survey feedback.

7.2a(2) Relationship building and engagement facilitates a long-term relationship with students resulting in daily

Figure 7.2-7 PSD Truancy Rate

	04-05	05-06	06-07	07-08	08-09
Pewaukee	0.10	0.40	0.00	0.00	0.10
County	1.74	1.32	2.02	1.67	1.77
State	9.50	9.80	9.20	10.10	9.40
World Class	1.5	2.0	1.5	1.8	1.5
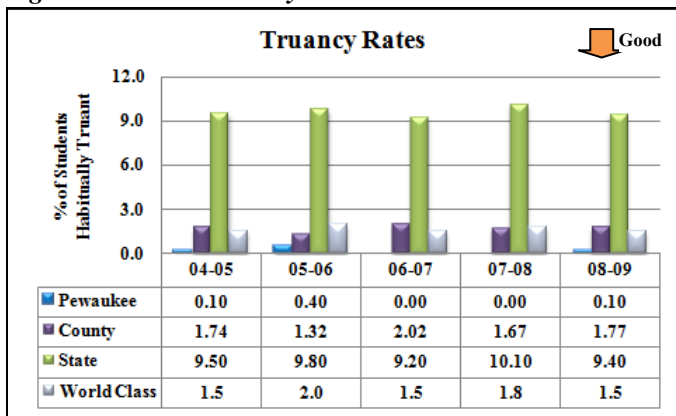
Figure 7.2-8 PSD Drop Out Rate

	04-05	05-06	06-07	07-08	08-09
Pewaukee	0.6	0.6	0.2	0.6	0.1
County	0.5	0.5	0.4	0.2	0.0
State	1.8	1.7	1.6	1.7	1.6
World Class	0.7	0.6	0.5	0.6	0.5
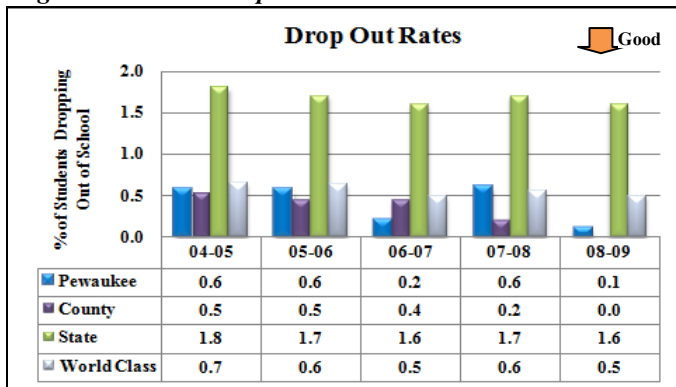
participation, and ultimately graduation. Truancy, drop out and attendance rates given in *Figures 7.2-7 through 9* show local, county, and national comparisons and reflect strong PSD performance against benchmarks.

- PSD holds the lowest truancy rate in SE Wisconsin with only 0.10% of PSD students not attending school on a regular basis *(Figure 7.2-7)*.
- PSD shows a dropout rate of .1%, the lowest in the last five years *(Figure 7.2-8)*.

Figure 7.2-9 PSD Attendance
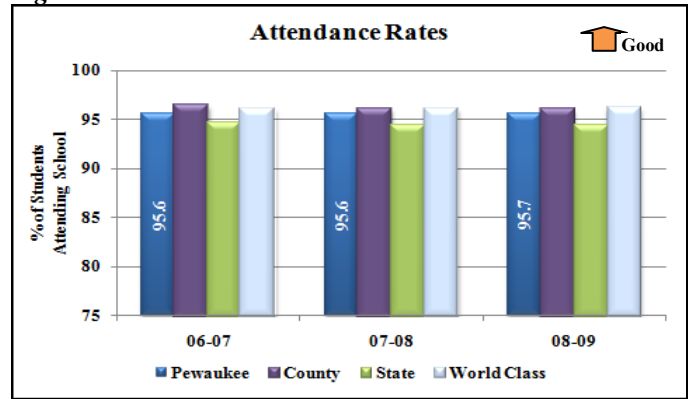
Figure 7.2-10 Stakeholder Volunteer Hours
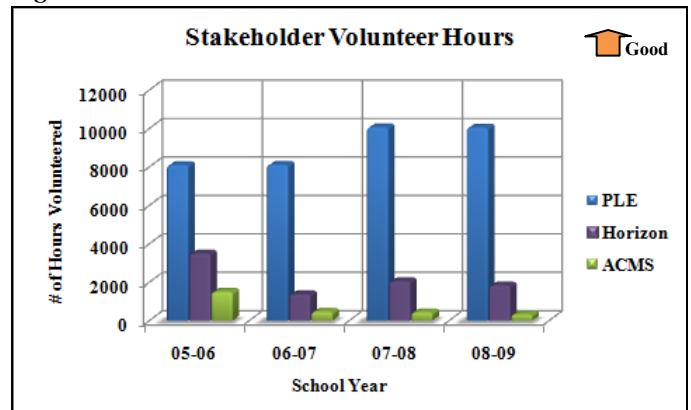
Figure 7.2-11 PSD Student Volunteer Hours
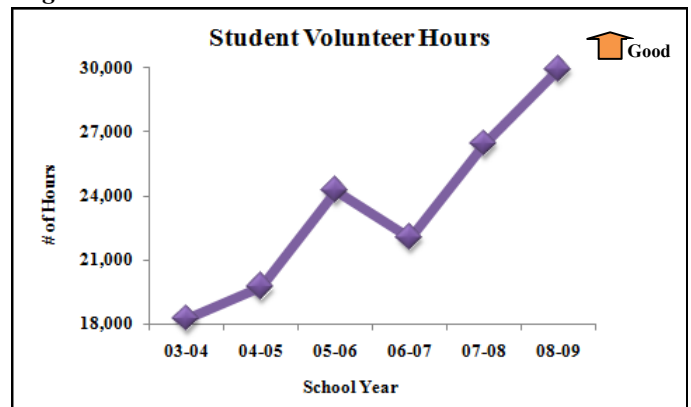
- Trend data shows high and increasing attendance rates meeting or exceeding county, State and world class comparables *(Figure 7.2-9)*.

Volunteers play an integral role in the engagement of students/stakeholders in educational programs, offerings, and services. *Figure 7.2-10* shows stakeholders' steadily increasing volunteer hours. *Figure 7.2-11* shows PHS student volunteer hours. Student hours are also increasing with 2008-09 totals at 29,925 hours for 285 student volunteers who took on semester-long roles as classroom helpers at PLES, HZ, and ACMS. This also demonstrates student citizenship, a PSD core value.

The ability to attract and retain students under OE shows engagement beyond the PSD borders *(Figure 7.3-8)*. Offerings in athletics and activities are linked to OE requests as low enrollment numbers allow for greater participation in a given sport or club. Athletic offerings have also grown

Figure 7.2-12 PSD Athletic Offerings
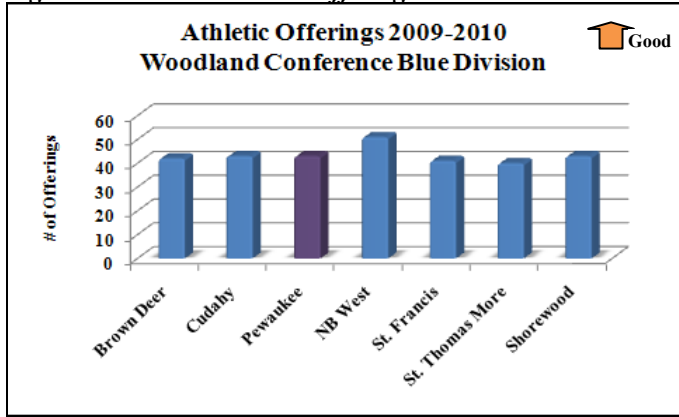
over the past decade and PSD remains competitive in the Woodland Conference as shown in *Figure 7.2-12*.

Community members are invited to attend concerts, plays and special events. Engaging citizens through these avenues has resulted in an increase in favorable views of PSD and in acknowledgement of communication tools. The greatest area for innovation for building a student/stakeholder culture has resulted in increased use of the PSD web site. PSD communications & publications often direct the public to the web site for obtaining additional information on a given topic. A spring 2008 scientific sample survey of 200 adults of voting age showed 11% use the PSD web site and a spring 2009 online survey showed a 51% usage rate. Growth in external web site hits validates this sharp increase.

7.3 Budgetary, Financial, and Market Outcomes
7.3a Budgetary, Financial, and Market Results
7.3a(1) Bond rating is a significant indicator of fiscal strength and a national benchmarking tool. PSD is proud to have had its bond rating improved in March of 2010. Using Standard & Poor's index, PSD was moved up to a AA level,

Figure 7.3-1 Wisconsin School District Bond Ratings
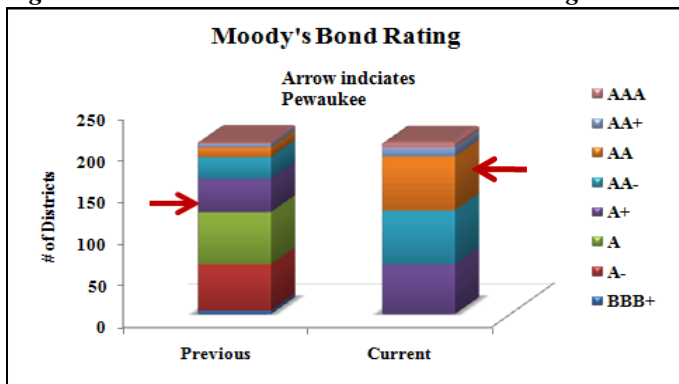
placing it in the 4th highest of the 20 ranking levels *Figure 7.3-1).*

PSD recognizes fiscal integrity is based upon having fund balance to utilize as working capital. This allows for lower interest rates and is beneficial for substantiating PSD's bond rating. Based on feedback from Moody's, PSD has established a target of 10-12% maintained in fund balance. When this initiative began, the fund balance was at slightly over $300,000. In 2009, the fund balance is over $2.2 million and represents 9.24% of the PSD budget *(Figure 7.3-2 and 7.3-3).* A dip in fund balance occurred in 2008-09 when the BOE utilized the fund balance to cover the net cost of the 4K

Figure 7.3-2 PSD Longitudinal Fund Balance
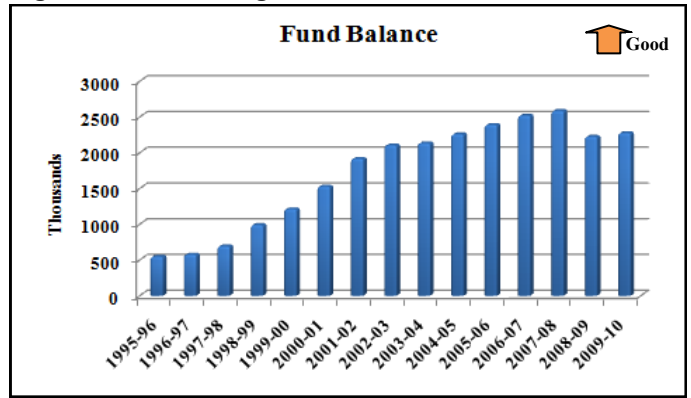
Figure 7.3-3 Fund Balance as a % of Operating Expense

