

# 2011 Malcolm Baldrige National Quality Award Application May 17, 2011

Pewaukee School District  
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**1:1**

One-to-one laptop initiative; a program that puts laptop computers in the hands of students to aid in learning, engagement & productivity; called the 1:1 teaching & learning initiative in PSD

**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

**5K / Five Year Old Kindergarten**

Curricular program offering 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**

**AASA**

American Association of School Administrators; national superintendent's association

**AC**

Administrative Cabinet; PSD Administrative Team sub-group meeting weekly to deploy Teaching & Learning Action Plans

**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

**ACT**

American College Testing; standardized test taken independently by high school students for college admissions; 36 is the highest score

**Action Plan**

Short term strategic used to make the strategic plan goal areas actionable; formerly called Continuous Improvement Plans in PSD

**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 the 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 for employees to report an absence and secure a substitute teacher

**AP**

Advanced Placement; college courses taught at the high school level; national program with curriculum specified by the College Board

**APL**

Applied Population Lab; organization performing statistical analysis' used for enrollment projections

**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

**ASCD**

Association for Supervision and Curriculum Development

**Aspiring**

PSD self-selected school districts used for academic benchmarking (Whitefish Bay, Mequon-Thiensville, Elmbrook, New Berlin, Kettle Moraine, Middleton-Cross Plains)

**ASQ**

American Society of Quality; worldwide organization dedicated to quality principles

**Assessment**

Appraisal of student learning; 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 team; also termed Senior Leaders

**AWSA**

Association of Wisconsin School Administrators



**AYP**

Adequate Yearly Progress; measurement defined by the federal No Child Left Behind legislation that annually determines student, school, and district academic performance

**B**

**BA**

Bachelor's Degree

**Balanced Literacy Program**

Curricular approach used to integrate 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 time per 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

**BLT**

Building Leadership Team; the school-based team comprised of designated school grade level or department level teachers who lead their respective teams in carrying out school and strategic plan initiatives

**Board**

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; measures SP Goals

**Budget Planning Cycle**

Key work process tool used in the Financial Management area to plan, create, implement and monitor the PSD Budget & Staffing Plan

**Budget & Staffing Plan**

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**

Department that manages the work process area of Facilities Management

**BYOC**

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

**C**

**CAO**

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

**CBA**

Collective Bargaining Agreement; also referred to as Contracts held with union groups

**CC**

Core Competencies; An organization's areas of greatest expertise; 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 or Supt.

**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 the Metro-Milwaukee area

**CFO**

Chief Financial Officer; one of the two Senior Advisors along with the CAO; also referred to as the Assistant Superintendent

**C&I**

Curriculum & Instruction

**CIP**

Continuous Improvement Plan; former term for PSD Action Plans

**CIR**

Continuous Improvement Report; document created annually and shared with the Board of Education to document progress made on the Strategic Plan Goals and 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; most often conducted by principals and associate principals



**CLUE**

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

**Communications Management**

Key work process area that manages the Communication & Community Engagement strategy area of the Strategic Plan using a Communication Plan

**Communication Plan**

Key work process tool to manage Communications Management; organizes both the communication PSD generates for stakeholders 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;

**Contracted Service Management**

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

**CP**

*See Communication Plan*

**CPR**

Cardiopulmonary Resuscitation

**CRDP**

Curriculum Renewal & Design Process; key work process tool to update PSD's curriculum and assessments on a five year cycle

**Crisis Response Plan**

*See CRP*

**CRP**

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

**Curriculum**

Program of study for all students

**D**

**Data Retreat**

*See DR*

**DBA**

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

**DBG**

Director of Buildings & Grounds

**Department of Public Instruction**

*See DPI*

**DHR**

Director of Human Resources

**Differentiation**

Teaching with student variance in mind; instructional focus on employing different curricular, instructional and assessment strategies to meet the varying needs of students; first level of the Pyramid of Interventions

**District Benchmark Assessments**

*See DBAs*

**DPI**

Wisconsin Department of Public Instruction; state educational agency located in Madison enforcing statutory education regulations

**DOT**

Director of Technology; also the Department of Transportation, the State department with regulatory powers that enforce safe transportation of students on buses

**DR**

Data Retreat; process that annually gathers administrators and teachers to analyze student assessment scores and customer satisfaction data for the purpose of setting goals

**DVD**

Digital Video Disc

**E**

**EC**

Early Childhood; learning assistance program offered as part of the 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

**EMC**

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

**EMS**

Emergency Management System

**ERMA**

Employee Resource Management Assistant; the Skyward Human Resources Management software that integrates with the



Skyward Financials Package to allow for employee transparency and efficiency in processing

**ERT**

Emergency Response Team; the group of 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 the organization

**ESEA**

Elementary and Secondary Education Act

**EXPLORE**

First test taken by students in Grade 8 to prepare for taking the ACT in junior or senior year; scored on a 1-25 scale, it is a predictor of Act scores

**F**

**FA**

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

**FACE**

Family and Consumer Education; elective courses offered Grade 6-12

**Facilities Management**

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

**FAQ**

Frequently Asked Questions

**Financial Management**

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

**First Student**

Key vendor providing student transportation to PSD

**Five Year Capital Projects Plan**

Key work process tool used in the Facilities Management area to plan for campus facility preventive maintenance in a proactive manner

**Five Year Old Kindergarten**

See 5K

**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;

**GASB**

**G**

Government Accounting Standards Board; regulatory standards used 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

**HES**

Horizon Elementary School; Pewaukee School District elementary school serving students in grades 4-6; 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; 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**

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**

**I<sup>3</sup>**

Innovation management tool designed locally to monitor the implementation and integration of innovation

**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 the Student Services Department; one of the highest levels of intervention on the Pyramid of Interventions

**Induction**

Process to integrate new employees to the organization

**Instruction**

Teaching to impart skills & knowledge so students learn; Instruction Management a 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

**ISTE**

International Society for Technology in Education

**IT**

Information Technology; department that manages the Technology strategy area of the Strategic Plan and all Technology Management

**J**

**JA**

Junior Achievement

**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; sometimes referred to as EC-12 as Pewaukee Lake Elementary offers Early Childhood for some students before kindergarten

**KSA**

Knowledge, skills and attitudes

**L**

**LA**

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

**LCD**

Liquid Crystal Display

**Learning Walk**

PSD-created enhancement to classroom walkthroughs; brief, structured, non-evaluative observation of school operations performed by members of the Administrative Team

**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**

**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

**MAKM**

Measurement, Analysis, and Knowledge Management

**MAP**

Measures of Academic Progress; State-standard aligned, computerized, adaptive assessment system in grades 2-9 to monitor and benchmark student reading & math achievement level to better guide individualized instruction

**Mb**

Megabyte; computer term measuring units of information



**Mentoring**

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

**Moodle**

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

**MSDS**

Material Safety Data Sheet; Information providing detailed hazard & precautionary information for products containing potentially hazardous materials

**MUN**

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

**MVV**

Mission, Vision & Values

**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

**NE**

Network Engineer

**NHS**

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

**NIMS**

National Incident Management System; methodical system of emergency management developed by the Department of Homeland Security

**No Child Left Behind**

*See NCLB*

**NQEC**

National Quality Education Conference; a division of the American Society for Quality; conference for teachers, administrators, and support personnel to learn about using quality tools and concepts

**NSBA**

National School Board Association; nonprofit organization operating as a federation of state associations of school boards

**NSPRA**

National School Public Relations Association

**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 (MAP), a computerized, adaptive assessment system that offers educators detailed insight into student learning

**O**

**OCSI**

Open Computer and Software Inventory

**OE**

Statutory program allowing Wisconsin parents to apply for their child to attend a public school in a school district other than the one in which they reside

**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

**P**

**P/AP**

Principal/Associate Principal

**PAD**

Public Access Defibrillation

**PAGs**

Parent Advisory Groups; focus groups operating in each school to enhance parent engagement

**PBC**

Pewaukee Booster Club; also called Booster Club

**PDP**

Professional Development Plan; key work process tool for Human Resources Management (non-teaching employees) & Instruction Management (teachers) used to plan and impart needed training; 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

**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 and improve job performance of all employees

**PHS**

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

**Phy Ed**

Physical Education

**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

**PLAN**

First test taken by students in Grade 10 to prepare for taking the ACT in junior or senior year; scored on a 1-32 scale, it is a predictor of ACT scores

**PLC**

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

**PLE**

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

**PLTW**

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

**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

**PPF**

Public Policy Forum; a non-profit government watchdog group that tracks and compares performance of over 250 government entities in Southeast Wisconsin

**Professional Development Plan**

*See PDP*

**PSD**

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

**PSF**

Pewaukee Scholarship Fund; key PSD collaborator offering graduating student scholarships

**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 SP Action Plans

**QEO**

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

**R**

**Recruitment & Retention Plan**

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

**Reading Recovery**

Short-term, intensive reading intervention for low-achieving first grade readers providing each student a half-hour of support each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher with the aim of helping the student read at grade level

**RLA**

Reading Language Arts; another term for Language Arts

**RN**

Registered Nurse

**RSDT**

Random Student Drug Testing; part of the PSD drug prevention program since 2004

**S**

**SA**

Senior Advisor; 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; group that evaluates campus safety and plans 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 the Pyramid of Interventions and managed by the Student Services Management area

**Six Trait Writing**

Model for teaching and assessing writing using key qualities: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation

**Skyward**

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

**SL/s**

Senior Leadership or Senior Leaders; also called AT or Administrative Team

**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

**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

**Special Education**

*See SE*

**Spotlights**

Referred to as "Spotlights on Learning" or Spotlights on Teaching;" 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

**SPP**

Strategic Planning Process

**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 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**

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**

Work process tool to plan for leadership turnover with a systematic, proactive plan

**SWD**

Students with Disabilities

**SWOT**

Strategic planning method used to determine Strengths, Weaknesses, Opportunities, Threat Analysis

**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

**Systems Approach**

Management philosophy that emphasizes the integration of elements within the organization.

**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 the Pyramid of Interventions and managed by the Student Services Management area

**Taher**

Key vendor providing food service management services



**Talented and Gifted**

See TAG

**Tb**

Terabyte; a unit of measurement for digital information storage

**TE**

Technology Education; department teaching a variety of elective courses in engineering, mechanics, architecture, mechanics, video production; also called Tech Ed

**TeacherInsight**

Gallup online screening tool designed to measure teaching talent; used in the hiring process along with PrincipallInsight

**Technology Management**

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; a Technology Plan as a key work process tool in this area

**Technology Plan**

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

**Ten Year Campus Facility Plan**

Key work process tool used in Facilities Management area to proactively plan for future campus facility needs

**Title 1**

A federal program aiming to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low income students. PSD augments these funds and provides expanded learning support for under-performing students regardless of income level

**U**

**US**

United States

**UW**

University of Wisconsin

**UWW**

University of Wisconsin-Waukesha

**V**

**VOC**

Voice of Customer

**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

**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

**WASDA**

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

**WC**

Waukesha County; may also refer to Woodland Conference, the 12-member athletic & academic conference PSD participates in and benchmarks with

**WCTC**

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

**Webspy**

Webpage monitoring security system used by PSD

**WECAN**

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

**WFA**

Wisconsin Forward Award; Wisconsin's state level Baldrige program; now called the Wisconsin Center for Performance Excellence

**WI**

Wisconsin; also referred to as "the State"

**WINSS**

Wisconsin's Information Network for Successful Schools; an online resource maintained by DPI that provides information on student achievement, school staffing, and funding of all Wisconsin schools

**WKCE-CRT**

Wisconsin Knowledge and Concept Examinations-Criterion Reference Tests; State-mandated tests measuring student pro-



iciency in a variety of subject areas for students in grades 3-8 and grade 10; used to determine adequate yearly progress of students at the school, district and state levels; scored using four proficiency levels: minimal, basic, proficient, advanced

**WL**

World Language; formerly called Foreign Language

**WSAS-ORS**

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

**WSS**

Wisconsin State Standards; Section 118 outlines education statutes

**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 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 the Communication Plan



## Preface: Organizational Profile

### P.1 Organizational Description

#### P.1a Organizational Environment

Located in suburban Waukesha County, the 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). We proudly commit to our Mission to open the door to each child's future. PSD's 2010-11 student enrollment is 2,512 making it the smallest K-12 school district in Waukesha County. PSD serves the Pewaukee community in a unique setting with all four schools operating on a single campus. 854 students attend Kindergarten through Grade 3 at Pewaukee Lake Elementary School (PLE), and 554 students are served in Grades 4-6 at Horizon Elementary School (HES), which opened in 2002. Asa Clark Middle School (ACMS) is a Grade 7-8 middle school serving 377 students. Pewaukee High School (PHS) serves 727 students in Grades 9-12. The school population is enhanced with 199 open enrollment (OE) students who reside outside PSD boundaries but elect to be educated in PSD under the WI OE program. In 2009-10, 86.6% of our graduates attended a two- or four-year college. Currently, 11.7% of students receive free/reduced lunch, and minority students comprise 13.2% of our student body.

Our reason for utilizing the Baldrige Criteria for Performance Excellence was best captured in an American Society for Quality April 2011 *Q Blog*. ASQ President Paul Borawski wrote of PSD: "Success is measured in the classroom, but the business of the school system to support educational excellence is managed, too." Prior to using the Baldrige Criteria we were successfully employing many effective processes to analyze student achievement, and we were achieving relatively high student performance levels when compared to State averages. Dissimilar to some Baldrige Award winning school districts who enter the process seeking large student advancement gains, our aim was to model successful processes from our Academic system and innovate the Non-Academic side of our organization with needed performance excellence principles. We looked to further elevate student achievement in the process. This has been a useful continuous improvement strategy, and it has positively impacted both our Academic and Non-Academic work systems.