	2006-07	2007-08	2008-09
State	16.78%	17.00%	17.33%
CESA #1	13.03%	13.27%	13.15%
Pewaukee	11.27%	11.25%	9.24%
Goal	10.00%	10.00%	10.00%
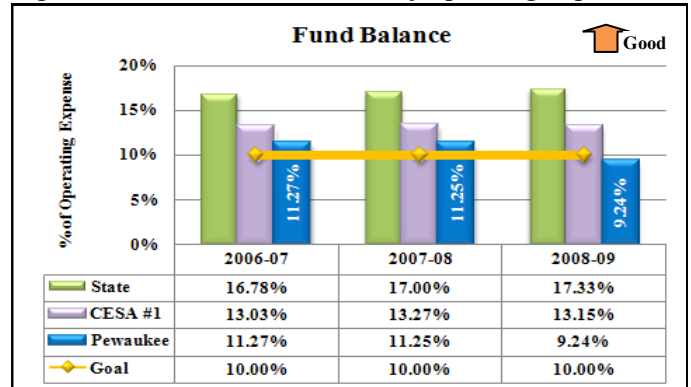
Figure 7.3-4 Fiscal Accountability to Stakeholders
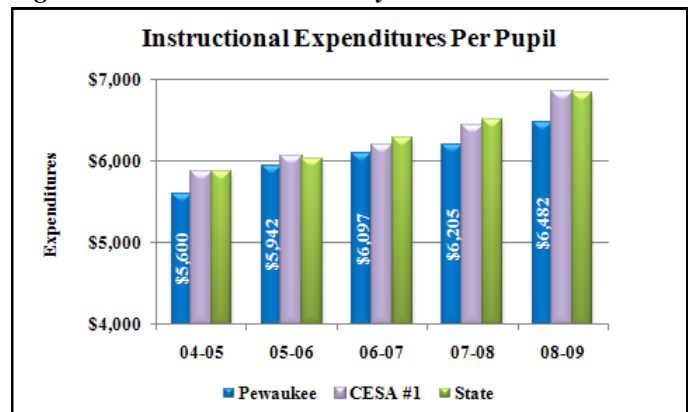
Figure 7.3-5 PSD Longitudinal Fund Balance
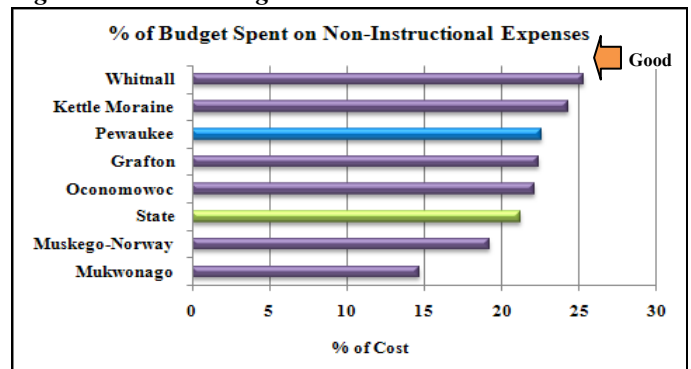
start-up. This was a planned event and not a negative performance indicator. The initial investment in PSD's 4K program will be replaced in three years. This directly speaks to wise budget management and positively impacts the fund balance.

PSD accomplishes the initiatives outlined in the SP while remaining fiscally accountable to the taxpayers of the district. *Figure 7.3-4* illustrates the instructional cost per pupil for PSD compared to the other similar districts in CESA #1 and the State as a whole. PSD is able to achieve higher results in student success at a cost lower than the rest of the state and region. Similarly, *Figure 7.3-5* documents the amount spent on non-instructional expenses and has PSD spending percentages very similar to similar sized schools.

PSD has instituted several measures to contain or reduce costs over the past several years. Documentation is available on site to document savings seen due to:

- Serving as the catalyst for and fiscal agent of a multi-district cooperative purchasing pool for health insurance to reduce the LT cost of health insurance premiums for member districts, reducing health insurance premiums in excess of 25% for some member districts.
- Increased inter-municipal partnerships to reduce future costs and improve efficiency of service through the cooperative purchasing of commodities such salt for winter road and walkway de-icing.
- Increasing the efficiency of building operating systems by utilizing available grant funding to reduce the cost of facility improvements.
- Significant capital improvements within the revenue cap limited through the structure of LT and ST debt.

7.3a(2) PSD is experiencing significant enrollment growth over a three-year period when compared to our Waukesha County counterparts with enrollment increasing by 11%, the highest percent increase in County K-12s (*Figure 7.3-6*). PSD is also holding market share, retaining a higher

Figure 7.3-6 PSD Enrollment Growth
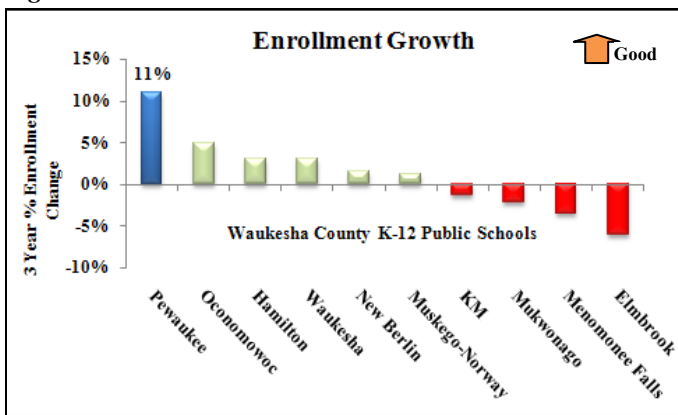
Figure 7.3-7 PSD Public School Enrollment
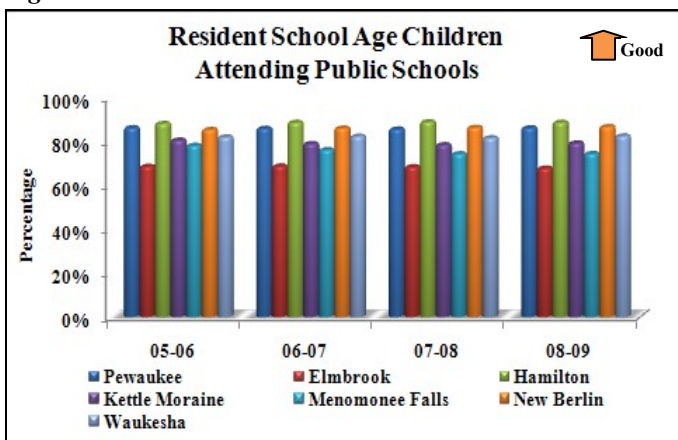
percentage of resident school age students in the public school system (rather than home schooled or private/ parochial school options) than neighboring districts as depicted in *Figure 7.3-7* where only one school district on our borders exceeds our retention rate.

PSD considers a positive OE trend *(Figure 7.3-8 to 7.3-10)* a key indicator of success. Due to close proximity of many quality neighboring districts, PSD is in a very competitive market to attract and retain students. Since the revenues generated are outside the revenue limits, this trend contributes to the long term financial viability of PSD. PSD strategically manages the number of non-resident students allowed into the district to optimize the efficiency of our grade configurations. Using every indicator (requests, OE In,

Figure 7.3-8 PSD Longitudinal Open Enrollment Data
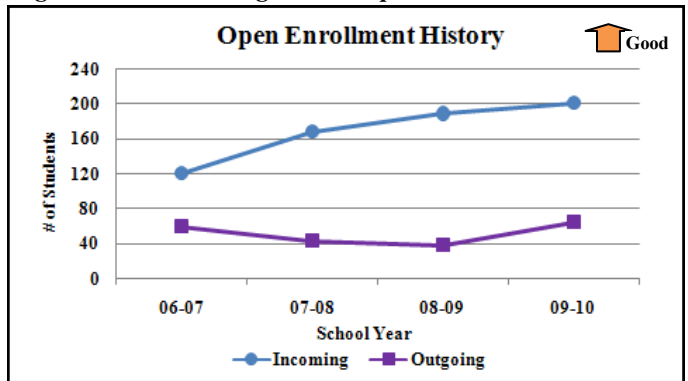
Figure 7.3-9 PSD Incoming Open Enrollment Trend Data
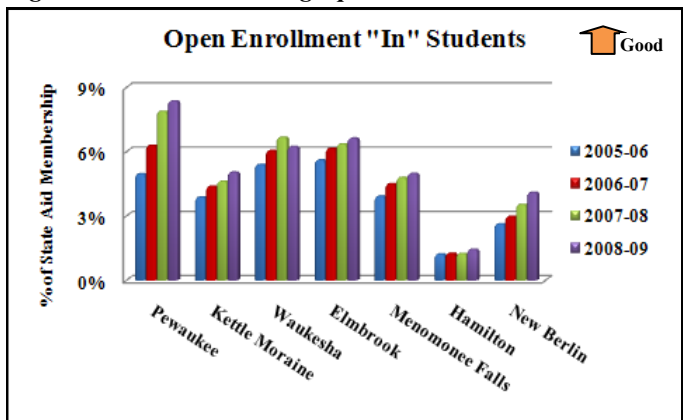
Figure 7.3-10 Outgoing Open Enrollment Trend Data
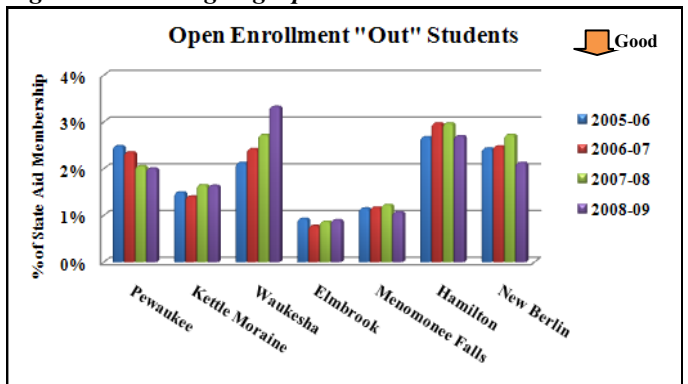
and OE out) PSD outperforms our neighboring school districts and is experiencing a highly positive trend.

7.4   Workforce-Focused Outcomes
7.4a   Workforce Results

Figure 7.4-1 PSD Employee Satisfaction
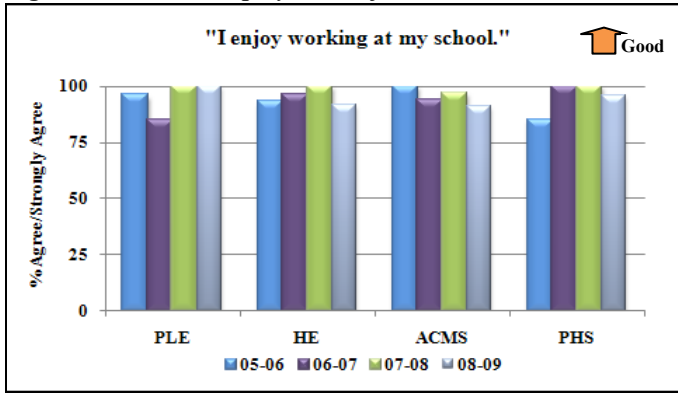
7.4a(1) To evaluate progress in achieving the goal of being a best place to work, PSD tracks measures, sets targets and goals, and benchmarks results with other organizations. Since workforce engagement is a strategic priority area in the SP, PSD closely monitors key performance measures in this area. PSD has conducted building satisfaction surveys for many years. *Figure 7.4-1* shows a consistently high level of job satisfaction for the past four years.

The Employee Satisfaction & Engagement Survey, a newly deployed survey as of 2008-09, shows higher marks in all key satisfaction and engagement areas. *Figure 7.4-2* illustrates at

Figure 7.4-2 Employee Satisfaction & Engagement Results
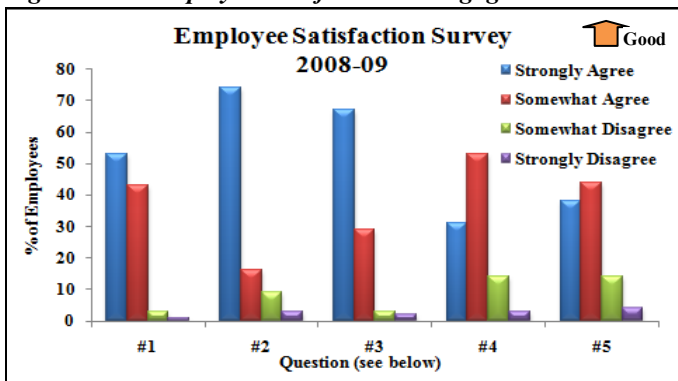
least 80% of employees either strongly agreed or somewhat agreed with the following questions:

1. How satisfied are you with your job at PSD?
2. How committed are you to a long term career at PSD?
3. How likely would you be to refer a friend to PSD as a place to work?
4. PSD cares about its employees.
5. PSD is committed to retaining high quality employees.

Workforce engagement can also be measured by examining

Figure 7.4-3 Median Years of Service with Employer
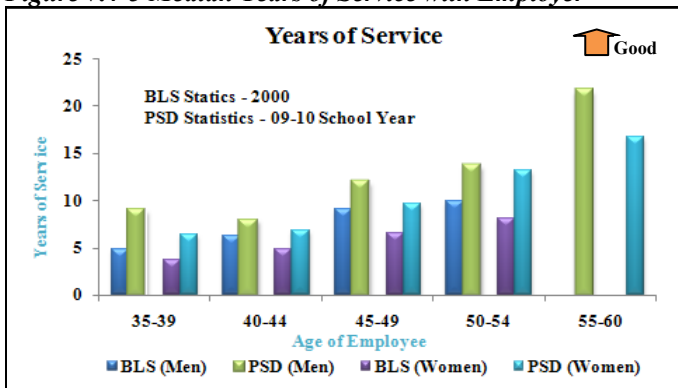
length of service. *Figure 7.4-3* indicates a significant higher number of years of service for PSD employees compared to the median BLS statistics for other employers. This information is segmented for greater clarity in analysis.

Engagement and satisfaction can also be measured by examining retention and turnover rates. PSD segments this data for analysis and is pleased to maintain much lower turnover rates for both teacher workforce segments as well as total workforce. This is significant given the competitive nature of the regional area in compensation rates. *Figure 7.4-4* illustrates PSD has consistently outperformed the national teacher turnover rate. Similarly, *Figure 7.4-5* measures

Figure 7.4-4 PSD Employee Turnover Rates
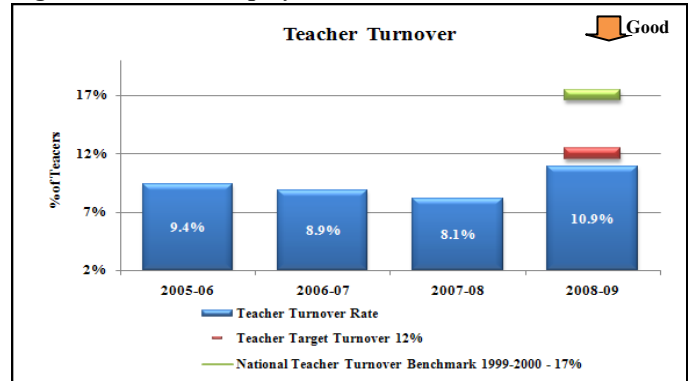
Figure 7.4-5 PSD Employee Retention Rates
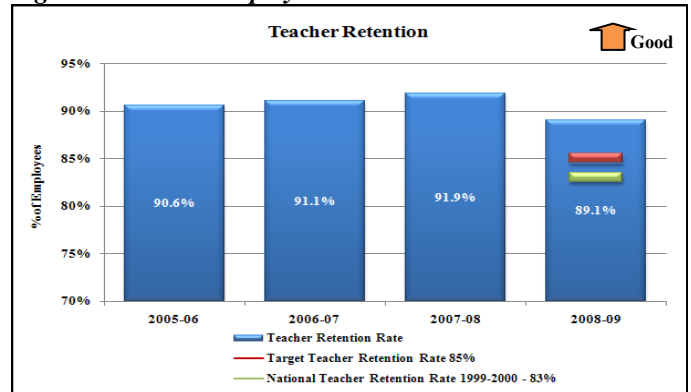
retention rates with PSD outperforming the national teacher average.

7.4a(2) Continuing education is valued and rewarded by PSD. Teachers move to higher salary ranges by obtaining a Master's degree and credits beyond the Master's. *Figure 7.4-*

Figure 7.4-6 PSD Teachers with Advanced Degrees
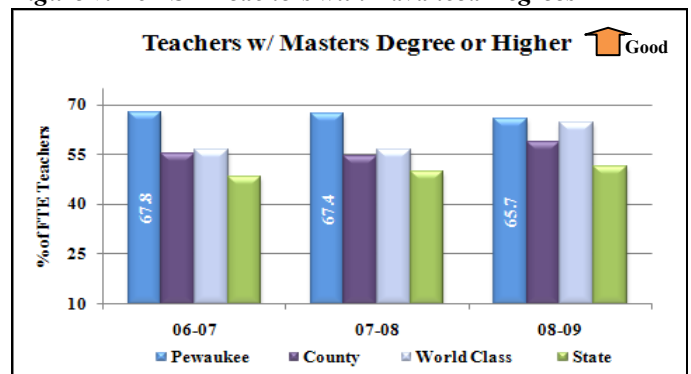
6 shows PSD has a higher rate of teachers with Master's degrees than both the WI and U.S. averages.

Figure 7.4-7 Educator Proficiency
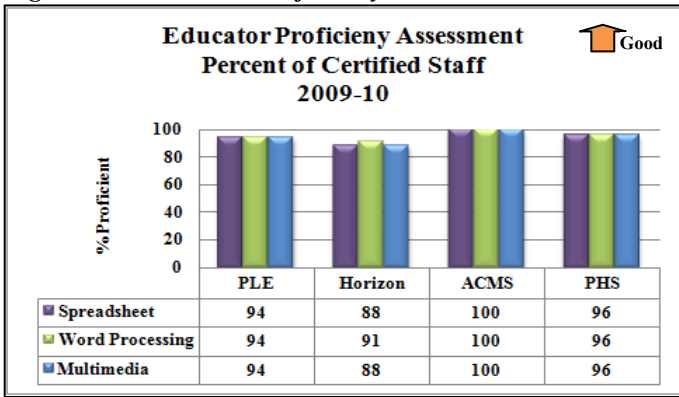
Figure 7.4-7 gives an overview of results from an assessment for teachers on technology software proficiencies identified in PSD's Technology Plan. Teachers not proficient in this assessment receive individualized professional development and will achieve proficiency. *Figure 7.4-8*
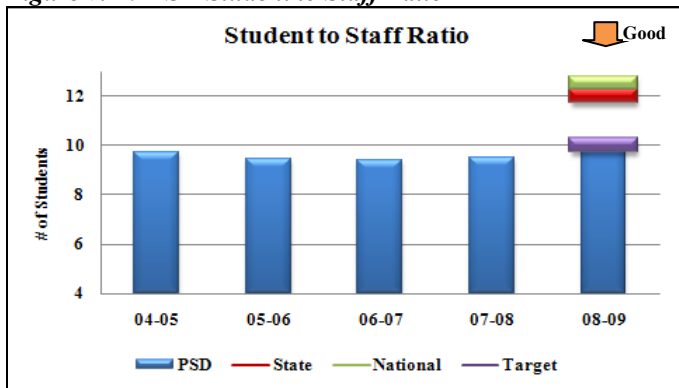
Figure 7.4-8 Expanding Learning Opportunities
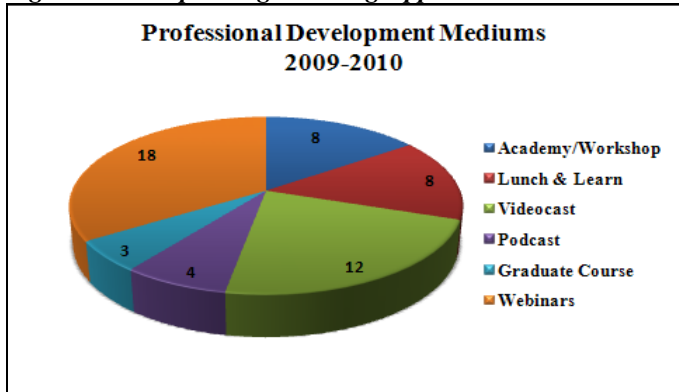
illustrates the increasingly varying mediums of professional development offered to teachers and staff.

7.4a(3) PSD works diligently to maintain favorable staffing ratios for the satisfaction of students as well as staff. PSD's

Figure 7.4-9 PSD Student to Staff Ratio

staffing ratio per student outperforms WI and national averages as shown in *Figure 7.4-9.*

PSD has worked diligently to proactively recruit staff using a wide variety of electronic and media sources. PSD's applicant pool for teachers has always been healthy, but as *Figure 7.4-10* illustrates, the change in posting vacancies to WECAN had a significant impact on attracting qualified candidates. With a higher than expected applicant pool, PSD is able to efficiently and effectively fill every vacant position with highly qualified and talented staff.

Figure 7.4-10 Number of Applications Received by PSD
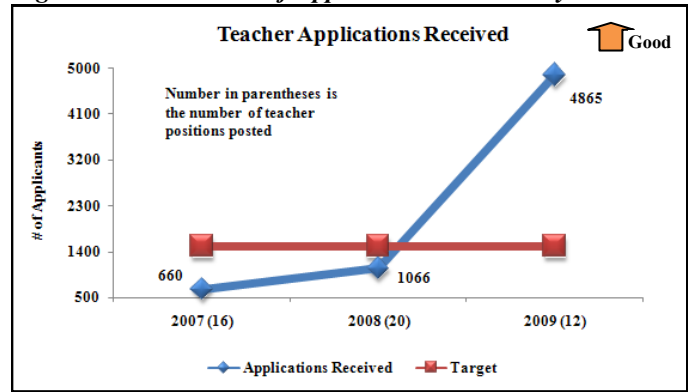
Although PSD has always had a rigorous pre-hire screening process, the implementation of the Gallup TeacherInsight online assessment is an effective tool used to assess talent for teaching. Higher assessment scores predict greater talent for teaching and PSD has strategically utilized this tool to identify candidates. *Figure 7.4-11* illustrates how PSD has steadily improved its average hiring scores ensuring a workforce with the right capabilities. PSD's average hiring

Figure 7.4-11 PSD Teacher Insight Scores
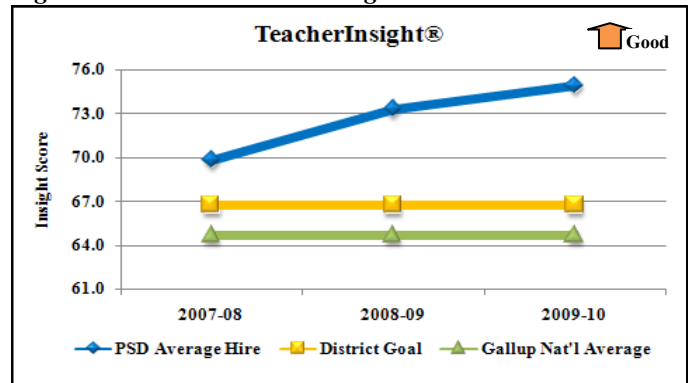
score outperforms the District goal as well as the Gallup national average.