**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, the required curricular sequence of coursework and assessment required of all students, is our main product offering. Because of its importance, a Board of Education (BOE) approved curriculum is in place for all K-12 students supported by a systematic process to update it, 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. A Data Retreat has been in place for 8 years where student achievement is analyzed and goals set. Of next importance are **services**, 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 8.2% of the PSD population, below the 13.7% 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. 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 wide range of elective courses and extra-curricular opportunities are available for students in Grades 6-12. PSD continues to expand extracurriculars with 43 athletic offerings and 20 clubs. Student learning is enhanced by summer school which offers enrichment & reinforcement opportunities to over 1100 students K-12, doubling in size since 2004.

We deliver our educational programs, offerings and services by our high quality staff serving in our four schools. Our two elementary schools employ a systematic approach to monitor student acquisition of reading, writing and math skills. An innovative and highly visual data wall tracks each student's reading progress and needed interventions. Science and Social Studies are also integrated in instruction. Specialists teach Art, Music, Guidance, PhyEd, and Library. PSD is 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 1 through Grade 6, where the study becomes elective through Grade 12. 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. Elective offerings begin in Grade 6 with students participating in Technology Education, FACE, Art, and Health classes. Both Choir and Band are electives offered to students in Grades 5-6.

ACMS offers a uniquely self-designed 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. A groundbreaking 1:1 laptop initiative places computers in the hands of students 24/7. In a cycle of learning, math instruction will begin in 2011-12 with Grade 7 students taught in an innovative learning center approach using ALEKS software in lieu of traditional textbooks. In addition to a required program in Science and Social Studies, a wide variety of cutting edge electives include Entrepreneurship and Robotics. Students continue their study of World Language through a sequence of French or Spanish. A daily resource period offers all students a systematic opportunity for assistance with an individualized remediation program supporting math and RLA. In 2011-12 a pilot of a project-based learning environment, Academy 21, will expand to serve students in both Grades 7-8 in a non-traditional classroom setting focusing on 21<sup>st</sup> century skills. Over 30 WI schools visited ACMS this year to view our innovative MS programs in action. ACMS also features cutting edge faculty collaborative practices which led to a culture of accountability, improved instructional practice, and heightened student success. Our ACMS Principal was recently



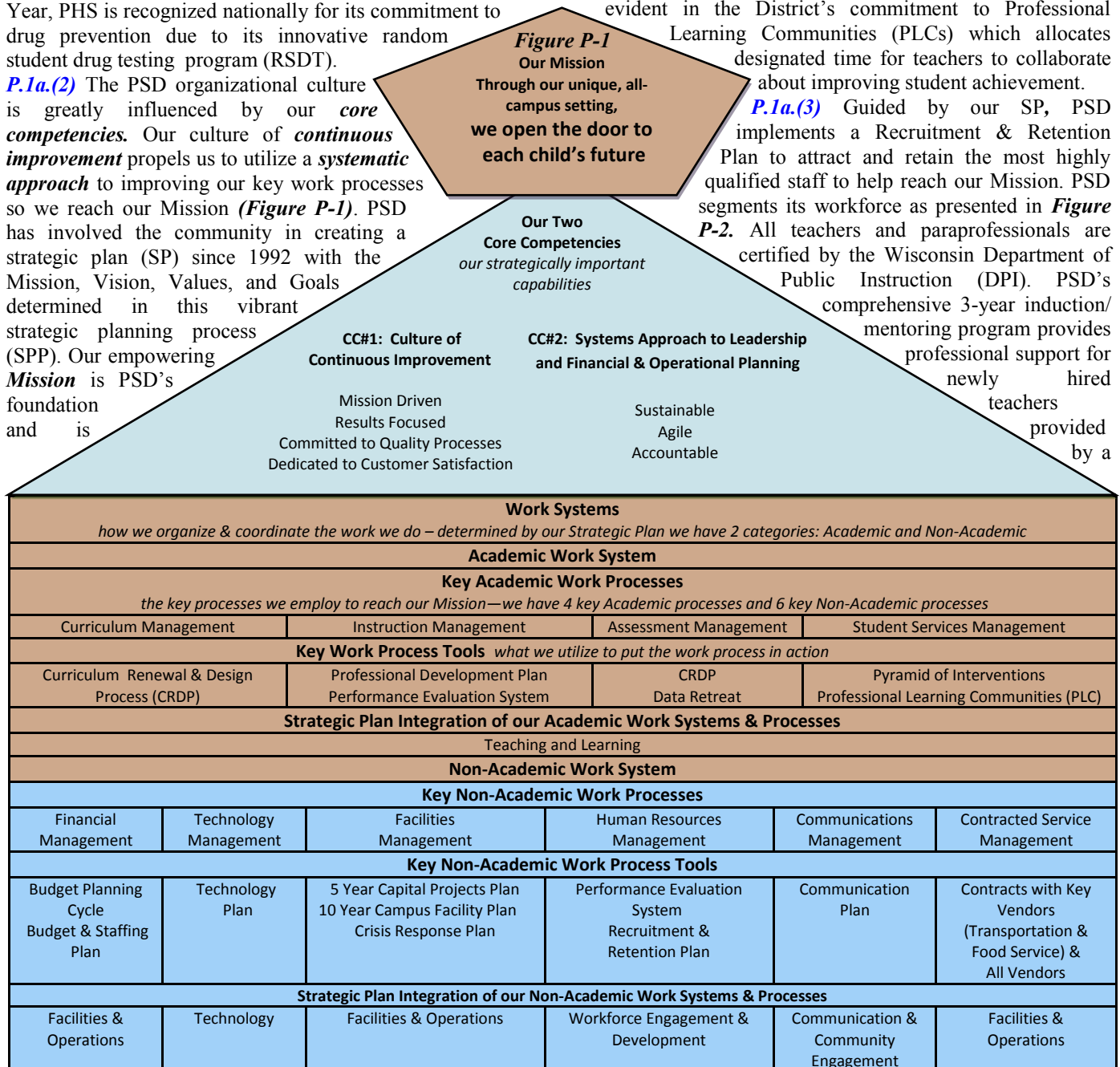
selected Wisconsin's 2011 Principal of the Year.

PHS offers a wide variety of curricular and extracurricular classes in an alternate-day, 4x4 block-schedule. True to our Mission, PHS boasts the highest graduation level in the state. Close to 99% of PHS students graduate, meeting a BOE-approved 28 credit requirement, also one of the highest in WI. Fifteen Advanced Placement (AP) classes are offered, giving students college level coursework on our campus. A resource period serves students who need extra assistance from teachers or 57 peer tutors. This Pyramid of Intervention (POI) tool provides direct, 1-on-1 tutoring for students most in need of assistance. The Volunteer Program places 197 juniors and seniors in elementary classrooms to assist teachers. A novel online connection with Northwestern University offers courses such as Java and Latin. Staying cutting edge is a priority as we prepare students for jobs of the future. New courses include Chinese, Medical Terminology, Green Technology, and Computer Animation. Led by the 2004 WI Principal of the Year, PHS is recognized nationally for its commitment to drug prevention due to its innovative random student drug testing program (RSDT).

**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). 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**. By design, there is a high degree of integration between our SP Strategy Areas, (**Figure 2.1-2**) our Organizational 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 allocates designated time for teachers to collaborate about improving student achievement.

**P.1a.(3)** Guided by our SP, PSD implements a Recruitment & Retention Plan to attract and retain the most highly qualified staff to help reach our Mission. PSD segments its workforce as presented in **Figure P-2**. 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 provided by a





<b>Figure P-2 Key Workforce Segments</b>					
Employee Group 2010-2011	Job Type # of Employees	Bargaining Unit	Total FTE	Education Levels	Diversity (Primarily Caucasian)
Administration	Superintendent (1) CFO/CAO(2) Principal/AP/Other AT Members (8)	None	11.0	1 Ed.D. 10 MA	6 F 5 M
Faculty	Teachers	WEAC	164.64	134 MA 52 BA	141 F 44 M
Support Staff	District Support	None	10.6	HS Diplomas to MA	91 F 17 M
	Technology	None	5		
	Paraprofessionals	Local	22.90		
	Secretaries	SEIU	9.81		
	Custodians	SEIU	20.82		
	Food Service	SEIU	11.33		

expands to Grades 11-12 in 2011-12. The Digital Classroom initiative, which equipped each HES classroom with an interactive white board and ceiling-mounted LCD projector is also expanding. PSD assesses student and teacher technology skills, and teachers and administrators participate in professional development opportunities to improve skills: “lunch & learn” sessions, graduate courses offered on campus, and workshops, as part of our Professional Development Plan (PDP). IT dashboards are systematically reviewed to monitor technology use, customer service, and

team of 34 trained teacher mentors. PSD works with five 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. Each union 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, communication and benefits & compensation. Our motivated staff is annually recognized for years of service, outstanding attendance, and attaining advanced degrees. We are very proud to be designated a Milwaukee Journal Sentinel 2010-11 Top Workplace.

**P.1a.(4)** PSD takes pride in our unique campus setting and in the safe and efficient *facilities* we operate. With community support funding multiple referenda, our facilities have undergone extensive expansion and renovation in the last twenty years. Passage of a November 2010 \$16.5 million dollar referenda allows PSD to renovate and expand district facilities to meet growing enrollment needs and improve programming in the arts. PSD facilities are comprised of the four schools on our 85 acre campus. The facilities, valued at over 60 million dollars, are maintained through our Building & Grounds Department. A BOE-approved Five Year Capital Projects Plan maintains facilities and ensures that we address the life cycle replacement of *equipment*. Planning for future campus needs is accomplished by a Ten Year Campus Facility Planning Process and a commitment to a sound and sustainable budget process. A comprehensive Crisis Response Plan monitored by an active Safety Committee proactively addresses campus safety.

PSD's Information Technology (IT) Dept. is recognized statewide for its innovation in supporting the District 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 to transform teaching and learning. All classrooms district-wide are equipped with one of our 2312 computers, TV monitor, media playback device, and telephone. Additional multiple labs in each school serve students and classes. Our successful 1:1 Teaching & Learning Initiative, one of very few in the State and nation, provides students in Grades 7-10 with a laptop for use 24/7. This innovation

effectiveness.

**P.1a.(5)** PSD operates in a *highly regulated* environment and meets all prescribed state and federal mandates. 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. Licensure is regulated by the DPI with augmentation from Federal No Child Left Behind (NCLB) legislation. Federal and State guidelines also define fiduciary responsibility. 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 IDEA and implemented with provisions of WI School Code, Section 504, and Americans with Disabilities Act. Regulatory requirements guide contracts with our vendors providing transportation and food service management.

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. This state assessment 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 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 systematic 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 who work collaboratively with the Administrative Team to set PSD direction. The BOE hires and evaluates the Superintendent who serves as PSD's Chief Executive Officer. PSD *senior leaders* (SLs) are the sixteen district level administrators who serve PSD as an Administrative Team (AT) and include the Superintendent;



the two Senior Advisors (SAs); 4 Principals and their 4 Associate Principals/School Directors; and the 5 Department Directors (**Figure 1.1-1**). The Superintendent leads the AT and charges all SLs to work with their staffs to reach our SP Goals and carry out procedures to support BOE policy.

**P.1b.(2) Key student segments** are identified in **Figure P-3** and are determined by the methods PSD utilizes to analyze student achievement, a key to integration. 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 closely monitor the academic performance of multiple 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-3**). Most Pewaukee resident students elect to attend PSD schools, but some choose private or parochial school, are home schooled, or participate in open enrollment in a non-Pewaukee school district. Currently PSD has a strong hold on the resident market. To plan for enrollment growth, PSD monitors preschool age resident population by tracking live

<b>Figure P-3 Key Student &amp; Market Segments</b>	
Key Student Segments	Key Market Segments
School	<b>Resident</b>
Grade Level/Graduating Class	PSD Students
Gender	Open Enrollment - Outgoing
Economically Disadvantaged	Parochial School Students
Students with Disabilities	Home-Schooled Students
English as a Second Language	<b>Non-Resident</b>
Race/Ethnicity	Open Enrollment - Incoming
Individual	Families looking to relocate

births. PSD also closely monitors the number of non-resident students who elect to attend PSD under the WI OE program. As part of our Communication Plan (CP), 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-4** have been involved in the SPP since its inception in 1992 so the voice of stakeholders has a vital role in the innovation of our programs, offerings and services. Stakeholder requirements for these groups are determined in the SPP. For over ten years, parents, employees 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 our Communication Plan.

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

<b>Figure P-4 Key Stakeholder Groups &amp; Requirements</b>	
Stakeholders	Key Stakeholder Requirements
Students	High quality education; engagement; challenge
Parents	High quality education; safety; engagement
Community	High quality education; cost effective; communication
Alumni	Communication; connection
Employees	Engagement; communication; involvement

<b>Figure P-5 Key Collaborators, Partners and Suppliers</b>	
Collaborators	PTO, Booster Club, Friends of the Fine Arts, PAGs
Partners	Village/City, WCTC, community day cares providers used in our 4K program ; Kiwanis; Chamber of Commerce
Key Vendors	First Student (Transportation); Taher (Food Service)

identified in **Figure P-5**. **Collaborators** are the volunteers and groups, often made up of PSD parents & citizens, whose efforts are designed to improve PSD student programs and offerings. PSD has thousands of **key collaborators**. Currently, all K-8 parents are Parent Teacher Organization (PTO) members and 236 PHS parents serve in the Booster Club. PSD also boasts over 1,000 volunteers encompassing students, parents, and citizens. We share a highly collaborative relationship with our support groups as they directly support our Mission and work closely with us to that end. The PTO supports curricular enhancement with the funding of assemblies and field trips while the Booster Club provides additional funding for all PHS athletics & activities. Both play a key role in teacher, student and staff recognition. PAGs are the Principal-led parent advisory 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 Booster Club to maintain two-way communication. **Partners** are the many members of our local and greater-Milwaukee business & civic community with whom we have more formal partnerships to support PSD's Mission. Many area business leaders serve on PSD SP Teams, 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, all functioning 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. 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 with the requirement of serving nutritious meals in a timely, cost-effective manner.