In addition to electronifying our hiring application process, the implementation of AESOP, an on line substitute teacher placement service, is improving efficiency throughout the HR department while ensuring quality staff in each classroom on a daily basis. Our LT and ST staffing levels are

Figure 7.4-12 PSD Staffing Levels by Segment

	05-06	06-07	07-08	08-09	09-10	Change
Teachers*	157.6	158.58	160.1	165.69	164.08	-1.61
Administrators	10	10	10	11	10	-1
Aides*	21.53	21.57	20.91	23.50	23.00	-.050
Custodians*	21.39	21.09	21.09	22.87	22.35	-.052
Secretaries*	11.42	11.38	11.38	11.56	11.56	0
Technology Staff	3	3	3	3	4	1
DO Support	4.8	3.8	3.8	4.8	5.8	1
District Coordinators	3.6	4.6	4.6	4.6	4.6	0
Total (* = union)	234.14	234.02	234.88	247.02	245.39	-1.63

determined by the BOE and SP. *Figure 7.4-12* shows the staffing levels of key education employees.

7.4a(4) PSD has consistently and proactively monitored worker's compensation claims. Annual claims consistently fall below the national education claim average as indicated in *Figure 7.4-13*. This also has a positive effect on our OSHA experience modification number and financial impact

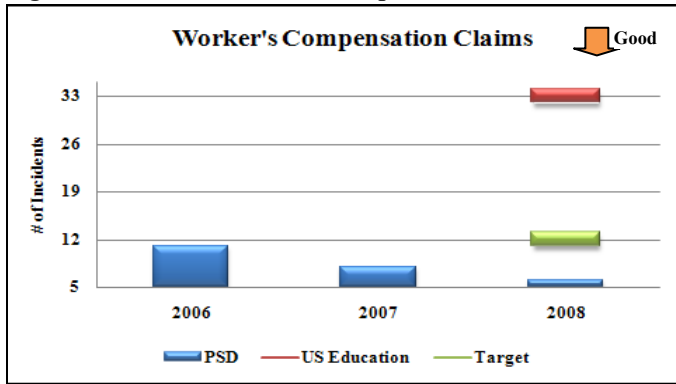*Figure 7.4-13 PSD Worker's Compensation Claims*
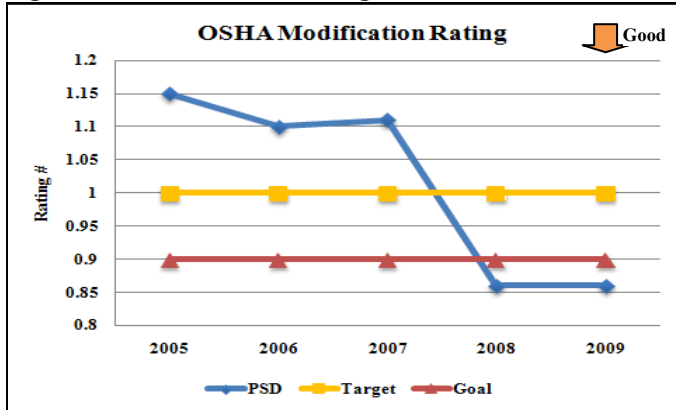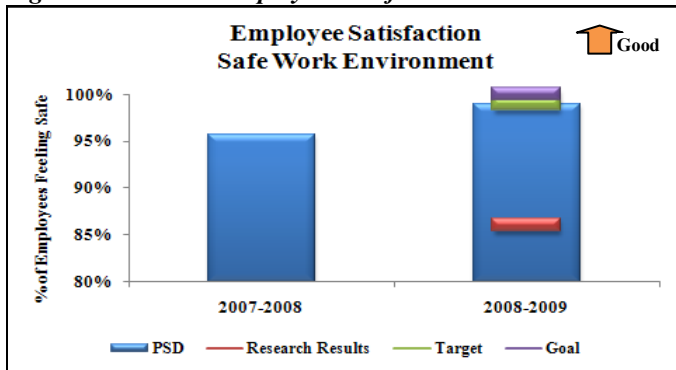

Figure 7.4-14 PSD OSHA Rating

Figure 7.4-15 PSD Employee Satisfaction

on PSD as illustrated in *Figure 7.4-14*. PSD employees enjoy a safe and healthy work environment. Wellness programs, an active SC and proactive plans for emergencies make this possible. School surveys on safety show an upward trend for all buildings; two of which were at 100% for teachers in 2008-09. Results from the Employee Satisfaction and Engagement Survey identify that 97% of all employees feel safe in their workplace *(Figure 7.4-15)*. Further segmentation of the Employee Satisfaction survey is available on site.

7.5 Organizational Effectiveness Outcomes
7.5a Organizational Effectiveness Results
7.5a(1) Section 7.5a(2) relays the performance of the 4 areas of the Academic work system and the 6 areas of the Non-Academic work system. PSD systematically evaluates data reflecting the efficiency and effectiveness of our work processes using in-process and post-process measures identified in *Figure 6.1-1* and *6.1-2* as leading and lagging indicators. Results in Section 7.5 are evidence of increased

Figure 7.5-1 Key Performance Results—Academic Work System Measures

Measure	2007-08	2008-09	2009-10
Curriculum			
% of PSD Curriculum BOE-Approved & DPI recorded without violation	100%	100%	100%
% Curriculum placed on BYOC upon BOE Approval	NA	100%	100%
PLTW Program receives national certification	Program begun	Program expands	National Cert.
Instruction			
# CWTs conducted per year	NA	1346	1135*
% of Critical Thinking seen via CWTs	NA	63	53*
% of Student Engagement in CWTs	NA	68	65*
# DPI Days/Hours of Instruction Violations	0	0	0
% Teachers deemed "Highly Qualified & DPI Certified	100% / 100%	100% / 100%	100% / 100%
Assessment			
% of PSD Assessments meeting CIP Goal of 2/3 Critical Thinking	NA	NA	NA
AYP Met in All Areas	Yes	Yes	Yes
# DPI Violations for WKCE Test Security Breaches	0	0	0
Student Services			
IDEA Compliance	Yes	Yes	Yes
* = results do not reflect full year			

productivity, program growth, cycle time, and customer satisfaction of key work processes. PSD utilizes dashboards to track the performance results of its key work processes. All work processes are compliant with BOE Policy and meet timeline review requirements.

Special attention is given to the emergency readiness of the campus. Bi-annual lock down drills, annual tornado, and monthly fire drills have all met requirements of state and local authorities. To further prepare for an emergency, members of the AT have been certified at the NIMS 200 level for emergency response, an advanced readiness level unseen by our area school districts.

In addition to the results presented in *Figure 7.5-1,* Academic work system results are as follows:
Curriculum Management: Improvement of opportunities to advance student learning are presented in *Figure 7.5-2* which documents expansion of our AP program, complementing our goal to add rigor to the curriculum. Increased opportunity is

Figure 7.5-2 PHS AP Course Offerings
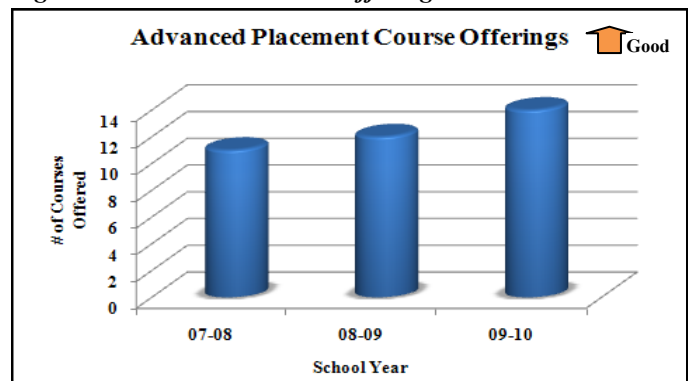
coupled with increased student success as seen in *Figures 7.1 -6* and *7.1-7,* a trend not seen in many area schools.

Instruction Management: All measures presented in *Figure 7.5-1*.

Assessment Management: In addition to the results identified in *Figure 7.5-1*, PSD uses Measures of Academic Progress (MAP) as an in-process measure to evaluate student performance in real time, predict student performance on
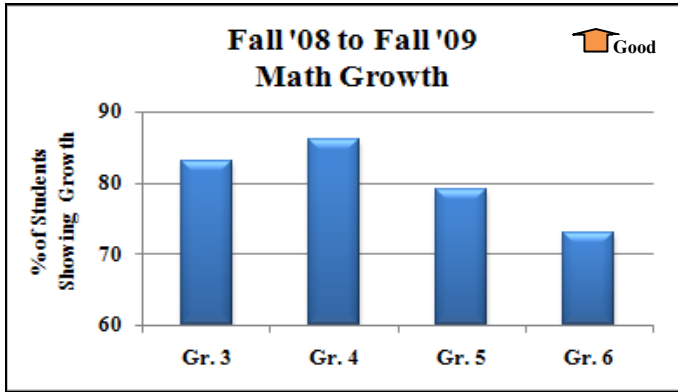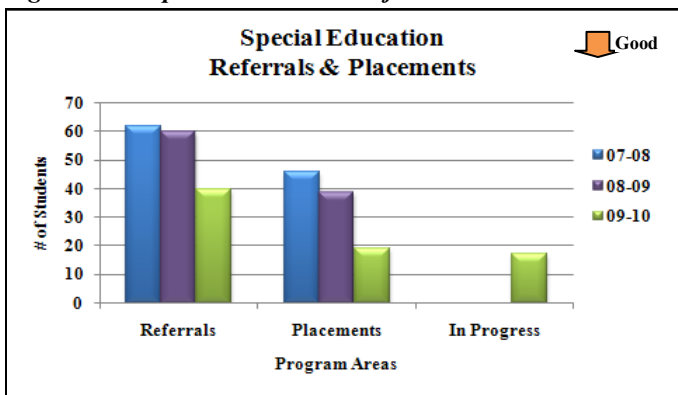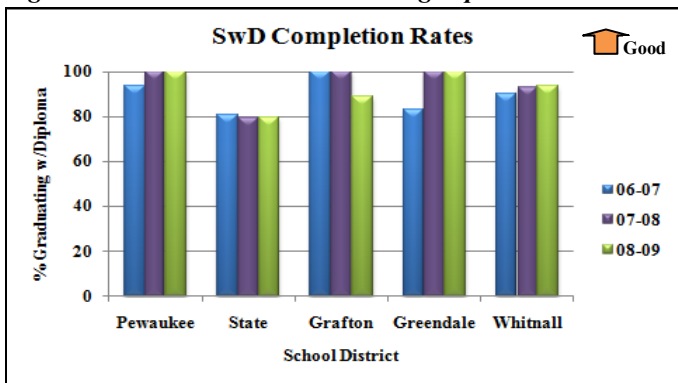
standardized assessments, and adjust instruction. *Figures 7.5-3* and *7.5-4* document student performance on these indicators and reveal performance above the national norm.