**P.2 Organizational Situation**

**P.2a Competitive Environment**

**P.2a.(1)** Viewed as a high performing school district in a county that is home to eleven high achieving K-12 school districts, 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 affordable suburb in the nation, citing quality schools. *Money Magazine* ranked Pewaukee in the top 100 places to live in the nation in 2010, also citing the quality school system. *Milwaukee Magazine* rates Pewaukee High School an over-performer and one of the top 20 area prep schools and Pewaukee a Top Ten community in which to reside. The Public Policy Forum (PPF) consistently finds PSD one of the top 15 of 50 school districts in Southeast WI when reviewing student achievement. We currently rank #13, up from #38 seven years ago, one of the highest achievement gain noted by PPF.

When comparing **size**, PSD has the smallest K-12 student enrollment in Waukesha County and ranks 94th largest of the





426 school districts in WI when comparing enrollment size. PSD's budget is \$26.4 million and our comparative cost per pupil is \$12,813 which ranks 106th out of 426 school districts in the state. 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. In terms of *market share*, 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. Nine 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. We currently have 199 incoming OE students and 60 outgoing OE students with 118 OE applications for seats we cannot fill. PSD's *competitors* are the Waukesha County (WC) public schools who compete with PSD for OE students. In analyzing student achievement, PSD elects to benchmark with high performing WI schools due to their high levels of student achievement; while we lose few students to these schools due to location, they are viewed as our key competitors.

**P.2a.(2) Key changes** taking place that may affect PSD's competitive situation include the WI state budget & funding changes which are impacting PSD's State funding along with state-imposed changes to collective bargaining. Our commitment to the Baldrige process with an emphasis on innovation, process management, workforce focus, and market benchmarking facilitates our being both strategic and agile at a time of educational change in Wisconsin.

**P.2a.(3)** PSD utilizes *comparative and competitive data (Figure P-6)* as part of our core competency of creating a culture of continuous improvement. Since we are a small organization with no dedicated data assessment staff, we primarily use available public data as our source of comparative and competitive data with much found on the DPI WINNS web site. Many of our competitors do not collect data with the same depth in areas other than student achievement, so benchmarking opportunities are challenging in our Non-Academic work system. PSD strategically identifies appropriate and "stretch providing" benchmarking opportunities in our Academic work system, electing to benchmark with high performing WI schools with achievement we aspire to achieve.

**P.2b Strategic Context**

Strategic challenges and advantages are identified in the Environmental Scan (ES) and SWOT analysis 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 safe 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. Annually our SPP identifies *strategic challenges*. Currently they are: teaching 21st century skills, increasing student achievement (Teaching & Learning); maintaining economic stability; operating with increased efficiency (Facilities & Operations); developing our talented staff (Workforce Development); maintaining & growing

<b>Figure P-6 Sources of Comparative &amp; Competitive Data Used by PSD to Strategically Benchmark</b>	
<b>Key Academic Work System Benchmarking Data Sources</b>	<b>Key Non-Academic Work System Benchmarking Data Sources</b>
Nation (College Board for ACT, Advanced Placement)	Nation (Gallup, Standard & Poors, Moody's Bond Rating, US Bureau of Labor & Statistics)
State (DPI Rankings in WINNS)	State (DPI Rankings in WINNS)
Southeast WI (PPF School Rankings; School Facts)	WE Energies (comparing energy efficiency)
CESA #1 & Woodland Conference School Districts (WINNS)	Baldrige & WFA winning organizations outside education (for process ideas)
Waukesha County (Milwaukee Journal Sentinel; WINNS)	Businesses (GE Medical, Studer Group) for operational efficiency processes
WI School Districts with a similar budget/student enrollment (DPI)	Area School Districts with similar enrollment or budget size (for \$ comparisons)
School Districts that border PSD (WINNS)	Waukesha County, CESA #1 or school districts that border PSD (WINNS)
High performing school districts ("Aspiring" Schools WFA winning, & self-selected)	Key Vendors (for efficiency & results comparisons)

partnerships (Communication); and increasing student and stakeholder engagement using technology (Technology). With changes in Wisconsin's education funding system and impending changes to collective bargaining, a new strategic challenge will be to create a seamless bridge to these new systems. Our core competencies and strategic advantages have already proven very helpful in responding with agility to these opportunities for change.

**P.2c Performance Improvement System**

PSD has developed a culture of *continuous improvement*, a core competency, by committing to a three-pronged performance improvement system. First, we systematically utilize the Baldrige Framework for Performance Excellence as our framework for performance improvement. This framework guides our improvement:

- Focusing on SP goals and Action Plans that guide our Academic and all Non-Academic work processes and help us to better understand, listen to, and serve all stakeholders
- Using an evidence-based performance measurement system that utilizes results so we lead by fact
- Systematically using benchmarking to discover successes, gaps, and growth opportunities

Second, we achieve performance improvement via a *systems approach* to improving our key work processes and by embedding all key areas in our Strategic Plan, one of our core competencies. Our SPP is the primary tool for planning and focusing on action. Results-driven, PSD sets performance goals drawn from national, state, regional benchmarks, and from internal performance results. Our action plans drive us.

Third, our approach to performance improvement is attained via strategic deployment of Plan-Do-Study-Act (PDSA). PDSA is used by the AT, school, and departments to systematically plan new or improve current programs, offerings, services and key work processes.

In 2010, PSD was honored to be recognized by Wisconsin Forward as the first educational recipient in Wisconsin to receive the Governor's Award of Excellence. We join a group of thirteen Wisconsin organizations recognized for performance improvement at the highest level in our State's Baldrige program. While proud of this distinction, we remain committed to continuous improvement so that we open the door to each child's future.



**1.0 Leadership**

**1.1 Senior Leadership**

**1.1a Vision, Values, and Mission**

Sixteen SLs serve PSD as an Administrative Team (AT) (*Figure 1.1-1*). The AT meets two times per month to monitor Strategic Plan (SP) implementation. To deploy Teaching & Learning SP Action Plans, the CAO meets with an Administrative Cabinet (AC) an additional two times per month to more closely focus on the all-important work of our schools. The Superintendent works closely with the 2 Senior Advisors (SAs), meeting 2 times per week. 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, members of the

Mission is the branding of our PSD logo which communicates our Mission both verbally and graphically. In review of our CP, SLs strategically determined best vehicles for communication of our Mission and logo to stakeholder segments such as suppliers and partners. This cycle of learning resulted in innovation in communication of our MVV: the logo was placed on fax forms (along with a list of District successes), more prominently displayed on our web site, on Board & SL shirts worn proudly on and off campus, and on coffee mugs given to all employees as a daily reminder. Our logo also became a computer screen saver so it is the first thing all employees see each day as computers are turned on. These are concrete reminders of our “why.”

Through the actions of SLs, our Mission permeates campus culture. *Figure 1.1-2* documents the system SLs use to

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

<b>Superintendent</b>						
<b>Administrative Cabinet (AC) *denotes AT members who serve on AC</b>						
<b>Senior Advisors (SAs)</b>			<b>Four Principals</b>			
Assistant Superintendent/ Chief Financial Officer (CFO)	Chief Academic Officer (CAO)		PHS Principal	ACMS Principal	HZ Principal	PLE Principal
<b>Other Leaders Participating on AT</b>						
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

recognize students and employees who exhibit evidence of reaching our Mission. We also celebrate the MVV at events such as NHS Induction, Honors Banquet and graduation. Annually, SLs use dedicated AT meeting time to employ a plus/delta strategy to identify

AC report to the Superintendent, and members of the AT report to individuals on the AC.

**1.1a.(1)** Since 1992, SLs have collaborated with stakeholders to set PSD’s Mission, Vision and Values (MVV) as part of our strategic planning process (SPP) outlined in *Figure 2.1-1* and presented in current form in *Figure 2.1-2*. Our Mission communicates our fundamental purpose and our Values reflect what we stand for. Together they guide our Vision for the future (*Figure 2.1-2*). All SLs take an active role in the SPP, many serving as strategy leaders. In the PLAN phase of the annual SPP, SLs seek validation from the 45-55 stakeholders involved that the MVV still propels us and our work (*Figure 2.1-1*).

SLs use key processes within our leadership system to systematically deploy MVV throughout our organization to our workforce, key suppliers, partners, students, and stakeholders (*Figure 1.1-2*). Most importantly, SLs drive deployment of our MVV by creating and accomplishing SP Goals & Action Plans. In the DO phase of the SPP SLs lead employees at the school and department level to create SP Action Plans in support of SP Goals (*Figure 2.1-1*). The decision of SLs to increase employee involvement in SP Action Plan design fosters in buy-in and more integrated deployment throughout PSD. Monitoring progress of Action Plan completion is also vital to achieve full deployment. In a cycle of improvement, SLs submit quarterly Quality Assurance Reports (QARs) to the Superintendent and annual Continuous Improvement Reports (CIRs) to the BOE (*Figure 2.1-1*). All SLs also serve on Baldrige Category teams with many serving as Category Leads.

A Communication Plan (CP) ensures that SLs communicate the MVV and SP to all stakeholders, both internal and external. By deploying the CP (*Figure 1.1-2*), SLs personally embed our MVV in our culture. Key to communication of our

CP opportunities for improvement that are then acted upon to enhance the next SPP cycle.

**1.1a.(2)** Consistent with our value of citizenship, SLs systematically integrate promotion of legal and ethical behavior into four processes that impact all employees and students: policy development & enforcement, hiring, professional development and performance evaluation. SLs develop and monitor implementation of procedures to ensure compliance to 28 BOE policies defining standards of legal and ethical behavior for PSD employees and students concerning such things as use of profanity, alcohol & drug use, and conflict of interest. SLs verify that all employees annually review BOE policies/procedures and the channels to report ethical breaches. SLs integrate the promotion of legal & ethical responsibility in the hiring process. During employee induction, SLs review BOE policies and consequences for noncompliance. SLs ensure that our performance evaluation system incorporates a section on professional responsibilities to address adherence to these ethical standards. As part of professional development, SLs receive & offer training on topics related to ethics management. SAs monitor federal, state and local changes in legal and ethical requirements and monitor breaches in compliance. Since this is a school setting, SL personal behavior is vital in role modeling and reinforcing ethical and legal behavior for students. PSD SLs methodically communicate behavior standards to students via SL-created student handbooks, teaching & recognizing citizenship, and role modeling. Through these systematic processes implemented by SLs combined with the high standard they personally hold, an organizational environment is created that requires legal and ethical behavior for all.

**1.1a.(3)** *Figure 1.1-3* presents the processes strategically employed by SLs to create a high performing, sustainable organization.



SLs have been personally involved in institutionalizing continuous improvement practices, evolving into a PSD core competency. For 20 years, SLs have deployed a systematic SPP that is the cornerstone of our sustainability. SLs use PDSA in our implementation and improvement of key work processes. Use of the Baldrige Criteria for Performance Excellence is the framework that binds our continuous improvement work; all SLs are on Baldrige Category Teams.

To further integrate SL learning and grow our leadership system, each summer SLs spend a week together in an Administrative Retreat. In recent Retreats SLs have learned to create dashboards using Excel, been trained on work process flowcharting and discussed student motivation with an area expert. At this time, SLs build leadership capacity; it is also the designated time that SLs analyze our progress in creating a high performing, sustainable organization.

**1.1b Communication and Organizational Performance**

**1.1b.(1)** PSD SLs communicate with the entire school community using our Communication Plan. **Figure 1.1-2** exhibits the many integrated processes SLs systematically use to reach varying target audiences with needed frank two-way discussion, reward and recognition of our talented workforce and students, and communication of key decisions. Capitalizing on our unique all-campus setting, SLs promote face-to-face communication to build strong relationships with stakeholders. In a cycle of learning gained by learning from the Baldrige Award winning Studer Group, SLs conduct face-to-face 45-day interviews that prompt frank communication and the opportunity for the new employee and his/her supervisor to build a more solid working relationship and improve the organization. While most face-to-face communication is positive, our Performance Evaluation System propels frank face-to-face conversation about annual goals and job performance. This integration into a key work process, combined with leadership development on crucial conversations, ensures frank-two way communication with all employees concerning performance against goals.

Consistent with our policy for transparency of operations, SLs systematically communicate key decisions. SLs determined that most key decisions are made in the SPP and at BOE, AT and AC meetings; thus, a system was created to share decisions from these groups with all stakeholders. All employees receive the SP in hard copy and minutes of all BOE meetings electronically. The SP is published in the Annual Report. In addition to publishing BOE agendas and minutes in the local paper, the district web site contains BOE agendas and minutes. SLs place agendas and minutes of all AT and AC meetings on the internal shared drive. Principals communicate frequently with students and parents regarding school decisions using newsletters and their web page. In a cycle of improvement, a School Messenger service now sends emails or phone messages to every parent/guardian or employee within minutes; used for routine communication and emergency decisions.