Student Services Management: To reach our mission of opening the door for *each* child's future, PSD closely monitors indicators regarding the success of our student intervention services offered as part of our POI (*Figures 7.5-5* to *7.5-10*). PSD is pleased to see a decrease in our SPED placements (*Figure 7.5-5*) coupled with a 0% SPED dropout rate (*Figure 7.5-7*) and 100% graduation rate (*Figure 7.5-6*). Our ELL program is seeing flat enrollment growth (*Figure 7.5-10*). RR dismissal rates exceeds State and national benchmark levels (*Figure 7.5-9*). PSD has increased Title I services and targets interventions to our youngest learners; this decision is seeing positive results in other POI indicators (*Figure 7.5-8*). More segmented information and student

Figure 7.5-3 MAP RIT Growth

Figure 7.5-4 MAP At or Above Normed RIT
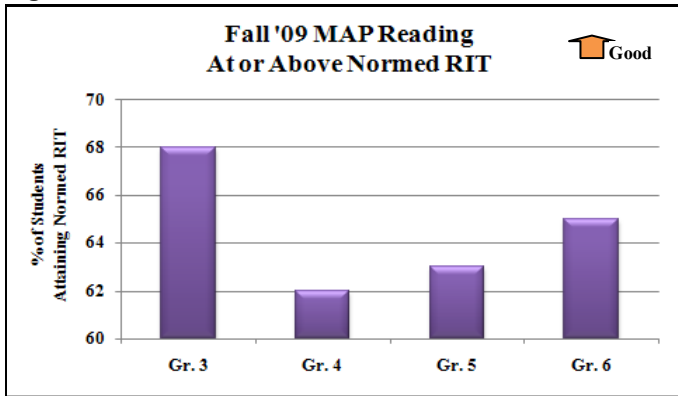
Figure 7.5-5 Special Education Referrals/Placements

Figure 7.5-6 SPED Students Receiving Diplomas

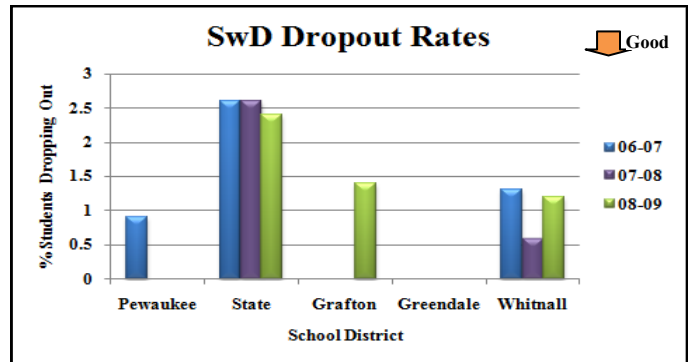*Figure 7.5-7 PSD Special Education Student Dropout Rate*
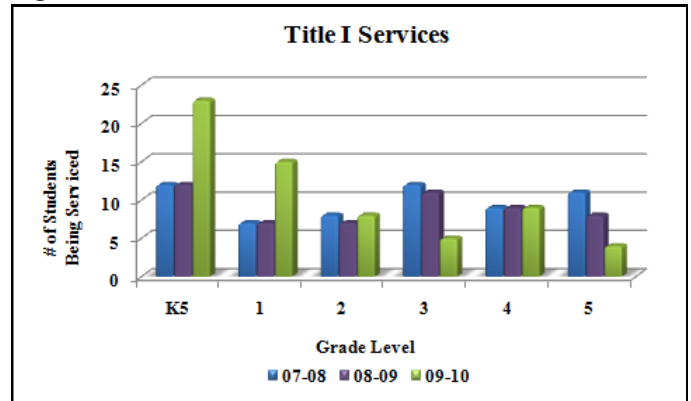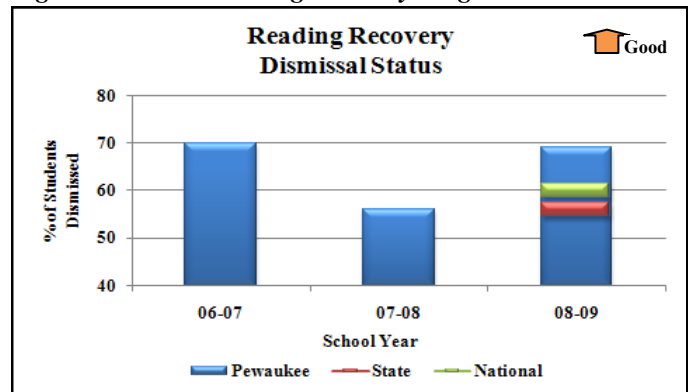

Figure 7.5-8 PSD Title I Services

Figure 7.5-9 PSD Reading Recovery Program

achievement data for all students served in the Student Services area is available on site.

In addition to the Non-Academic work system results presented in *Figure 7.5-11,* key work process follow*:*.
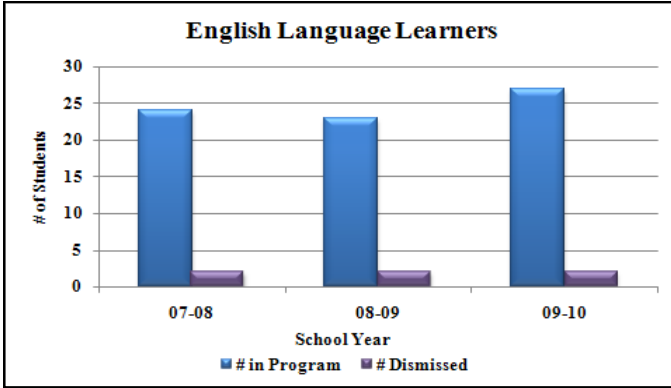
Figure 7.5-10 PSD English As a Second Language Program

Figure 7.5-11 Key Performance Results—Non-Academic Work System Measures

Measure	2007-08	2008-09	2009-10
Financial Management			
BOE Monthly Approval of Check Register / Revenue & Expense Report	100%	100%	100%
Timely DPI Report Submission	100%	100%	NA
Technology Management			
# Technology Devices	2191	2329	2718
Student to PC Ratio	1.9	1.7	1.4
Facilities Management			
Compliance of Tornado, Fire & Lockdown Drills	Yes	Yes	Yes
MSDS Violations	0	0	0
Communications Management			
# Perspective Newsletters Sent on Time per Year	3	3	3
# Web site External Visitors	NA	150,293	228,959
# School Messenger Messages Sent	NA	346	386
# Press Releases Sent	74	98	103
# Zoomerang Surveys Sent/Respondents	8/595	12/1495	16/2394
Contracted Service Management			
DOT Reported Bus Accidents	0	0	0

Figure 7.5-12 PSD Budget Surplus/Deficit
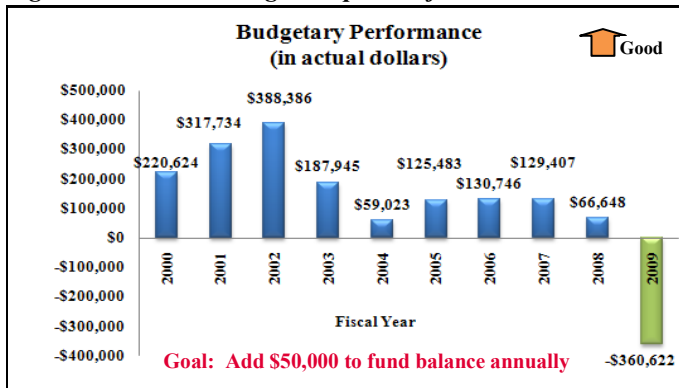
Financial Management: The key indicator of money management is to have revenues exceed expenditures at the end of the fiscal year *(Figure 7.5-12).* With the exception of 2009, each of the last nine years, PSD met its goal of placing $50,000+ in fund balance. In 2009 the BOE elected to use fund balance dollars to begin our 4K program, a strength indicator in curricular program expansion.

Technology Management: The IT dashboards monitor multiple IT work process results since the use of technology is essential to the delivery of a robust & challenging curriculum and an indicator of operational efficiency. PSD monitors the completion of work tickets to proactively determine trouble spots in the performance of the network or areas of concern. *Figure 7.5-13* documents a near 200% improvement in the response time to resolve work tickets. *Figure 7.5-14* illustrates the performance of PSD's core server up-time for the computer network at a 100% efficiency level. These service levels are reflected in sound customer satisfaction evident with a "5" (with 5 being highest) on a 5-point customer satisfaction scale (*Figure 7.5-15*).
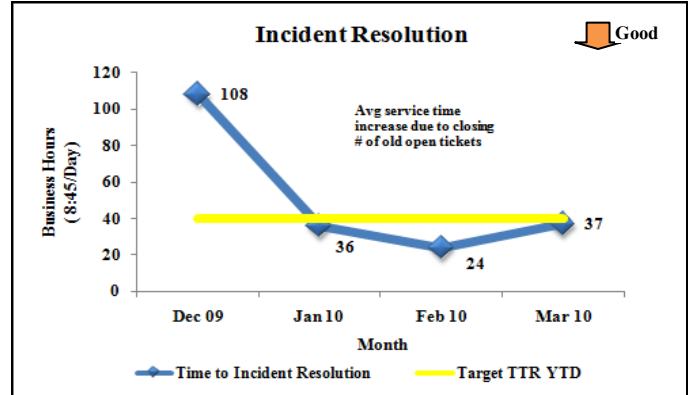
Figure 7.5-13 IT Work Order Response Time
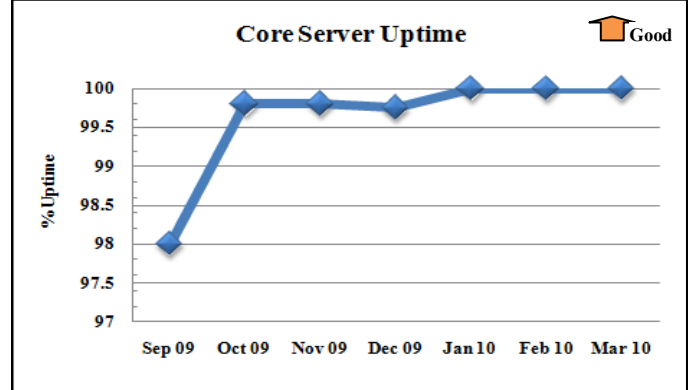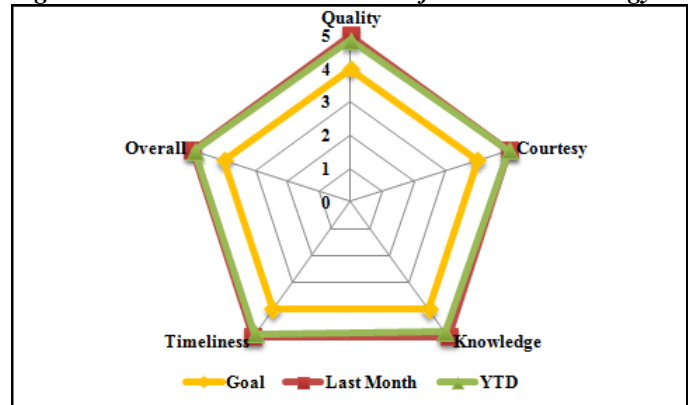

Figure 7.5-14 Technology Performance

Figure 7.5-15 Customer Service Satisfaction—Technology

Facilities Management: *Figure 7.5-16* displays cost savings due to implementation of energy efficiency measures, *Figure 7.5-17* documents recent cycle time for work order completion and *Figure 7.5-18* the corresponding customer satisfaction, also at the highest level.

HR Management: While not presented in a table, cycle time is dramatically improved by moving our entire application process on line. HR also measures efficiency and cycle time to improve operations. *Figure 7.5-19* documents the
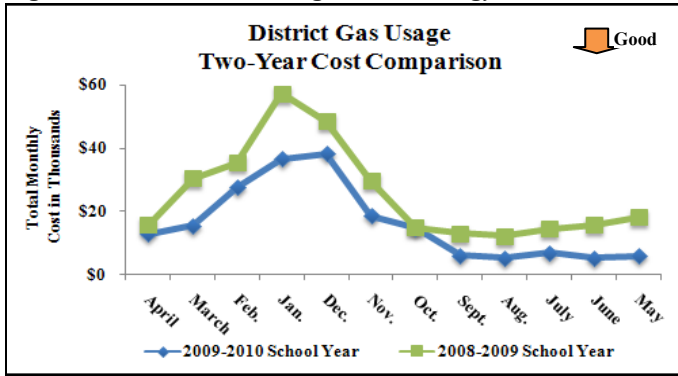
Figure 7.5-16 Dollars Savings due to Energy Conservation
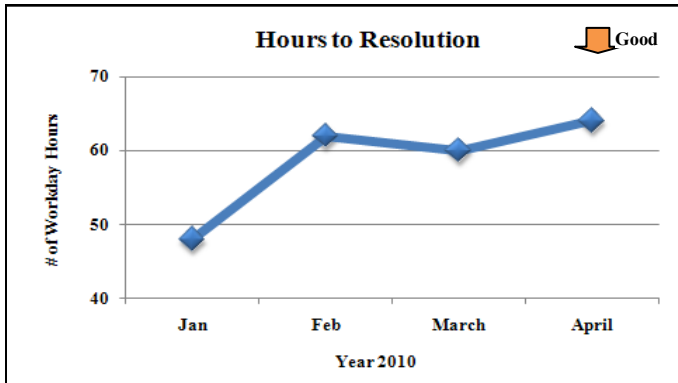

Figure 7.5-17 Cycle Time for Resolution—B&G

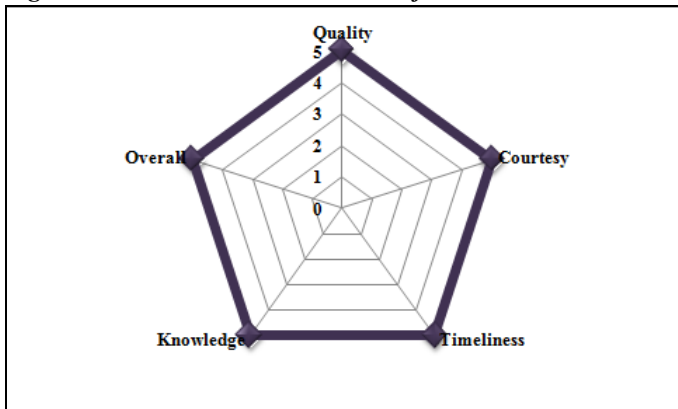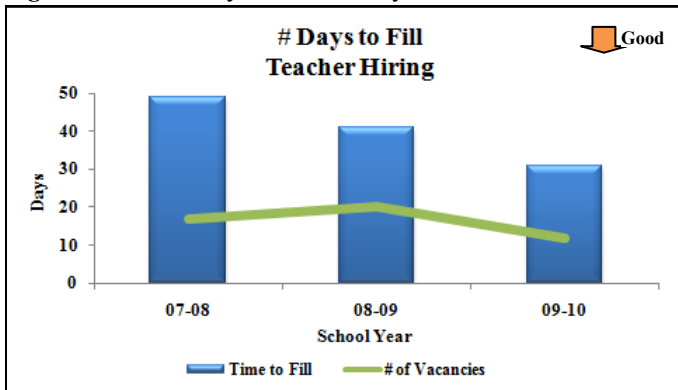*Figure 7.5-18 Customer Service Satisfaction—B&G*

Figure 7.5–19 HR Cycle Time—Days to Fill Posted Positions

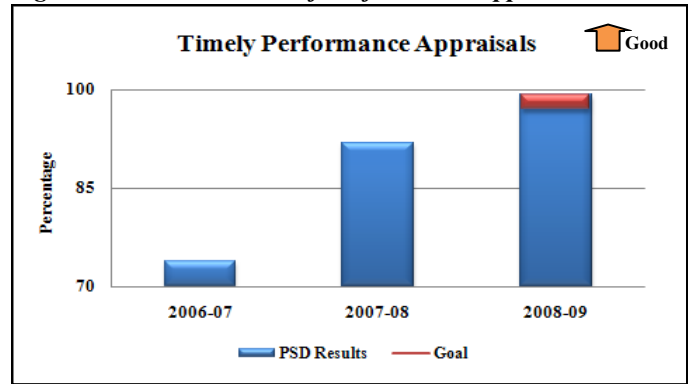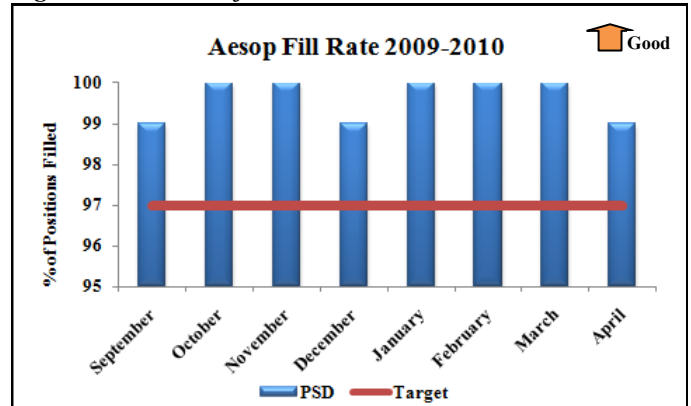*Figure 7.5–20 Timeliness of Performance Appraisals*

Figure 7.5-21 Use of AESOP to Place Substitute Teachers

paraprofessional staff in all classrooms every day. AESOP, an on line absence reporting/substitute calling service instituted this year is closely monitored to make certain substitute teachers are in place in each classroom (*Figure 7.5 -21*).

Communications Management: PSD analyzes how effective we are at disseminating information to our stakeholders. PSD sees a 35% increase in the percent of people looking to *Perspective* newsletter for news about PSD (*Figure 7.5-22*), a figure far exceeding the national average. We are seeing similar growth in the use of the web and technology tools to measure communications output and voice of customer. Most importantly, PSD is seeing a dramatic increase in how the public grades our school district (*Figure 7.5-23*) with grades of A and B far exceeding national averages.

Contracted Services Management: To assess the effectiveness of our contracted service, PSD analyzes the participation *(Figure 7.5-24)* and profitability *(Figure 7.5-*

Figure 7.5-22 Stakeholder Perception Attained via Survey

improvement seen in number of days from position posting to hiring. *Figure 7.5-20* documents dramatic improvement in the submission of performance evaluations on time. 100% of evaluations have been completed each year for the past three years. Workforce capability and capacity depends on ensuring sufficient licensed certified teaching and

46
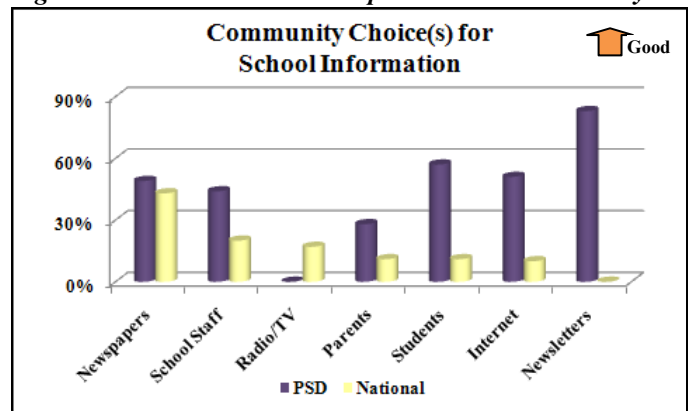
Figure 7.5-23 Stakeholder Perception Attained via Survey

Grading Your Schools 2008 Survey
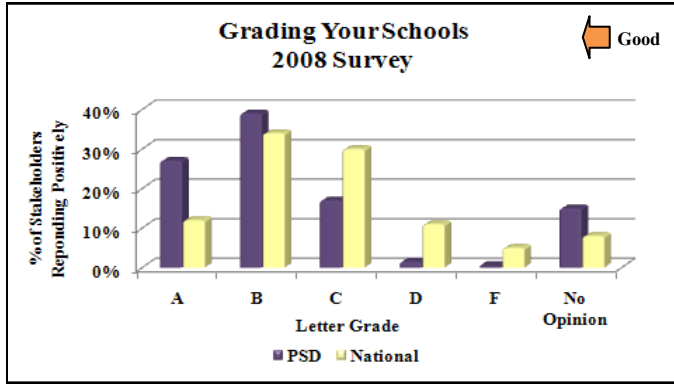
25) of our food service program and the timeliness of our transportation program *(Figure 7.5-26).*

7.6 Leadership Outcomes
7.6a Leadership and Societal Responsibility Results
7.6a(1) Accomplishment of our SP Action Plans *(Figure 7.6 -1)* is reviewed formally as part of our SP ES and monitored

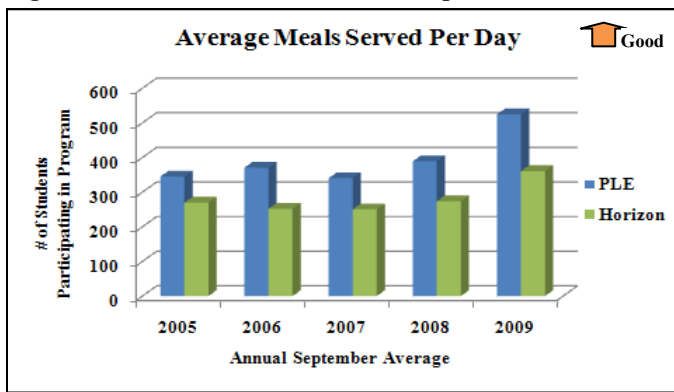*Figure 7.5-24 PSD Food Service Participation*

Average Meals Served Per Day

Figure 7.5-25 PSD Food Service Profitability

Food Service Profitability
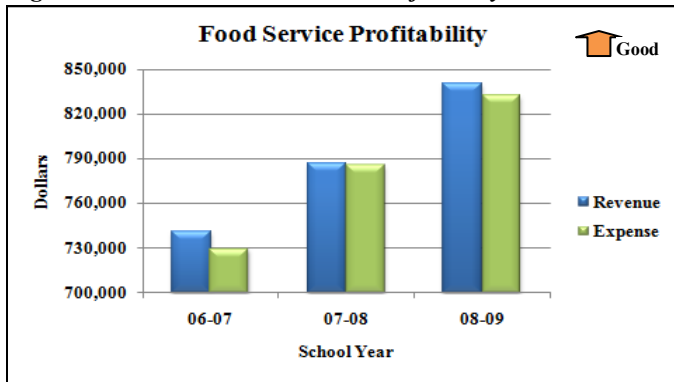
Figure 7.5-26 Transportation Effectiveness