Recognizing that positive communication motivates and empowers our employees, SLs have implemented a recognition system which is deployed throughout PSD. While union contracts do not allow us to reward employees via compensation incentives, our employee satisfaction surveys determined that people desire *personal* recognition for work

**Figure 1.1-2 Communication Plan Processes**

Systematic Deployment Methods of MVV and SP	Deployment	Purpose	Target Group	Frequency	SLs Involved
Publishing/Sharing SP	T	E, C	All	Y	AT
Branding of Mission	D	C	All	O	AT
Administrative Retreat	T	E, F, C, R	AT; All	Y	AT
Data Retreat	T	E, F, C, R	E	Y	AC
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
PES	T	E, F, C, R	All	2xY	AT
45 Day Interviews	T	E, F, C, R	E	O	AT
SL 360° Feedback	U	E, F	E	Y	AC
Annual Report	D	C	C	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	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
CRDP 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
Vimeo	T	D, E, C	All	6xY	S
Facebook Posts	T	R	E, C, P, A	M	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	M/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**

well done and for their commitment to quality. SLs recognize excellence with personal notes; the Superintendent has a



**Figure 1.1-3 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
Legal & Ethical Behavior	See <b>Figure 1.2-4</b> for Ethical Responsibilities See <b>Figure 1.2-2 and 1.2-4</b> for Legal Responsibilities			
Fiscal Accountability	See <b>Figure 1.2-3</b> for Fiscal Responsibilities			
Performance Improvement	SP & Action Plan Creation / Monitoring* Curriculum Renewal & Design Cycle* Professional Development Plan* PLCs* Performance Evaluation System* Induction / Mentoring* Classroom Walkthroughs Learning Walks* Pyramid of Interventions*	All T & S T & E T All E All E All E T S	Annual/Qtrly. On-going On-going On-going Upon hire Daily Weekly Daily	AT develops SP/Supt. monitors CAO leads/AC participates CAO & HR facilitates Principals facilitate AT evaluates / HR facilitates CAO/Pr/HR run; AT participates Principals & APs do CWTs CAO facilitates / AC participates DSS & Principals facilitate
Accomplishment of Strategic Objectives, Mission and Vision	SP & Action Plan Creation QAR Monitoring* Continuous Improvement Reports* Budget Planning Cycle & Staffing Plan BOE Monitoring & Learning Sessions* Communication Plan*	All AC All E All E BOE All	Annual Quarterly Annually On-going Quarterly On-going	All AT members create SP AC submits / Supt. monitors AC submits to BOE CFO facilitates; AC creates plan Supt., SA & AC facilitate PIC creates; AT implements
Innovation	SP & Action Plan Creation Curriculum Renewal & Design Cycle* I3 Planning Process* PLCs* Professional Dev. (SP, Quality Tools, IT) Technology Plan* Safety Plan*	All T AC T All E All E E, S, C	Annual On-going SA Mtgs. On-going On-going On-going Monthly	All AT members create SP CAO leads / AC participates CAO leads / SA & AC Plans Principals facilitate CAO plans / AC facilitates DOT plans / AT participates DBG plans; some AC serve
Organizational Agility	SA, AC & AT Meetings Curriculum Renewal & Design Cycle*	AT T	2xW/2xM On-going	AT leads in deployment to all E CAO leads / AC participates
Workforce Learning	Recruitment & Retention Plan* Professional Development Plan* PLCs* Induction / Mentoring* Technology Professional Development* Safety Training	All E All E T, S All E All E All E	On-going On-going Weekly Upon Hire On-going On-going	DHR plans; AT implements CAO & AC Plans/ Facilitates Principals facilitate CAO/Pr/HR run; AT participates DT plans ; AC facilitates; AT DBG facilitates
Succession Planning & Leadership Development <i>* denotes a cycle of improvement</i>	Succession Plan * Leadership Identification* Performance Evaluation System Conference/Workshop Attendance Book Studies* Administrative Retreat Advanced Degrees	AT AC All E E AT AT T, AT	Annually Quarterly On-going On-going AT Meetings Annually On-going	Supt. Presents to BOE/HR dev. All AT evaluate & ID leaders AT evaluates / HR facilitates AT elects to present & attend Supt./CAO facilitate for AT Supt./CAO facilitate for AT SLs & T have credits reimbursed

focus the organization to take action to accomplish our objectives. The SPP is our key process to identify PSD objectives to be accomplished. Our SP Action Plans serve as our “do list,” as we often say. SLs are systematic in how we drive our SPP to improve performance and attain our Mission and Vision, a PSD core competency. **Figure 2.1-1** defines the system SLs used to make our SP actionable.

In the 20 years we have been creating a SP to drive improvement, we have become very systematic in deploying it. During our budget development process and our Administrative Retreat, SLs evaluate system effectiveness.

SLs have deployed processes to balance value for students and other stakeholders by:

- Involving stakeholders in SPP and sharing the SP with stakeholders
- Involving faculty & staff in SP Action Plan creation & deployment
- Focusing our budget on key SP initiatives

commitment to starting each day by writing 3 positive notes to students or employees. To be systematic, a 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 recognizing employees for outstanding attendance, years of service, and attainment of advanced degrees. To further integrate on-going recognition, during every BOE meeting, the Superintendent & BOE members formally “salute” employees, students and community members for helping us reach our Mission. Each BOE meeting begins with a Spotlight on Learning where teachers and students inform the Board about new and exciting work going on at the classroom level. The BOE recognizes Spotlight participants with a small gift. SLs also organize volunteer recognition at the end of each school year. Students are honored for achievement and citizenship in school assemblies and events such as the Kiwanis Honors Banquet and Merit Award assembly. Here SLs role model and affirm our Mission & Values. Our Public Information Coordinator annually leads a review of our CP.

**1.1b.(2) Figure 1.1-3** identifies the actions taken by SLs to

- Involving students and stakeholder in the CRDP
- Involving partners in teams & committees
- Responding to VOC feedback
- Involving stakeholders in the hiring process
- Writing contract specifications for suppliers to meet SP goals

To determine stakeholder value, SLs evaluate the impact of any proposed improvement using 4 key questions asked in order: How does the proposed improvement positively impact student learning? How will we know? Does it do so in the most cost-effective manner so we are accountable to our taxpayers? How would we integrate it with our SP and work process system?

**1.2 Governance and Societal Responsibilities**

**1.2a Organizational Governance**

**1.2a.(1)** PSD is governed by a seven-member elected Board with all members serving at-large for three-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, the BOE strategically deploys a



<b>Figure 1.2-1 Systematic Processes for Measuring Regulatory, Safety, Accreditation &amp; Legal Responsibility</b>			
<b>Processes Used</b>	<b>Measurement Tool</b>	<b>SL &amp; BOE Participa-tion</b>	<b>Results Found</b>
<b>Board Operations</b>			
Strategic Planning*	BOE & SL Participation in Strategic Planning Process Minutes Showing BOE Approval & Monitoring of SP &, CIRs BOE Learning Sessions Held on New Aspects of SP*	BOE/SLs BOE BOE/AT	7.4-6
Policy Review Process/Cycle	# BOE Policies on Governance Minutes Showing BOE Updating & Consideration New Policies	BOE /Supt.	7.4-6
Curriculum Renewal	Minutes Showing BOE Discussion of Student Achievement Minutes Reflecting BOE Approval of all Curricula	BOE/AC BOE/CAO	7.4-6
Financial Oversight	BOE Review Acceptance of Independent Audit Report / BOE Negotiations Involvement	BOE/Supt. CFO	7.4-6
Advocacy	Sustained Membership in Advocacy Orgs.: SWSA, NSBA, WASB	BOE/Supt.	7.4-6
Performance Evaluation System	SLs 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/AT  BOE/Supt. BOE	7.4-6
Professional Growth	BOE Participation in WASB and NSBA # NSBA Presentations given annually	BOE / AC	7.4-6
Recruitment & Retention Plan	BOE Policies on Hiring, Job Descriptions, Evaluation BOE Approval of all Certified Hires & Resignations	BOE/S/HR BOE	7.4-6
Stakeholder Accountability	Community Surveys Conducted & BOE-Reviewed Citizen Budget Vote at Annual Mtg.	PIC/BOE BOE	7.4-6
<b>Transparency in Operations</b>			
Open Meetings Laws	# Open Meetings Violations / All Meetings & Minutes Published & Posted on Web / Minutes Shared with Employees	BOE / Supt.	7.4-6
Communication Plan	Newsletters sent to all citizens per year Minutes reflecting annual review/discussion of Parent, Student & Employee Survey Results	BOE/AT/ PIC /Supt. BOE/AC	7.1-28 7.4-6
Voice of Customer	# comments heard at BOE meetings BOE Minutes reflect review of stakeholder satisfaction surveys	BOE / Supt. PIC	7.4-6
Annual Meeting	Levy/Budget Vote at Annual Meeting	BOE / SA	7.4-6
<b>Selection &amp; Disclosure</b>			
Ethics Policies	# violations (Conflict of Interest, gifts , vendor selection)	BOE / SL	7.4-6
Election Laws	# violations in election voting, canvassing, posting of elections	BOE/Supt.	7.4-6
<b>Stakeholder Protection</b>			
Fund Balance & Bond Rating	# Years BOE places \$50,000 in Fund Balance # Years Bond Rating Sustained	BOE / Supt. CFO	7.1-29 7.5-1
BOE Induction	BOE Policy on New Member Induction followed BOE Ethics Pledge Taken by Newly Elected Members	BOE BOE	7.4-6 7.4-6
Succession Plan	BOE Approval of Succession Plan	BOE	7.4-6
<b>Accreditation</b>			
DPI Standards	# DPI Standards Violations NCLB; AYP	CAO/Supt.	7.1-21

SLs and BOE members deploy systematic processes to foster transparency (*Figure 1-2-1*). All BOE meetings adhere to all regulations of the State Open Meetings Law. Agendas and minutes are published in the newspaper, posted on our web site, with minutes sent to all employees. 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 and School Performance 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 SP and corresponding performance dashboards. The *Perspective*, our award-winning district newsletter sent to all residents 3 times per year, also enhances transparency, as does involvement of citizens in the SPP, task forces, interviewing/hiring of candidates, CRDP focus groups, and PAGs. The BOE ensures fiscal accountability and transparency in operations through systematic deployment of extensive policy and processes providing specifications for budget preparation, handling of expenditures, and account

governance system that reviews and achieves fiscal and management accountability, transparency in operations, and protection of stakeholder interests. *Figures 1.2-1, 1.2-3, 1.2-4* document how SLs and the Board achieve this. 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, BOE oversight and involvement in the SPP, and performance review processes. BOE members participate on committees including Policy, Business & Finance, and Negotiations. 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 & Action Plans from schools and the 5 SP Strategy Areas, thereby increasing oversight. Two times per year, the BOE ensures management accountability by conducting a performance evaluation of the Superintendent.

management (*Figure 1.2-3*). 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 of the Budget & Staffing Plan. 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 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



**Figure 1.2-2 SL Performance Evaluation System**



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. In a cycle of learning, purchasing procedures and the staffing plan development process have recently been updated. AT members annually evaluate the effectiveness of the budget development process after the Budget & Staffing Plan is BOE-approved.

**1.2a.(2)** The effectiveness of SLs is evaluated and improved through our Performance Evaluation System (PES) with systematic PDSA steps outlined in **Figure 1.2-2**. All employee evaluations include goal setting, a mid-year review of progress, a final written evaluation, and a re-calibration of goals. Performance evaluations determine compensation of SLs; compensation for all other employee groups is determined by salary schedule via a negotiated agreement.

BOE policy directs the frequency, purpose and form of Superintendent evaluation. Superintendent 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. The accomplishment of the goals serves as part of the evaluation with the other two parts comprised of assessment of effective school leadership components and SP accomplishment. Following a conference with the BOE, a final written evaluation determines contract terms and compensation for the next year. This process mirrors the process deployed with SLs.

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 evaluating direct reports. As evidence of integration, each

administrator annually participates in the PDSA cycle identified in **Figure 1.2-2**. For further integration, the Superintendent evaluates the AC using components of the Superintendent evaluation criteria. 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. AC members evaluate their direct reports with similar PES steps.

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 sets goals for itself and quarterly 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 has implemented a thorough annual evaluation process integrating the NSBA's *Key Work of School Boards*.

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. At the end of each evaluation cycle, the Superintendent analyzes the process with SAs for improvement opportunities and creates a list of growth areas for each administrator. These are built into the following year's goal setting. When patterns emerge from evaluations, 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 holding difficult conversations with employees was a topic many administrators desired to improve upon, a plan was made to build capacity in this leadership domain. Time was allocated at AT meetings for a book discussion on *Crucial Conversations* with AT members role modeling confronting difficult employee situations. In another cycle of improvement, SLs analyzed feedback and elected to use Zoomerang to attain input from all employee groups via employee satisfaction surveys, an engagement survey and 360

degree feedback on individual school leader performance and the leadership system in place. AC members now also set goals using the 360 degree feedback.

**1.2b Legal and Ethical Behavior**

**1.2b.(1)** PSD deploys systematic compliance and risk management 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 using established process outlined in **Figure 1.2-3**. An item on the meeting agendas for SAs and the BOE Policy Committee is the monitoring of regulatory, legal, safety, and accreditation requirements. Active participation in state organizations (WASDA, WASBO, SWSA, WASB) by

<b>Figure 1.2-3 Systematic Processes for Measuring Fiscal Accountability</b>			
<b>Process Used</b>	<b>Measurement Tool</b>	<b>SL &amp; BOE Involvement</b>	<b>Re-sults</b>
<b>Internal Fiscal Oversight</b>			
Budget & Staffing Plan	Minutes of AC Discussion of Budget Minutes Showing BOE Approval of Budget & Staffing Plan with Discussion of Per Pupil & Instructional Expenditures	AC BOE/SAs	7.4-6
Fund Balance	\$50,000 added annually to Fund Balance	BOE/CFO	7.1-29 7.5-2
Review of Enrollment	Minutes Showing BOE Approval of OE Seats / Class Size per Pupil Reviewed	BOE/CFO/ Supt.	7.4-6
Negotiations	BOE Involvement in PEA Contract Negotiations	BOE/SAs	7.4-6
Review of Facility Plans	BOE Approval of Five Year Maintenance & 10 Year Facility Plan / BOE Approval of Safety Plan	BOE/Supt/ CFO/DBG	7.4-6
Contract Approval	BOE Approval of Negotiated Agreements and Key Contracts	BOE/CFO	7.4-6
<b>Internal Audit</b>			
Review of Budget Activity	Minutes Showing Monthly Finance Committee & BOE Approval of Revenue/Expense Report & Check Register	BOE/CFO	7.4-6
Monthly Review of Financial Activity	Minutes reflecting BOE & Finance Committee Approval of Check Register and Revenue & Expense Report	BOE/CFO	7.4-6
<b>External Audit</b>			
BOE Policy	BOE Policy citing Annual Independent Audit BOE receives Audit Report annually / # Significant Findings	BOE/CFO/ Supt.	7.4-6
Bond Rating	Sustained Bond Rating	BOE/CFO	7.5-1
IRS Violations	# IRS Violations	BOE/CFO	7.4-6



<b>Figure 1.2-4 Systematic Processes for Measuring Ethical Responsibility</b>				
<b>Process Used</b>	<b>Requirements</b>	<b>Measurement Tool</b>	<b>SL &amp; BOE Involvement</b>	<b>Results Found</b>
<b>Employees</b>				
BOE Policy	BOE policies define ethical behavior & consequences; identify whom to contact	# policies / # breaches	BOE, AT	7.4-6
Hiring Process	Inform employees of requirements	% new employees receiving BOE policies % employees receiving handbook annually	Supt., DHR, AT	7.4-6
Hiring Process	Hire employees with clean record	% checks conducted for new employees / # hired with felony convictions	DHR	7.4-6
Hiring Process	DPI fully licensed teachers, administrators & aides	% licensed	Supt., DHR	7.4-6
External Audit	Use district funds ethically	# significant findings	CFO	7.4-6
IRS Audits	Use district funds ethically	# IRS violations	CFO	7.4-6
BOE Policy	Workplace free of Harassment	# harassment complaints filed via BOE policy	Supt., DHR	7.4-6
Satisfaction Survey*	Perception of a safe Workplace	% employees citing PSD is a safe place to work	AC, PIC	7.4-6
Standardized Test Management	Reliable & valid student test data submitted to State	# DPI violations	CAO, Prin	7.1-21
Personnel Process	Confidentiality for employees and records	# sanctions due to HIPPA violations	DHR	7.4-6
<b>Students</b>				
Student Handbooks	Communicate BOE ethical standards, consequences	% handbooks given to students annually	Prin; BOE reviews	7.4-6
Merit Award	Positive Student Citizenship	increasing # per year	PHS Prin	7.4-6
Suspensions Expulsions	Positive Student Citizenship	decreasing #/% per year	Prin	7.4-6
Student Drug Testing*	Positive Student Citizenship	% screens drug screens	PHS P/AP	7.4-6
Acceptable Use Policy	Responsible Use of Technology	# students who had technology privileges suspended	DOT	7.4-6
<b>Parents, Stakeholders, Vendors</b>				
BOE Induction	Pledge of ethics in boardmanship	% new BOE members citing ethics pledge	BOE	7.4-6
Volunteer Background Checks*	Safe learning environment; Verify volunteers have clean criminal record	% criminal background checks completed / % volunteers with felony conviction working with students	DHR	7.4-6
Vendor Contracts	Contracts awarded following BOE policies	% contracts found to be awarded inappropriately	CFO, Supt. BOE	7.4-6

Environmental Management Consulting, 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 exceed compliance to all federal, State, and local regulations as a condition. PSD's Safety Committee is enhanced with stakeholder participation of the Pewaukee Police Department, Fire Department, and Waukesha County Emergency Management. Employing systematic campus-wide lockdowns, rigorous inspections, AED & CPR drills, and safety walks, the Safety Committee has created multiple processes that surpass the required monthly emergency drills. This commitment to surpassing the standard enhances campus safety and emergency preparedness. This committee proactively plans for a potential crisis with 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. Trends are analyzed and, when necessary, improvement strategies are implemented. AC members review key elements of compliance as part of their meeting structure. Prevention results are offered in Figure 7.1-48 and 7.4-6.

**1.2b.(2)** SLs systematically 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. All employees receive BOE policies regarding ethical behavior, review them, and annually sign an affidavit of receipt. Processes are in place for all employees to learn of and respond to ethical breaches. Policies dictate when disclosures of ethical violations are called for, and employees are informed of the role of the Complaint Officer and means of reporting. SAs 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 is one less than 2% of public schools in the nation to implement random student drug testing to reinforce our Athletics & Activities Code for students and promote legal and ethical behavior. PSD is nationally recognized as a forerunner in ethical use of this student drug prevention tool. Criminal background checks are now used for volunteers in addition to employees to identify, anticipate, minimize, and analyze regulatory, safety,

BOE members and SLs heighten understanding of requirement changes and fosters agility in PSD response. Involving stakeholders in the SPP and obtaining stakeholder voice in the ES and SWOT is the primary tool used by PSD to anticipate public concerns. Involving parents & students in the revision of curriculum as part of the CRDP is also key in considering impact of key academic changes. Satisfaction surveys, BOE meeting agenda time, and an open door/open call policy invite citizen concerns.

PSD meets all regulations 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 limiting risk for students, employees and guests of the PSD campus. PSD contracts with



**Figure 1.2-5 PSD as a Steward of the Environment**

Category	Commitment	Measure	Results
<b>Technology</b> Be more efficient thereby reducing carbon footprint	Increase internal email/shared drive to reduce paper/copier use*	Increased use of shared drive	7.4-7
	Institute paperless Board packets to reduce paper/copier use*	Paper/copier reduction	7.4-7
	Institute automatic daily computer shut-off & use of flat screen monitors	Reduction of kilowatts used	7.4-7
<b>Facilities &amp; Operations</b> Maintain facilities in a "green" manner thereby reducing carbon footprint  * denotes cycle of learning	Maintain commitment to reduce energy usage*	Therms/kilowatts consumed	7.4-7
	Replace paper/bags/cleaning supplies with "green" custodial supplies	# chemicals replaced	7.4-7
	Obtain Focus on Energy grants*	\$ awarded	7.4-7
	Conduct air, water, and radon tests to ensure safe campus environment	# findings	7.4-7
	Recycle paper and aluminum on campus	# recycling bins on campus	7.4-7
	Reduce water use / Irrigate athletic fields so watering more efficient*	implement irrigation system	7.4-7
	CM LEED certification to pursue Facility Plan	LEED certification	7.4-7
	Dispose of chemicals in safe manner; compliance with MSDS Postings	# violations	7.4-7
<b>Teaching &amp; Learning</b> Involve students in societal responsibilities	Environmental Education in BOE-approved curricula	BOE curriculum approval	7.4-7
	Increase participation in middle & high school environmental clubs	# students participating	7.4-7
	Student enrollment in AP Environmental Studies* & Green Technology	# students enrolled	7.4-7

accreditation, and legal responsibilities and risks. A 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, that resulted in a change of procedure for teacher use of this social networking tool.

**1.2c Societal Responsibilities and Support of Key of Key Communities**

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

Citizenship is systematically taught, role modeled, practiced, and proactively recognized by PSD SLs. A systematic program of study is deployed to teach and recognize student citizenship. Our elementary students learn citizenship in Guidance classes and receive BUG stickers when they are caught "Being Unusually Good." Our middle and secondary students are recognized for their citizenship in school ceremonies and newsletters that publicly affirm this positive societal responsibility. It is part of our school culture.

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 environmental stewardship. By reducing the need to drive to meetings; facilitating campus-wide recycling efforts; and maximizing bus routes, technology networks and equipment sharing, the all-campus setting allows PSD to maximize efficiency while saving valuable resources. SLs have strategically 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 and for PSD to contribute

to societal well-being.

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 dashboard now measures therms, and dollars saved at per building. For example, it has generated a reduction of 85,000 therms or a savings of \$118,000 in savings over a three year period at ACMS and PHS.

**1.2c.(2)** PSD prioritizes strong community partnerships as evidenced by one of the five SP Strategy Areas being Communication and Community Engagement. SLs personally 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 PSD Value. Stakeholders and SLs working on this SP

**Figure 1.2-6 Senior Leader Support of Key Communities**

Support	Purpose	Senior Leader Involvement
<b>Pewaukee</b>		
Chamber of Commerce Positively Pewaukee	Provide volunteers, leadership, and event support	PIC, Supt. & AC on Committees; provide 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	Supt. On Board; staff serve
Pewaukee Parks & Rec. Dept.	Make campus available for use	Supt., CFO, AAD provide facilities
Pewaukee Food Pantry	Provide support & service	Principals coordinate fundraising
Kiwanis	Provide support & service	AT participation; speak at meetings
Area Churches	Provide leadership, service	Many AT members volunteer
<b>Waukesha County</b>		
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
American Red Cross, Heart Association, Blood Center	Provide service (CC-C)	Principals organize fundraising efforts in each school
<b>State &amp; Nation</b>		
ASQ/NQEC, WASB, NSBA, WFA, WASCD, WASBO, NSPRA	Role model; share best practices	SLs & BOE speak at conferences





initiative felt that citizenship could best be realized close to home, since it allows for more direct student involvement. Thus, SLs identified key communities as those within 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 determining avenues for service that match our Mission and values. SLs are active participants in community and professional organizations where they provide leadership, volunteer support, and expertise. Additionally, all PSD SLs make annual donations to the Pewaukee Scholarship Fund (*Figure 7.4-9*). PSD provides facilities to the community free-of-charge or at a minimal cost. Many organizations are strengthened by this commitment including Pewaukee Park and Recreation, Boy Scouts, Girl Scouts, and many youth sports clubs (*Figure 7.4-8*). SAs meet with 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 boards of many professional organizations and state task forces as a way to serve our profession and develop as leaders. Of late, our support of key communities is growing. PSD has been called upon to speak about our strategic planning and systematic continuous improvement processes on the state, national and international level. We are proud to share our core competencies and serve as role models to others on their continuous improvement journey; in doing so, we make our organization as well as other organizations stronger.

## 2.0 Strategic Planning

### 2.1 Strategy Development

#### 2.1a Strategy Development Process

**2.1a.(1)** Our strategic planning process (SPP) is how PSD does business. PSD role models commitment to a systematic, multi-step SPP integrating PDSA. It is a vibrant process that is implemented on a yearly cycle and integrated within the school calendar. *Figure 2.1-1* conveys the PDSA steps of PSD's SPP. *Figure 2.1-2* documents the elements of the 2010-11 SP. PSD's 20-year commitment to SPP has created a culture of continuous improvement, one of our core competencies, as the process guides us in setting long-term (LT) direction by creation of SP Goals supported by Action Plans that provide short-term (ST) term direction to accomplish SP Goals. PSD has deployed a SP since 1992, longer than most school districts in Wisconsin and the nation. Our SPP is key to our continuous improvement:

- Relying on data to make decisions
- Anticipating and responding to student & stakeholder needs and market trends
- Providing a base from which progress against plan can be measured
- Developing a broader ownership of Mission, Vision, Values

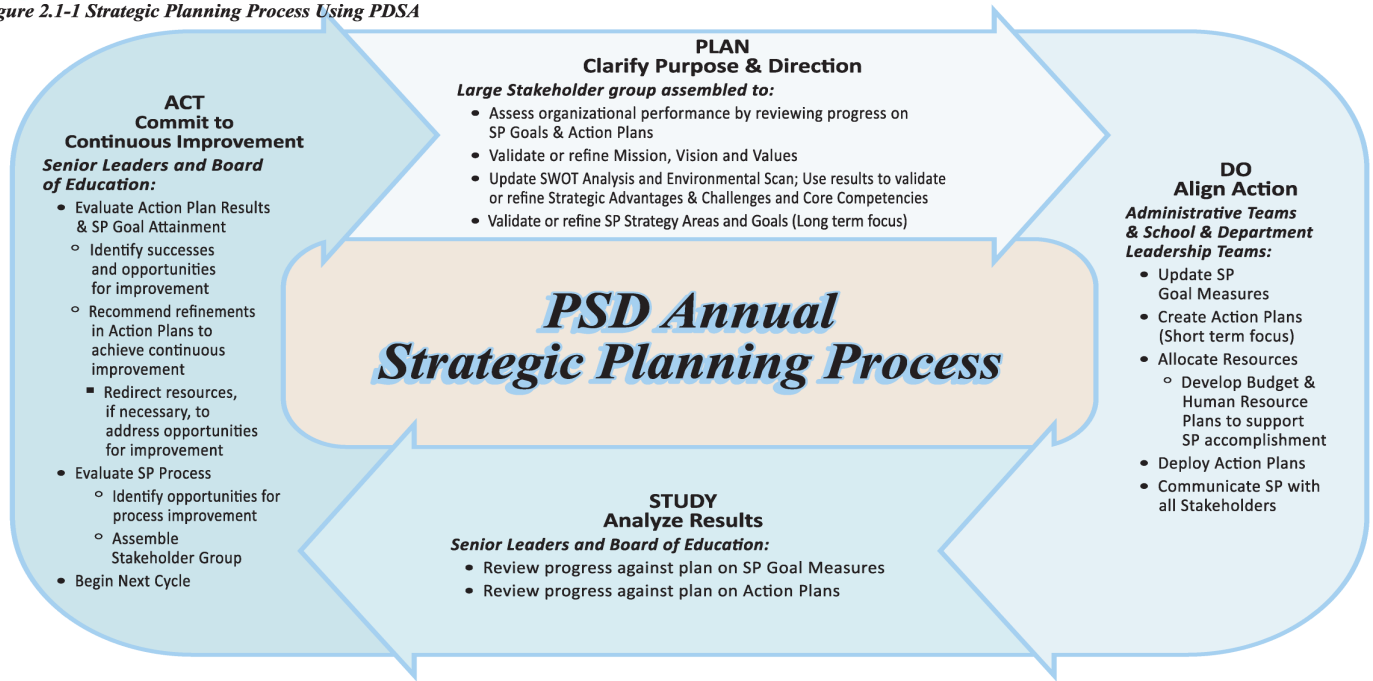
PSD deploys a systematic multi-step process for strategic planning (*Figure 2.1-1*). The **PLAN** phase of the SPP sets purpose and direction. Participation from a wide representation of 45-55 stakeholders is proactively sought by SLs because it shapes a strategic direction responsive to stakeholder expectations and requirements. Annually, SP

Team Members include citizens without children in our schools, community leaders, parents representing multiple student segments, teachers, partners, collaborators, union representatives, BOE members, faculty, students, support staff representing multiple employee groups, and AT Members. The **PLAN** phase takes place over the course of 1-2 evenings and a full weekend day in March prior to BOE budget approval. An outside facilitator is used for the **PLAN** phase. The process begins with the Superintendent and AC members presenting a review of work accomplished on the existing SP with data supporting progress against plan. This gives all SP Team Members, veteran or new, a framework for understanding 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. The MVV which provide a foundation for all SP Goals are also reviewed for continued relevance and revised as needed. Re-grounding of the mission has occurred three times in the SPP; documents on site validate how the PSD Mission and SPs have evolved over time. PSD's extensive cycles of improvement are evident in this historical documentation.