Bus Departure Fall 2009
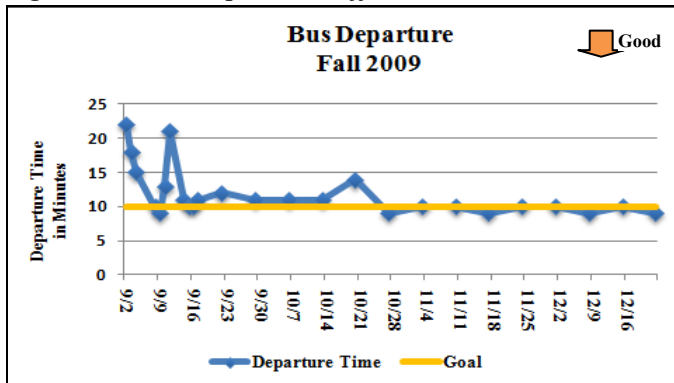
quarterly by the AT and BOE. A positive trend is noted in both the completion rate and reduction of initiatives. Tangible innovations have been realized over time due to PSD's longstanding commitment to the SPP *(Figure 7.6-2).* PSD's SPP has been consistently featured at the NSBA Convention in six of the last seven years where we share the

Figure 7.6-1 SP Action Plan Completion Levels

SP Action Plan Completion
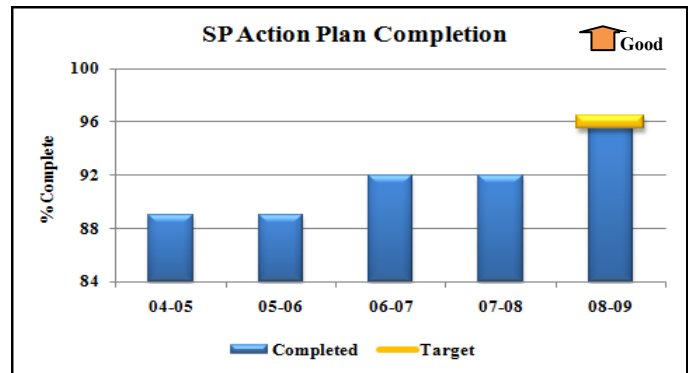
successful SPP utilized and relay the gains seen from it. PSD is now the most featured national speaker at NSBA from Wisconsin (*Figure 7.6-3*). PSD is also proud to have had its continuous improvement process featured in publications and at workshops for ASQ, Wisconsin Forward, NQEC, WASB, and, most recently, for the Swedish Institute for Quality in Helsingborg, Sweden. Evidence of our teacher leadership

Figure 7.6-3 WI School Districts Presenting at NSBA

WI Districts Selected to Speak at NSBA in the Last 3 Years
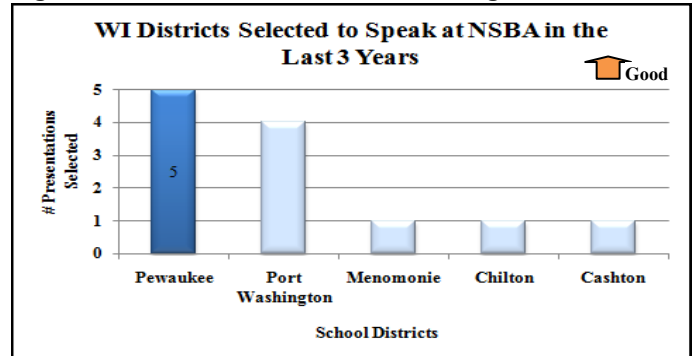
Figure 7.6-4 Evidence of Teacher Leadership

Kohl Fellowship Awards
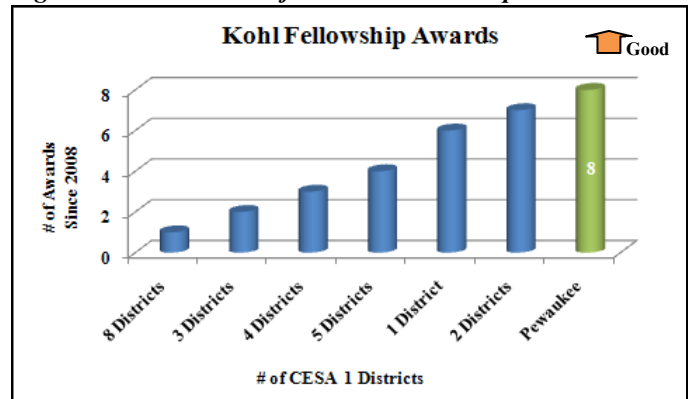
development system is found in a benchmark with other WI school districts regarding the awarding of 100 Kohl Teacher Fellowships per year. In the last 3 years, PSD has had more Kohl Awards than any other school district in CESA 1 *(Figure 7.6-4).*

PSD has enhanced our systems & processes as a result of our commitment to the Baldrige Framework for Performance

Figure 7.6-6 Results for Key Governance, Fiscal, Regulatory, Ethical Safety, Accreditation, and Legal Compliance

Process/Method	Purpose	Measure	Results 04-05	Results 05-06	Results 06-07	Results 07-08	Results 08-09
Strategic Planning*	G	BOE & SL Participation SPP/ BOE Approval of SP	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Policy Review	G	BOE Policies on Governance / BOE Updating of New Policies	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
BOE Action on Student Achievement	G, A/R	Minutes showing BOE discussion of student achievement Minutes Reflect BOE Approval of all Curriculum	Y 100%	Y 100%	Y 100%	Y 100%	Y 100%
Financial Oversight	G, F	BOE Policy & Acceptance of Independent Audit Report in Minutes / BOE Involvement in Negotiations	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Advocacy	G	Membership in SWSA, NSBA, AASA, WASDA, WASBO	Y	Y	Y	Y	Y
Performance Evaluation System	G	% SLs evaluated annually by Supt, BOE or Supervisor Minutes Reflect BOE Discussion of Eval to Set Compensation BOE Signed Contracts	100% Y Y	100% Y Y	100% Y Y	100% Y Y	100% Y Y
Professional Growth	G	BOE & SL Participation in Professional Organizations # NSBA Presentations Given by BOE	100% 1	100% 1	100% 2	100% 0	100% 3
Recruitment & Retention Plan	G, E, R	BOE Policies on Hiring, Job Descriptions, Evaluation BOE Approval of all Certifies Hires & Resignations BOE Receives Succession Plan % DPI Licensed / % Highly Qualified	Y Y NA 100/100	Y Y NA 100/100	Y Y NA 100/100	Y Y NA 100/100	Y Y Y 100/100
Accountability to Stakeholders	G, F, R	Receipt of annual report & mtg. notice; Citizen Vote at Annual Meeting	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
BOE Induction	G, E	Induction/ethical pledge held for New BOE Members	2	3	2	2	3
Open Meetings Laws	G, R, E, L	# Open Meetings Violations / All BOE Meeting Agendas & Minutes Posting Meet Posting Requirements Citizen Comments heard at BOE Meetings	0/100% 21	0/100% 1	0/100% 1	0/100% 2	0/100% 10
Communication Plan	G, E	3 Newsletters & Annual Report sent to Community / BOE Discussion of Survey Results	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Election Laws	R, E, G	# violations in electing voting, canvassing, posting	0	0	0	0	0
Ethics Management	G, E	# policies on ethics / % employees receiving policies / % employees informed on whom to notify about breaches	28/2 100%	28/0 100%	28/0 100%	28/1 100%	28/0 100%
Contract Maintenance	G, E, L	# employee grievances resolved without arbitration	2	0	0	1	3
Harassment Policy	G, E, L	# harassment complaints filed	0	2	0	0	0
Satisfaction Surveys	E, S	% students citing PSD is a safe place to work	95	90	93	96	100
Test Management	E, G, R	DPI violations concerning WKCE test security	0	0	0	0	0
HIPPA	R, E	# sanctions due to HIPPA Violations	0	0	0	0	0
Student Handbooks	G, E	% handbooks given to students annually	100%	100%	100%	100%	100%
PHS Merit Award	E	# PHS students receiving award annually	55	79	88	82	84
Expulsions & Suspensions	E, L	# Expulsions/Suspension rate per year / Weapons and/or drug violations	1/2.9% 14	3/3.2% 32	1/1.5% 4	0/1.9% 9	0/2.3% NA
Student Drug Testing	E, S	% positive drug screens # students tested	3%/100	5%/100	0%/130	5%/130	3%/130
Satisfaction Survey	E, S	% students responding "PHS coaches, advisors, teachers, and administrators stress the importance of avoiding drugs, alcohol and/or tobacco"	NA	NA	NA	NA	82%
Acceptable Use of Technology	E	# students who had technology privileges suspended due to improper use of technology on campus	NA	NA	22	49	12
Criminal Background Checks	E, S	% volunteers/employees with felony convictions permitted to volunteer/work with students	100% 0	100% 0	100% 0	100% 0	100% 0
Vendor contracts	E, G	# vendor contracts found to be awarded improperly	0	0	0	0	0
Budget Cycle, Planning & Approval	F, G, S	Minutes Show AC & BOE Discussion of Budget Planning Minutes Show BOE Approval of Budget & Staffing Plan Minutes show BOE Approval of 5 Year Capital Plan Minutes Show Approval of 10 Year Campus Plan	Y Y Y NA	Y Y Y NA	Y Y Y NA	Y Y Y Y	Y Y Y Y
Review of Budget Activity	F, E, G	Minutes Show Monthly Finance Committee & BOE Approval of Revenue & Expense Report and Check Register / Revenues Exceed Expenditures at End of Year	Y Y Y	Y Y Y	Y Y Y	Y Y Y	Y No due to 4K
Open Enrollment	F, G	Minutes Show BOE Approval of OE Seats & Class Size	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Moody's Bond Rating	F	Sustained Rating by Moody's	A1	A1	A1	A1	A1
IRS Violations	F, E	# violations	0	0	0	0	0
NCLB Compliance	R	% Teachers Highly Qualified / AYP Met	99/100	99/100	99/100	99/100	100/100
Kitchen Inspections	S, R	% Waukesha Cty. Health Dept. inspections >90%	0	0	0	0	0
Special Education	R, E	# suits filed due to IDEA non-compliance with students	0	0	0	0	0
Safety Drills	S, R	Compliance in tornado, fire & lockdown drills	Y	Y	Y	Y	Y
Accidents	S, F	# accident reports filed # OSHA logs filed	10/13	6/7	11/14	8/8	6/7
Instructional Time	S	# hours lost due to unsafe conditions on campus	0	0	0	0	0
Safety Training	S	NIMS, Bloodborne Pathogens, & EMC Training	100%	100%	100%	100%	100%
Litigation	L	# lawsuits with attorney representation	3	4	1	1	2

Key: G=Governance; F=Fiscal' R=Regulatory; S=Safety; A=Accreditation; L=Legal, E = Ethical