So the SP Team can better understand the broader evolving environment in which PSD operates and to better identify possible blind spots, the facilitator annually engages the entire SP Team in a thorough Environmental Scan (ES) and SWOT Analysis. The ES is conducted using information on market share, economic & societal trends, and competitive environment (*Figure 2.1-3*). Once this information is presented, the group of stakeholders identifies strategic challenges, categorizing them in SP Strategy Areas. Following this, the SP Team identifies strategic advantages that address the identified challenges. To obtain more input, a SWOT is then conducted using small groups of SP Team members. Following each small group's SWOT presentation, the entire SP Team identifies patterns. From this process, critical issues also emerge as strategic challenges that are then addressed in subsequent SP steps. PSD's long history with SPP is of great benefit: through the repetition of this process year after year profound patterns emerge which help us identify our core competencies. Following this, the facilitator challenges the group to verify if the current Strategy Areas will best address the work needing to be done to address the identified strategic challenges. Currently, there are five SP Strategy Areas: Teaching & Learning, Workforce Engagement & Development, Technology, Communication & Community Engagement, and Facilities & Operations. These SP Strategy Areas are well-integrated in PSD operations guiding how we organize key work processes and our organizational chart. The linkage is tight (*Figure P-1*). Historically, SP Strategy Areas have rarely changed, with some being in the SP since its inception. Curriculum, Instruction & Assessment, now entitled Teaching & Learning, and Technology have been in the SP every year since 1992. The term "Operations" was added to what used to be called the "Facilities" Strategy Area to better address the strategic challenge of operating more efficiently. Communication has been a strategy since 1995 although it has been re-titled "Communication & Community Engagement" to better address a strategic challenge to enhance voice of customer and partnerships with the community. In a final key SP Team activity, using the data



Figure 2.1-1 Strategic Planning Process Using PDSA



form the ES and SWOT, SP Teams break into Strategy Area sub-groups and update or validate SP Goals for each identified Strategy Area. These SP Goals are far-reaching LT goals taking approximately 5 years to attain.

In a major cycle of refinement, the **DO** (Figure 2.1-1) phase of the SPP 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 deployment of the SP was conducted by SLs, the Action Plans to attain the SP Goals should be designed by the people that will be in charge of managing deployment. SL Action Plan ownership has increased accountability and, in turn, SP Action Plan completion (Figure 7.1-49). In the DO phase, measures for SP Goals are reviewed and updated. These key measures are our Balanced Scorecard and they serve as our key tools to monitor SP progress. Next, and vital to the process, the AT is charged with creating the specific and detailed Action Plans (formerly called Continuous Improvement Plans) to set direction on needed work to accomplish SP Goals. The budget planning process is integrated with the SPP so that SP Action Plan initiatives can be addressed in the financial and human resource planning for the upcoming year (Figure 2.2-1 and 2.2-2). PSD proactively budgets to make certain that the necessary funds are available for realization of SP Action Plans. These Action Plans serve as the short-term direction for the upcoming year with a window of completion in 1-3 years. During this phase the AT uses meeting time to determine capacity and budgetary requirements. Each of the five SP Strategy Areas have an Action Plan placed in PDSA form that is developed by the SL responsible for this work process area. Additionally, the CAO coordinates the development of integrated school Action Plans for the SP Strategy Area of Teaching and Learning. To further integrate the process, principals work with their building leadership teams (BLTs) to complete these school-based Action Plans that support the Teaching & Learning section of the SP. Retreats also analyze customer service data that inform Action Plans. For clarity and to enhance accomplishment, the Action Plans are drafted using a template that identifies Steps to Implement, Person/s

Responsible, Resources Needed, Evidence of Attainment, and Action Plan Completion Date. The BOE formally adopts the SP prior to the start of the school year in which it will be implemented. Once approved, a SP Communication/Deployment Plan is put in motion. This begins at the start of the school year with the Superintendent reinforcing the Mission and conveying key elements of the SP in remarks at the Welcome Back Breakfast. Principals use initial school year faculty meetings to discuss SP Goals and begin work on Action Plans. The SP is printed in the annual report distributed to all citizens and SP hard copies are given to all employees. The SP is then implemented throughout the academic school year with time allocated for SP work and corresponding professional development scheduled during staff development days and faculty AT, and AC meetings.

Employing multiple cycles of learning, the **STUDY** phase has become more robust with increased and more structured analysis of progress against plan (Figure 2.1-1). In a cycle of learning, the Board of Education now incorporates Board Goals, Learning Sessions and Spotlights on Learning into their meeting structure to further integrate the SPP in BOE work. In a further cycle of improvement, a system to heighten internal accountability was put in place by Senior Advisors. Beginning in 2008, Quality Assurance Reports (QARs) provide the Superintendent quarterly reporting of Action Plan progress based on the projected timelines. Additionally, progress is monitored at AT meetings where Action Plans not meeting implementation timelines undergo a PDSA to determine root cause, needed refinement in the next plan, or a change in the allocation of resources.

The feedback loop begins in the **ACT** phase (Figure 2.1-1). SLs analyze progress on the SP Goals and Action Plans and determine what data will be needed for the next SP Update, ES and SWOT Analysis (Figure 2.1-3). On an annual basis the AT and BOE analyze the SPP and identify opportunities for improvement so that the process is made more effective and efficient. In review of the SPP, SLs have instigated multiple cycles of learning to improve the SPP: the publication of the SP in varying forms depending on user



**Figure 2.1-2 2010-11 Strategic Plan**

<b>PLAN</b>		
<b>Mission:</b> Through our unique all-campus setting, we open the door to each child's future		
<b>Values:</b> Our school community delivers an innovative and progression education We are: • Passionate about academic excellence • Committed to fostering positive citizenship • Dedicated to inspiring all students to flourish		
<b>Vision:</b> Our vision is to offer a world class education in which: • All students will meet or exceed state performance expectations on WKCE 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 21 <sup>st</sup> century		
<b>Strategy Areas</b>	<b>Strategic Plan Goal Measures Our Balanced Scorecard</b>	<b>Strategic Plan Goal Long term goals to be accomplished in 4-5 years</b>
Teaching & Learning	Graduation Rate (7.1-1), % Graduates Attending 2- or 4-year college (7.1-2); ACT Composite Scores (7.1-13), MAP RIT Scores (7.1-4 & 5), WKCE Scores in Reading & Math (7.1- 6-9; 14-19), Classroom Walkthroughs for Core Competencies (7.2-14), District Benchmark Assessment (7.1-2, 3), AP Performance (7.1-12)	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 21 <sup>st</sup> century <i>(Addresses strategic challenges of teaching 21st century skills &amp; increasing student achievement)</i>
Workforce Engagement & Development	TeacherInsight Scores (7.3-5), Retention Rate (7.3-12 & 13) Employee Satisfaction/Engagement Rate (7.3-9 & 10),% Teachers with Master's Degrees (7.3-15),# of College Credits (7.3-16)	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 <i>(Addresses strategic challenge of developing our talented staff)</i>
Communication & Community Engagement	Employee, Student, Alumni & Parent Satisfaction Rates (7.2-1-7), Community Grading of Schools (7.1-44, 7.2-8), Stakeholder Sources of Information7.1-42 & 43)	PSD will communicate, engage, and develop partnerships with students, staff and citizens to help reach our Mission <i>(Addresses strategic challenge of growing partnerships)</i>
Technology	Network Uptime (7.1-31) and Ticket Resolution Rate (7.1-32), Professional Development Participation Satisfaction (7.1-35) Professional Development Mediums (7.1-34), Student/Teacher Technology Proficiency (7.1-20, 36,)	PSD will utilize technology to transform teaching and learning and to increase stakeholder engagement <i>(Addresses strategic challenge of using technology to increase student and stakeholder engagement)</i>
Facilities & Operations	# Accidents on Campus (7.4-6), Employee Absences (7.3-14), District Energy Consumption (7.1-39), Energy Costs (7.1-40), Revenue Exceeds Expenses (7.1-29, 7.5-2), Bond Rating (7.5-1)	PSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for our stakeholders <i>(Addresses strategic challenges of maintaining economic stability and operating with greater efficiency)</i>
<b>DO</b>		
<i>Action Plans are created by Administrative Team members for the 5 Strategy Areas; resources are allocated to accomplish the Action Plans School Leaders work with their Building Leadership Teams to create School Plans to support the Teaching &amp; Learning Plans (plans available on site)</i>		
<b>Our Action Plans</b>		
<i>To support accomplishment of our SP Goals, we create short term Action Plans to be accomplished in 1-3 years Action Plan topics are listed below; copies of each gridded Action Plans are available on site</i>		
Teaching & Learning	Action Plan #1: Enhance the use of the core competencies (CC) in every classroom through the development of authentic assessments and a focus on literacy and college/career readiness Action Plan #2: Guarantee that 100% of curriculum will remain within targeted year of curriculum renewal and design process as outlined on the Curriculum & Renewal & Design calendar Action Plan #3: Commit to having 100% of students enrolled for a full academic year (FAY) met Adequate Yearly Progress (AYP) percentages in reading & mathematics by 2013-2014 Action Plan #4: Have 100% of students understanding & applying research-based literacy practices (reading, writing, oral communication) that reach across content areas by 2015 as measured by standardized and teacher created common assessments	
Workforce Engagement & Development	Action Plan #1: Utilize best practices to develop plans and recognition methods to recognize their good work Action Plan #2: Develop a written onboarding checklist for use with all new hires Action Plan #3: Conduct exit interviews with departing employees to seek improvement ideas and better track retention & engagement	
Communication & Community Engagement	Action Plan #1: Expand use of social media as a communications tool Action Plan #2: Expand business & community partnerships Action Plan #3: Enhance District web site for more efficient use by customers	
Technology	Action Plan #1: By June 2014, 100% of PSD educators will demonstrate increased technology proficiency Action Plan #2: By June 2014, all PSD educators will provide student learning opportunities that are relevant, engaging, and use current instructional and information technologies Action Plan #3: By June 2014, 100% of PSD students will demonstrate technology literacy proficiency Action Plan #4: PSD will expand the dialogue and connections among families, taxpayers, students and staff that make up the District community	
Facilities & Operations	Action Plan #1: Develop the PSD campus to meet the needs of students now and through 2020 Action Plan #2: Ensure a safe learning and working environment for all students, employees and guests to the PSD campus Action Plan #3: Enhance the wellness of students and PSD employees Action Plan #4: Manage the PSD campus operations efficiently and effectively	
<b>STUDY</b>		
<i>To monitor progress &amp; completion of Action Plans, schools and SP Strategy Area Leads submit Quarterly Updates (QARs) to the Superintendent, maintain a dashboard, and submit Continuous Improvement Reports (CIRs) to the Board of Education</i>		
Quality Assurance Reports, Dashboards, and Continuous Improvement Reports are submitted (available on site)		
<b>ACT</b>		
<i>Action Plans are analyzed, and resources may be redirected, if needed; SP process is evaluated prior to implementation of the next PLAN phase</i>		



requirements needed by audiences, systematically embedding quarterly updates to better monitor SP Action Plan progress and increase completion, increasing the number of stakeholders involved in the SPP as well as broadening segments and diverse voices, enhancing Board, and adding Baldrige criteria in our SPP. Most importantly, SPP has facilitated innovation throughout PSD (*Figure 7.1-50*).

**2.1a.(2)** A systematic process is in place to address strategy considerations. For over ten years a SWOT and ES are conducted annually in the SPP STUDY phase (*Figure 2.1-1*). The facilitator and Superintendent collaborate prior to beginning the SPP to gather relevant data and plan a strategy to elicit forward thinking for the ES (*Figure 2.1-3*). As part of the ES, new regulatory changes, markets and competitive environment trends are identified as are new technologies; emerging educational programs, offerings and services; and changing student & community demographics. The ES and SWOT produce 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 ESs to respond with agility to environmental changes using tools that monitor potential enrollment and by focusing on current educational research. Repeated use of SWOTs and ESs keep PSD abreast of trends and increases agile responses. As evidence, we are one of approximately 5% of public schools nation-wide implementing a 1:1 laptop initiative, due to our SPP which identified a technology trend early on and created an Action Plan to innovate learning via use of student technology. PSD's SPP increases innovation, agility and sustainability.

**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 PLAN Phase of the SPP. SP Goals are determined to be in the five key areas that will help us accomplish our Mission. Our five SP Goals are identified in *Figure 2.1-2*. They are our top priorities and are intended to be accomplished in 4-5 years. After determining the SP Goals, measures are created. The SP Goal measures serve as the PSD Balanced Scorecard (BSC), with results published annually, received by the Board in the form of CIRs and available on the PSD web site.

**2.1b.(2)** A strategic process aligns strategic challenges to our strategic objectives, called SP Goals (*Figure 2.1-2*). Strategic challenges and advantages emerge from the ES and SWOT during PLAN phase of the SPP (*Figure 2.1-1*). Using this documentation, the SP Team addresses these challenges & advantages by designing specific SP Goals. As the Goals section of *Figure 2.1-2* documents, the linkage between SP goals and strategic challenges is tight. Opportunities for innovation in programs, offerings and services are addressed in SP Action Plans with many new programs, offerings and services emerging from the SPP (*Figure 2.1-2*). For example, in 2008 the 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. By conducting an ES/SWOT annually for 20 years, patterns become evident. The SP Team now identifies these as core

**Figure 2.1-3 Information Analysis for Strategic Planning**

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 Strategy Area
Human and other resource needs	Staffing Comparisons; MRA; BLS; DOL; School Facts	SWOT / Workforce Strategy Area
Opportunities to redirect resources to priority products/services or operations	PSD SP & CIP; Budget & Staff Plan; WASB; WASBO; NSBA	SP Action Plan; HR & 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 / Action Plan
Organizational continuity in emergencies	PSD Safety Plan NIMS, Conferences	Facilities Strategy Area
Ability to execute the SP	PSD Action Plan Completion Trend Data; QARs, SP Development	Action Plan / Monitoring

competencies. The culture of continuous improvement and a systems approach are embedded in our SPP.

The ES and SWOT are the key processes used to identify ST and LT challenges and opportunities. In this process the SP Team calibrates the severity of the strategic challenges. If the need or challenge is determined to be one requiring increased action, then it is addressed in an SP Goal, sometimes by amending the SP Goal itself or by adding a new SP Strategy Area. For example, as enrollment increased, a Facilities Goal was placed in the SP after a 7 year absence. In another cycle of learning, the Teaching & Learning goal was amended to reflect the need for students to possess 21<sup>st</sup> century skills. Both of these changes were made in response to a changing environment identified in the ES. Our Action Plans represent our means to accomplish short term goals in support of our longer term SP Goals.

PSD balances the needs of all students and stakeholders by attaining wide stakeholder representation on the SP Team and by AT members reviewing progress quarterly to monitor progress. This frequent review of progress against plan, combined with a systematic ES process, allow us to shift with agility and respond to market conditions.

**2.2 Strategy Implementation**

**2.2a Action Plan Development and Deployment**

**2.2a.(1)** PSD is strategic in SP deployment using a structured process to optimize operational performance. Action Plans (*Figure 2.1-2*) are systematically reviewed, updated or redesigned in the DO and STUDY phases of the SPP. Where broader LT SP Goals may be worked on for 4-5 years, SLs design measurable Action Plans to be realized in 1-3 years.



Upon determination of the SP Goals in the PLAN phase of the SPP, SLs work in AT meetings to identify actionable plans to best support the SP Goals in the DO phrase. Once identified, Principals work with their building leadership teams (BLTs) to create school Action Plans to support the Teaching & Learning Goal. SAs create a list of key planned changes to determine organizational capacity and prioritize budgetary decisions (Figure 2.2-1).

2.2a.(2) To deploy the SP, in the DO phase of the SPP PSD develops

Action Plans for each SP Goal (Figure 2.1-1). The AT drafts Action Plans to meet both ST and LT goals. Action Plans become the “Do List” of what is to be realized in the upcoming year to three years. Accountability is gained by publishing Action Plans in a gridded format that charts the steps to implement, delineation of responsibility, resource management, professional development needs and completion dates. All SP Action Plans are available on site. Once the AT creates and grids these Action Plans, Principals work with their Building Leadership Teams to design and deploy school-based Teaching & Learning Action Plans. Professional development time and PLC 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 Action Plans. Deployment is monitored through the submission of quarterly QARs submitted to the Superintendent, AT meeting updates, the use of dashboards, and CIRs reviewed annually by the BOE. In a cycle of learning, we are currently using SMART goals in the Teaching & Learning and Technology Action Plans and will

Figure 2.2-2 2010-11 SP Action Plan Analysis for Human Resource & Financial Impact

SP Area	Action Plan Area	Staffing Needed	Staff Training Needed	Est. Cost
Teaching & Learning	Core Competencies		All Teachers; 2PD ½ Days	
	Curriculum Adoption	Math Interventionist	All Math Teachers; 2 Days	\$145,000
	Rtl (FAY Progress)		All SLs at AT; Committee 40 hrs.	\$5,000
	Literacy	Literacy Coach	All Teachers; 1 PD Day	\$45,000
Workforce Development & Engagement	Staff Recognition		Committee (8 people/6 hrs)	\$1,000
	Employee Induction		Train AT Members in AT Meeting	
	Exit Interviews		Train AT Members in AT Meeting	
Communication & Community Engagement	Social Media			
	Partnerships		Train AT to input/AT Meeting	
	District Website		Train Secretaries to Input (10/3 hrs)	\$6,000
Technology	Educator Proficiency		1:1 PD 5 ACMS & Weekly PD	\$348,000
	Student Engagement	Addtl' Technician	1:1 PD at PHS Weekly +1.5 PD days	\$35,000
	Technology Literacy		PD throughout calendar year	
	Stakeholder Engage.	Integrated in Communication & Community Engagement		
Facilities & Operations	Campus Expansion			
	Safety		Committee 8 People/8 hours/camera	\$15,000
	Wellness			
	Operational Efficiency			

further deploy this if it is found to be beneficial.

2.2a.(3) The SPP is integrated in the budget development process. SLs ensure that financial and human resources are available to support the accomplishment of Action Plans through the use of a three part process in DO and ACT phases of the SPP. PSD deploys a systematic budget development process where plans drive the budget and action, not the reverse. (1) During the Action Planning process, financial, human resource, and capital/equipment needs are identified. Figure 2.2-2 shows this for the current SP. (2) During Action Plan creation, 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, in the ACT phrase SLs may recommend that resources be reallocated, if necessary, to meet Action Plan completion. These decisions occur after discussion at the AT level and with SA recommendation.

2.2a.(4) 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 Strategy Area of the SP and created HR objectives to address hiring, retention, engagement, and development. Due to this commitment, PSD is systematic in assessing workforce capacity and capability for accomplishing our LT SP Goals and ST Action Plans. This is a highly integrated process linking SPP with our financial management and human work resource work process areas. Action Plans list professional development as a “Resource Needed.” SLs review the Action Plans and create an Financial/HR Plan (Figure 2.2-2). This is a two-step process beginning with determining workforce capacity. As staffing is the largest PSD budget driver, the Budget & Staffing Plan integrates staffing into the budgeting process to address identified staffing needs to support the SP Action Plans. Other than student enrollment, it is the SP which guides our staffing plan. PSD addresses workforce capacity

Figure 2.2-1 Key Planned Changes 2010-11

SP Strategic Priority	Key Changes
Teaching & Learning	Math Curriculum Implementation & Early Literacy Expansion; 21 <sup>st</sup> Century Skills Assessment; College Readiness; Rtl
Communication & Community Engagement	Implement new web site; Expand social media; Increase partnerships
Workforce Development & Engagement	Staff Engagement Committee; Exit Interviews; PDP expansion
Technology	Technology Plan; 1:1 & Mimio Expansion; Implement new web site
Facilities & Operations	Referendum & Campus Expansion; Energy Savings Plan
Other Planned Changes	
Students	Growing resident enrollment (at K-3 level)
Market	Need to monitor OE #s; growing #s entering from private schools
Financial	Passage of Referendum; Increase OE impacts budget; Need for health insurance changes in plan/cost effectiveness



when workforce needs are identified to implement SP Action Plans. Cycles of learning are evident: the positions of our part-time Public Information Coordinator, IT Director and CAO emerged from SP Action Plans. In 2010 a Literacy Coach was hired to better implement a Teaching & Learning Action Plan. In addition to reviewing workforce capacity, SLs determine training needs by assessing workforce capability. **Figure 2.2-2** identifies the key training needs identified for faculty and staff using the 2010 SP. AC members review needed staff development requirements for teachers called for in the SP and then schedule the needed training on identified teacher professional 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.(5)** PSD ensures that its Action Plan measurement system reinforces organizational alignment by instituting a process for identifying, monitoring and evaluating performance on Measures for SP Goals and Measures of Action Plan progress (**Figure 2.1-2**). Our SP Goals are evaluated in our annual Data Retreat where school & department teams review our Balanced Scorecard measures. All Action Plans have identified progress points which are monitored by SLs on a quarterly basis. To further ensure deployment, the Superintendent assigns each of the Action Plans to a SL who is ultimately responsible for its accomplishment. The identified SLs submit quarterly updates (QARs) to the Superintendent to measure and track Action Plan progress. In a cycle of learning, this year one school piloted an electronic submission of the QAR using red-green-yellow highlighting to demonstrate quarterly progress; upon AC review, we will be deploying this method for all QARs beginning next school year. The BOE reviews CIRs annually. The PES for administrators establishes goal attainment as part of job performance evaluation. This integrated and systematic process of measuring key performance measures ensures progress toward identified organizational goals.

**2.2a.(6)** 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? Why? (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 example, in 2009 PSD unexpectedly received ARRA funds and quickly deployed revised 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

**Figure 3.1-1 Student/Stakeholder Voice of Customer Listening Process**

Student and stakeholder group/segment	Voice-of-the-customer listening/Quality follow up approaches	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
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

grade 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 or respond to a safety concern.

**2.2b Performance Projection**

SLs determine performance projections when the BSC is in support of SP Goals created. Setting performance projections, using benchmarks, and reviewing PSD trend data to see patterns of past performance are processes designed to identify gaps that will be addressed in the upcoming SP. In a cycle of refinement, beginning in 2007 most Measures have more rigorous benchmarks. PSD is becoming more strategic in selecting benchmarks that offer us more growth opportunity. PSD uses gaps in performance against our competitors or comparable organizations as a motivator to improve. 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. Seven years ago we used only State averages as benchmarks. Realizing we consistently outperform State averages on all measures of standardized achievement, the CAO sought benchmarks where we could see increased growth opportunity. These comparables have been termed “Aspiring Schools” comparisons and can be seen in Section 7.1.a. Our Data Retreat process reviews our performance levels, trends, and performance against competitors or comparable organizations and sets goals using this data. This guides our next SPP cycle.

**3.0 Customer Focus**

**3.1 Voice of the Customer**

**3.1a Student Stakeholder Listening**

**3.1a.(1)** As part of its Communication Plan (CP), PSD employs a systematic process employing multiple approaches to listen to students and stakeholders to obtain actionable information to improve its educational programs, offerings and services using varying tools depending on stakeholder segment including: use of surveys, focus groups, student MAP assessments, SPP participation, Parent Advisory Groups (PAGs), conferences, web site suggestion box, complaint/suggestion procedure, alumni surveys, social media, and student council input (**Figure 3.1-1**). The approaches given are in addition to input attained in-person, or via phone, email



**Figure 3.1-2 Listening Process**

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

each school near the end of the school year. In place for over ten years, these 20-question surveys have been a valuable tool to systematically inform the SP and guide continuous improvement efforts. Survey questions obtain satisfaction and dissatisfaction data concerning service of quality, safety, engagement, and communication. Segmented responses from the end-of-year surveys are analyzed on an annual basis by the Administrative Cabinet (AC) and school Data Retreat Teams. District trends are determined and, if necessary, PDSA Action Plans regarding opportunities for improvement are created. Key findings are presented annually to the BOE in CIRs as well as with staff and parents. Cycles of learning are rich, incorporating form, content and deployment improvements: in 2007 questions were made more common between schools, and in 2008 we began deploying the survey via technology. Use of end-of-year surveys also impact program improvement. In 2010 student survey responses prompted the SAs to have each school create school PDSAs to address student respect; the anti-bullying efforts resulting from these PDSAs have influenced school culture and changed reporting processes.

Focus groups are also a vital tool for obtaining VOC input. Students' and parents' VOC input are gleaned directly in the CRDP process and technology planning via focus group. Additionally, schools have Parent Advisory Groups which are focus groups designed to give the principal a pulse on parent perceptions of school operations. In a cycle of learning, student feedback identified a climate concern at ACMS which prompted the principal to utilize focus groups to drill into the issue. ACMS SLs and guidance counselor met with 8 randomly picked students monthly to address this topic. Student suggestions were brought to BLT meetings where implementation was evaluated.

When considering a major SP initiative, specialized VOC feedback is sought. This is evident in the addition of PSD's Four Year Old Kindergarten (4K) program. To help advise SLs considering addition of this program, PSD deployed a parent survey and learned that 88% of respondents expressed support of 4K. Thus, in 2007-08 investigation became a part

or written correspondence. Voice of Customer (VOC) data is systematically obtained and listened to via parent, employee, and student end-of-year surveys conducted annually by

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 SP and school year.

2010 SP Communication Action Plans expanded to include social media, targeting a younger market segment. Customer engagement via social media now includes use of Facebook, video sites, and blogs for online newspaper articles. Facebook and Vimeo (similar to YouTube) are strategically used to engage and listen to stakeholders. A successful referendum vote to renovate and add PSD facilities showed a spike in stakeholders accessing information via Facebook the day prior to the vote. Three referendum videos placed on our web site, viewed through Vimeo, were viewed over 19,000 times. The use of Google Alerts are also valuable to monitor daily media and social media commentary concerning PSD.

A SP Action Plan prompted PSD to increase the use of technology to obtain VOC input from identified segments. Multiple new approaches now enhance our process: (1) use of a web site suggestion box, (2) Zoomerang, an online survey tool to deploy stakeholder surveys, and (3) Family Access integrating online technology to facilitate expedient, fact-based communication from parent to faculty regarding student grades, absences, discipline or outstanding bills.

To make VOC feedback actionable, Data Retreat Teams and the AC use a PDSA approach to analyze the input (**Figure 3.1-2**).

**3.1a.(2)** Listening to potential student/stakeholder groups outside the immediate school environment involves targeting messages via the CP to these segmented groups based on message purpose. **Figure 3.1-3** identifies the systematic

**Figure 3.1-3 Listening Methods for Potential Customers**

Stakeholder	Listening Approaches
Former	Annual Meeting; BOE Meetings/citizen comments; Web Site suggestion box; SP; Annual Meeting; Complaint/Suggestion Process; Alumni Survey; social media; Responses to Alumni email newsletter stories
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; Community Survey; social media
Competitors	Phone/Email/Face-to-Face contact; Web site suggestion box; School tours/visitation; Open Enrollment application; BOE Meetings/citizen comments; social media; community survey

listening approaches targeted to each of these groups.

SLs systematically survey alumni, our most numerous and influential former customers, regarding their curricular and extra-curricular experiences by deploying an annual alumni survey that is then integrated in our CRDP and influences the curriculum for current and future PSD students. Surveys are also deployed to potential customers looking to attend PSD under open enrollment. Feedback from any citizen regarding our products or

service is systematically obtained in the 2 Citizen Comment sections of all BOE meetings. These processes form our listening system.