Figure 7.6-2 Results in Innovation Due to Commitment to Organizational Strategy

Key Work Process	SP Area	Examples of Innovation attained due to SP/CIP Commitment to Organizational Strategy (evidence in SP Action Plans over last 5 years)
Curriculum	TL	PLTW;: Principles of Engineering and Introduction to Engineering; 4K; Elementary World Language; 5K Options; MS Electives in Automation and Robotics and Design & Modeling; Northwestern On-line Learning Links; Power Standards; 21st century skill identification
Instruction	TL	Classroom Walk Throughs; Learning Walks; MS Block Schedule; Six Trait Writing; Comprehensive PD Plan focusing on Critical Thinking, Non-fiction Writing
Assessment	TL	PLCs; Data Retreats; MAP; ACT/PLAN; Assessment Analysis for Critical Thinking/Non-Fiction Writing; Revision Cycle
Student Services	TL	Paraprofessional Training; Pyramids of Intervention; ELL Aide; Title I Growth
Financial Mgmt.	FO	APL Enrollment Projections; Health Insurance Cooperative; Skyward Financial Deployment
Technology Management	T	Appraise; MS1:1 Initiative; Apple iTouches in World Language; Mimio Training; Student & Faculty Benchmarks; Family Access; School Messenger; Skyward Deployment/Integration; Stakeholder Involvement in IT Plan Creation; On Line Work Order
Facilities Mgmt.	FO	Fob Access; Badge System; Safety Plan; Energy Management; On Line Work Order System
HR Management	WE	Employee Satisfaction Survey; WECAN; Teacher Insight; Succession Plan; Leadership Identification; Employee Induction; Hiring Protocol; ERMA; Teacher Evaluation Task Force
Communication Management	CC	Web site Interactivity; Alumni Database; Community Survey; VOC Survey (for parents, students, employees); School Messenger; Senior Citizen Volunteering Program; Complaint Resolution Tracking System; Partnership Database
Contracted Service	NA	Food Service: Farm to Table; Healthy Choices; On-line bill payment Transportation: Routing Software, Digital Cameras, Routes on Web

public school district to receive this award of distinction. In comparing band placement from the 2007 & 2009 WFA feedback reports, PSD saw improvement in 80% of the category sections *(Figure 7.6-5)*. A recent employee satisfaction survey shows PSD employees recognizing the District's accomplishments with 92% of PSD employees viewing PSD as "a leader in the field of education." One of the reasons employees perceive this is due to PSD's accomplishment of strategy.

7.6a(2) Measures of governance have been established to assess organizational commitment to requirements for responsibility, communication,

Figure 7.6-5 Improvement Using Baldrige Criteria From WFA Scoring &Training

Feedback Year	# Bands at 50% or above	% of Senior Leaders Baldrige Trained
2007	15/26 = 58%	10% (WFA Trained)
2009	20/25 = 80%	100% (100% NIST and/or WFA Trained/ 18% WFA Examiner Trained)

transparency, and accountability *(Figure 7.6-6)*. PSD is in compliance with all agencies with which it interfaces.

7.6.a(3) Key measures of regulatory, safety, accreditation & legal responsibility compliance are met because we hold high expectations and are committed to exceeding in serving our key communities with sound judgment and a commitment to quality *(Figure 7.6-6)*. PSD is in regulatory compliance with all agencies, and has no outstanding safety violations or pending litigation. Items not noted in *Figure 7.6-6* include:

- Settled union contracts without implementation of the qualified economic offer (QEO).
- Serving as the initiator and fiscal agent of a multi-district cooperative purchasing pool for health insurance to reduce the LT cost of health insurance for member districts.
- Increased inter-municipal partnerships to reduce future costs and improve efficiency of service.

7.6a(4) In support of our value of citizenship, PSD holds a zero tolerance standard for unethical behavior *(Figure 7.6-6)*. PSD is operating in a fair and ethical manner with no

violations. PSD regularly surveys stakeholders for the perceptions of trust. PSD realizes strong support in the identified indicators *(Figure 7.6-7)*. PSD conducts community surveys to ascertain community support. PSD is seeing an substantive increase in the percent of respondents rating PSD education as excellent or above average *(Figure 7.6-8)*. PSD also surveys alumni *(Figure 7.6-9)* to gain information about how well we served our students. Indicators of trust are evident in survey results.

7.6.a(5) PSD views caring for society as part of core

Figure 7.6-7 Evidence of Stakeholder Trust

Type	Evidence of Trust	Group	06-07	07-08	08-09
Financial Support	% citizens voting to support budget in annual meeting vote	Citizens	100%	100%	100%
Satisfaction	% citing "when I have concerns the administration listens & follows through."	Employees Parents Students	86% 89% 79%	88% 89% 83%	95% 89% 86%
Satisfaction	% citing they would refer a friend to PSD as a place to work	Employees	NA	NA	96%
Satisfaction	% citing "teachers have high expectations for me/my child"	Students Parents	*See Figure 7.2-3*		
Satisfaction	% citing "I am pleased with my/ my child's experiences at school	Students Parents	*See Figure 7.2-6*		

values of teaching citizenship. PSD students routinely perform service learning that helps our community. PSD is recognized as a leader in environmental education winning state recognition for the commitment made to the Pewaukee

Figure 7.6-8 Community Grading Of PSD

Year	Excellent	Above Average	Combined
2008	27%	39%	66%
1999	7.7%	36.3%	44%
1997	10%	29.1%	39.1%

Figure 7.6-9 PSD Alumni Survey Results

Year	"PHS teachers had high expectations for me."	"I am satisfied with the education I received."
2008	94% indicating average or above average	93% indicating average or above average
2007	3.28 (similar school av. 3.1)	3.18 (similar school average 2.34)

River Restoration Project, with multiple $5000 grants used for this purpose, and to maintaining a five-acre on-campus prairie use as a learning space. Students also assist with a campus-wide recycling program. Deployment of an energy management system integrated in the key work process areas of technology, facilities and operations, and PSD curriculum has resulted in decreased use of copiers, paper, chemicals, and energy use on campus *(Figure 7.6-10)*.

PSD values its community and fulfills its societal responsibilities first by being in compliance with all ethical, legal and fiscal responsibilities and by supporting our key communities with time, talent and resources. PSD serves its

Figure 7.6-10 Societal Commitments

Category	Commitment	Measure	Results 06-07	Results 07-08	Results 08-09
Technology Use technology to reduce carbon footprint	Institute paperless Board packets to reduce paper/copier use*	Paper/copier reduction	N/A	N/A	72,000 sheets saved
	Institute automatic daily computer shut-off & use of flat screen monitors to save energy*	Do we have an energy savings goal	N/A	N/A	1,157 kilowatts saved per day
Facilities & Operations Maintain facilities in a "green" manner thereby reducing carbon footprint	Maintain commitment to reduce energy usage	Decrease therms/ kilowatts	2%/2%	3%/3%	6%/8%
	Replace cleaning supplies with "green" supplies	100% of purchases green	3	3	4
	Obtain Focus on Energy grants	Grant $ awarded	$7,885	$2,112	$18,865
	Conduct air, water, and radon tests to ensure safe campus environment	No findings	0	0	0
	Recycle paper and aluminum	# recycling bins	530	540	571
	Use "greener" LEED principles in Ten Year Facility Plan	Vendor LEED certification	NA	NA	Yes
	Dispose of chemicals in safe manner	# MSDS violations	0	0	0
Teaching & Learning Involve students in Societal responsibilities	Env. Ed. in Science curricula	In curriculum	Y	Y	Y
	Increase elementary & middle school participation in RiverKeepers	# students participating	20	23	23
	Increase student participation in PHS Environmental Club	# students participating	55	56	62
	Enrollment in Env. Studies/AP Env. Studies	# students enrolled	82 / NA	100/21	99/ 21

local community first by capitalizing on our campus setting. PSD allows free use of the campus to 47 organizations serving the Pewaukee community *(Figure 7.6-11).*

The concept of corporate citizenship entered the SP in 2004; PSD SLs have given many hours of time, talent, and resources to the Pewaukee and Waukesha community *(Figure 7.6-12).* We meet our goal of having 100% school participation for United Way *(Figure 7.6-13)* with SLs being the largest segment of donors. 100% of BOE and AT

Figure 7.6-11 PSD Campus Usage

	School Year		
	2006-07	2007-08	2008-09
# of Pewaukee Community groups using PSD campus Free of charge	33	36	47
Number of Hours Free of Charge	3352.81	3068.50	3817.42

members also donate personal funds to the PSF with numerous $1000 student scholarship being funded by the Board and AT each year at our Honors Banquet. Over the last 2 years, the BOE and AT members took a leadership role in working with the Booster Club to raise over $75,000 to help fund the construction of a new fitness center for use by the school community. A few years ago, SLs worked directly

Figure 7.6-12 Corporate Citizenship
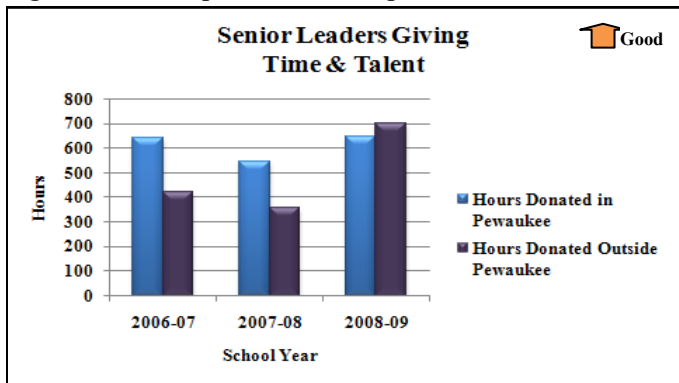
with Village officials to sell PSD land with the stipulation it be used for a community library. This example of community leadership and strong support of Village government has strengthened our community.

Students embrace citizenship as one of core values and spearhead many service projects. Leadership Club, NHS, and Key Club each have service hours as a stipulation of membership. This results in over 3,500 hours of student service for the Pewaukee and Waukesha communities. Above and beyond, citizens in all grades work to improve our community:

- 2008 home fires in the Pewaukee community urged PSD students to raise over $10,000 for families in need.
- Students is PSD classes routinely use their construction skills to benefit the community building park shelters, boardwalks, and park equipment in conjunction with the Pewaukee Parks & Recreation Dept.
- Creativity mixed with drive

Figure 7.6-13 PSD United Way Donations

United Way Donations		
School Year	All School Participation	Donations Received
2009-10	Y	$1,380
2008-09	Y	$1,936
2007-08	Y	$1,410
2007-06	Y	$2,110
2005-06	Y	$1,780

resulted in a beautiful mural for an area care center.

- On an annual basis, students support the American Heart Association's Hoops for Heart, Salvation Army, Pewaukee Food Pantry, and the Pewaukee River Restoration Project and generate over $10,000 in raised funds while also donating hours of time. They also visit area nursing homes, hold a successful community blood drive, and participate in numerous community activities.

National publications are noting PSD's success in offering a quality education and our improvement to our community. In 2009 *Business Week* ranked Pewaukee the #1 affordable suburb in the U.S. citing "good schools are a draw." The article continues saying "PSD is a small school district where students get a great education without getting lost in the crowd." In the same article a parent is quoted as saying the single campus creates a greater sense of community. Similarly, *Money Magazine* ranked Pewaukee in the top 100 places to live, again citing the quality schools as a key factor. *Milwaukee* magazine rates PHS as an over-performing high school and one of the top 20 prep schools in the area. PSD is indeed "opening the door to each child's future."