**3.1b Determination of Student and Stakeholder Satisfaction and Engagement**

**3.1b.(1)** PSD determines student and stakeholder satisfaction through a process identifying approaches to reach key market segments (**Figure 3.1-4**). Annual end-of-year surveys referenced in 3.1a.(1) are a cornerstone of determining satisfaction. They provide insight to student and parent satisfaction of SL determined criteria: tenets of successful schools: PSD educational programs, offerings and services; school leadership; safety; school climate; and specific initiatives. A sample of parent & student survey results is



<b>Figure 3.1-4 Satisfaction Determination Process</b>		
Segment	Satisfaction Determination Approaches	Use of Data
Students 4K-3	In-person	EE, SI, C
Students 4-6	In-person, survey	EE, SI, C
Students 7-8	In-person, survey, email, SPR	EE, SI, C
Students 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		

given in **Figure 7.2-1** through **7.2-7**. More examples are available on site. Surveying is also conducted extensively seeking input and stakeholder perceptions for other strategic purposes: student surveys concerning desired athletic/extracurricular programs; food service satisfaction surveys; sport evaluation; curricular program input surveys for parents & students. SLs use Zoomerang surveys to efficiently produce and tabulate information from students and stakeholders. In a cycle of improvement, these surveys are deployed via Family Access to home emails with the survey link embedded. Use of this tool to obtain customer input is steadily increasing (**Figure 7.1-28**).

Planning for PHS facility needs is integrated by our Ten-Year Facility Plan. As part of a strategic effort to determine support for a possible referendum, the greater PSD community was surveyed 3 times from 2008 to 2010 to guide bond question design and project scope. Survey results prompted PSD to restructure the referendum ballot questions to one question and lower costs to meet community requirements. On November 2, 2010, PSD posed the largest referendum on that day in our state, and it was approved with nearly 57% of the vote.

SLs have identified key indicators of engagement. Our School Performance Report (SPR) provides student engagement data for identified criteria. Dropout rates, truancy rates, and attendance rates are benchmarked against county, State, and national comparables (**Figures 7.2-9-11**). Classroom Walkthrough Data collects student engagement data which is analyzed quarterly by the AC. Results are analyzed by the AT, Data Retreat teams, and PLCs with results shared via the school newsletter, and reviewed by the BOE as part of the CIR. Engagement is also measured by student and stakeholder volunteering and state partner donations.

**3.1b.(2)** To understand and improve PSD performance, PSD strategically obtains and uses information on student/stakeholder satisfaction relative to competitor satisfaction

<b>Figure 3.1-5 Improvement Plan Development Process in Response to Dissatisfaction</b>	
Step	Input (P)
1	Dissatisfaction Data Received
<b>Key Process Steps (D)</b>	
2	Research & Investigate Problem
3	Develop plan to address problem
4	Approval at appropriate level
<b>Output (S)</b>	
5	New improvement plan begins
<b>Continuous Improvement Cycle (A)</b>	
6	PSDA cycle begins

through benchmarking. National benchmarks come from the Phi Delta Kappa/Gallup Poll of School Satisfaction (**Figure 7.2-1**). Additionally, alumni surveys were benchmarked using a national vendor who identified schools of similar size with whom we compared ourselves. DPI WINNS is used to benchmark some student engagement indicators.

**3.1b.(3)** PSD systematically deploys a process to determine student and stakeholder dissatisfaction. All utilize the PSDA approach identified in **Figure 3.1-5** and often result in the development and implementation of improvement plans. While a high standard, we set a goal of having an 85% satisfaction rate on our end-of-year surveys (defined by those responding Agree or Strongly Agree); as such, we define dissatisfaction as a percent lower than 85. In a cycle of learning, dissatisfaction data from these surveys and stakeholder focus groups led ACMS to implement a new schedule.

Dissatisfaction is determined and acted upon via other channels. Our campus setting and strong relationships with stakeholders allow for ample face-to-face dialogue opportunities when dissatisfaction is raised. A cycle of learning occurred when technology focus group participants revealed dissatisfaction with the user-friendliness of the PSD web site. In response, an interactive, two-way communication web site was investigated. The 2010-11 SP Action Plan calls for implementation of an interactive web site featuring blogs and a variety of interactive calendars and information tools. In another example, in 2009 citizen dissatisfaction regarding the proposed placement of tennis courts on campus came through the Board Citizen Comment portion of the agenda. As a result of the input/data and subsequent investigation, revised plans were developed with the courts moved.

**3.2 Customer Engagement**

**3.2a Educational Programs and Services and Student and Stakeholder Support**

**3.2a.(1)** The Curriculum Review & Design Process (CRDP) is the systematic process used to identify and innovate all educational programs and services on a five year cycle (**Figure 3.2-1**). The CRDP seeks to answer two of the four critical questions that are asked in the Academic work system:

- 1) What do students need to know and be able to do?
- 2) How will we know when they have learned it?
- 3) What will we do when students haven't learned it?
- 4) What will we do when they already know it?

Our Pyramid of Interventions, (**Figure 6.1-3**) is our process to address the other two critical learning questions:

To aid integration, each CRDP subject area curriculum committee is formed with teacher representation from all schools. The multi-step PSDA process (**Figure 3.2-2**) begins with users of the curriculum being listened to. Student and parent user requirements are sought and a thorough SWOT of the current PSD curriculum and student achievement in the designated curricular area is attained with input provided by students, parents, teachers, and alumni. 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. 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 and identify ways to exceed expectations. To create a strong link, relevant technology is reviewed and placed in the curriculum. To further integration, the CRDP revises classroom assessments used in conjunction with instruction.

Cycles of learning are evident in process improvements to the CRDP with the goal of expanding relationships and attaining input from more stakeholders in systematic ways. Recent input was attained via an online survey regarding parent perception of the current Math and Talented & Gifted program, and a parent materials review night was held for parents to view math curricular resources prior to our pilot of 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

**Figure 3.2-1 Curriculum Review & Development (CRDP) Cycle Excerpt**

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*

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. This unique partnership has expanded opportunities in computer

programming and AP coursework. In 2010-11, Chinese was added to the PHS World Language curriculum in response to stakeholder requests, college and university input, and benchmarking with competitors. Due to growing student enrollment, the program is expanding in 2011-12. A Green Technology class will also be offered in 2011-12 as we expand in this new market. Innovation reached new heights with our 1:1 laptop program, and this innovation has spurred further curricular innovation. Called Academy 21, this "classroom without walls" is based on educating students to problem solve rather than memorize facts. Grade 7 students are currently piloting a project-based learning expansion; due to its success, upon receiving a project update, the BOE decided to extend this to Grade 8 in 2011-12.

Guidance counselors develop a strong working relationship with Grade 7-12 students and parents to create a personalized education plan where student post-high school plans guide appropriate yet challenging curricula. All elementary students access the same curriculum, unless the POI calls for higher level services or a changed service delivery model.

**3.2a.(2)** PSD has identified and supports students and stakeholders through a system of support mechanisms. (Figure 3.2-3). In addition on-going communication from our CP (Figure 1.1-2), each school's orientation program, guidance program and conferences provide students and parents with pertinent, personalized support concerning educational programs, offerings, and services. A longstanding SP Strategy, Communication supports students and stakeholders with mechanisms for one- and two-way communication (Figure 1.1-2). Extensive print information as well as interactive means are used to introduce student/stakeholder groups to what is available for them in PSD. Students and stakeholders are informed of changes, achievements, needs, and programs in PSD through the web

**Figure 3.2-2 Systematic PDSA Use in the CRDP Process**

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

Your Own Curriculum (BYOC), a technology-based curricular development system, to make PSD curriculum transparent to stakeholders, increase efficiency & knowledge sharing, and benchmark nation-wide with other schools.

The ability to exceed expectations of students and stakeholders through innovation of educational programs and services is integrated in our SPP and our CRDP. Annually, both the SPP and CRDP propels innovation inspiring more rigorous and engaging courses and programs of study combined with innovative instructional strategies. Curricular innovation is evident throughout PSD.

Innovating programs that attract new students are 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.

**Figure 3.2-3 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

site, Perspective community newsletter, social media, print and broadcast media, and the annual meeting. Survey data reveals increased use of the web site as an information tool. Press releases are routinely sent to media outlets so newspapers regularly showcase the academic & citizenship achievements of PSD students. Collaborators & partners lend support to PSD programs and extra



<b>Figure 3.2-4 Use of Intervention Support Mechanisms</b>	
<b>Step</b>	<b>Input (P)</b>
1	Determining support mechanisms deployment
<b>Key Process Steps (D)</b>	
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
<b>Output (S)</b>	
7	Student/stakeholders receive needed support services
<b>Continuous Improvement Cycle (A)</b>	
8	Monitor progress to determine intervention success

-curricular offerings. SLs use AT and BLT meetings to debrief after key school support events to determine effectiveness of these key mechanisms.

The POI (**Figure 6.1-3**) 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 to provide academic, social and emotional support is shown in **Figure 3.2-4**. Individual student achievement data is the primary tool used to determine needed interventions. At the elementary level, a systematic tool is in place to determine students in need of reading and math interventions. At the middle and high school level, interventions are determined primarily by student grades. When the process determines a need, resource time is then allocated for specialized work assistance. We track academic achievement, attendance, drop out, and truancy data, and benchmark results to determine the success of these interventions. To respond to the need for better placement data for interventions at the elementary level, PLE and HZ responded with a unique data wall that tracks the reading performance and intervention success of each student, a comprehensive PDSA classroom tool.

**3.2a.(3)** PSD has established a systematic process for identifying current and future student/stakeholder groups and market segments. This process is outlined in **Figure 3.2-5**. 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 an Action Plan for identification and engagement. Five years ago alumni were identified in this process and an Action Plan was generated to engage this group. Potential OE students are looked to as prospective students and current customers of competitors. We survey parents of potential OE students regarding educational preferences. The safe and small campus setting and quantity and quality of the curricular and extracurricular opportunities play a large role in these decisions. Using this information, we marketed to this OE market segment using print advertisements in a local newspaper. Now PSD has increased the OE market segment to a point we generate more OE applications than we can accept.

In another example, PSD systematically conducts extracurricular surveys bi-annually to identify and anticipate athletic/club offerings desired by students. These survey results enable PSD to identify the wishes of current students groups and identify future student/stakeholder segment groups. The addition of PHS bowling and hockey was in

response to this student input.

**3.2a.(4)** PSD recognizes that obtaining customer data is useless if you do nothing with it. In fact, that practice is disengaging. Thus, we have set up a process for systematically performing 3 key responses when data is obtained from customers: communicate the raw findings, analyze performance levels and trends, and take action by creating a plan and integrating it into a work process. **Figure 3.1-1** identifies the detailed process for PSD response.

Results of our end-of-year surveys are shared with all employees, students, and parents. Our Data Retreat, in place for 8 years, annually analyzes the performance levels and trends of key customer service surveys and creates Action. Since 2007, responses to alumni surveys have also been informing the work of CRDP committees. Specifically, alumni survey data provided the World Language curriculum committee suggestions for improvement that were identified and used as part of the process. An evaluation of current student engagement and alumni responses was also a key process step to move toward our emphasis on non-fiction writing and critical thinking in current SP Action Plans.

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. Following each season, PSD also deploys a student and parent survey concerning students' extra-curricular experience. This information is used to assist the District in determining changing student/stakeholder expectations concerning coaching/advising and the extra-curricular itself.

**3.2b Building Student and Stakeholder Relationships**

**3.2b.(1)** PSD uses systematic processes to create a student/stakeholder focused culture in keeping with our Mission. Building a student/stakeholder focused culture involves systematically listening to and engaging with key stakeholder groups for the purpose of improving customer satisfaction while prompting PSD improvement and innovation. Strategic relationship building and engagement with segmented groups is a strategic process outlined in the CP.

To acquire new students, PSD uses the CP to inform citizens of the quality education offered in PSD. We work proactively with realtors and prospective resident and OE families and provide "school shoppers" PSD information packets, a specially designed DVD, and individualized tours. Our web site is also a key communication & marketing tool.

BOE policy encourages community support groups and partnerships to benefit PSD students. PSD uses a variety of methods to sustain and strengthen relationships with current

<b>Figure 3.2-5 Process to Determine Student/Stakeholder Expectations</b>	
<b>Step</b>	<b>Input (P)</b>
1	Unengaged groups identified thru SPP, CRDP, CP or other means
<b>Key Process Steps (D)</b>	
2	Committee and/or point person established.
3	Research to determine engagement need & expectations
4	Decision made to engage identified group (AT and/or SPP)
<b>Output (S)</b>	
5	Action plan developed and implemented to engage group
<b>Continuous Improvement Cycle (A)</b>	
6	Evaluation of Action Plan through PDSA process



collaborators, partners, and stakeholders while developing future relationships. The SPP is the venue for which stakeholder expectations are set. **Figure 3.2-6** illustrates the key approaches used by PSD to manage stakeholder relationships. 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 (**Figure 1.2-6**).

Most relationships with stakeholders begin with in-person contact at our schools. We make it a priority to exceed expectations in the high quality personal relationships we develop with our stakeholders.

Our CP strategically deploys relationship management strategies designed for segmented stakeholder groups yet recognizes that all relationships are built with two-way communication. We seek to build relationships with stakeholders by developing a positive image of PSD with frequent communication of District information featuring student citizenship and achievement. Key sources of this information are school publications, *Perspective* newsletters, an annual report, principal newsletters, web site, the District electronic calendar, and news articles resulting from press releases. The ease of adding information to Facebook has streamlined how quickly information is available to stakeholders. The instantaneous process, along with unlimited space for posts, makes this option extremely user-friendly. The “comments” and “likes” of certain photos, links, and videos provide feedback used to understand what stakeholders are interested in knowing about the District.

Engagement has strengthened 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, a group of citizens without children in our schools receive regular email notifications of PSD events, reduced entrance fees to PSD events, and invitations to volunteer. In addition to Facebook’s insights graphs which show the majority of users in the 24 to 44 age range, a recent community survey supports the idea that mature citizens are not active with the PSD Facebook site, reinforcing the need to continue to reach out to all stakeholders through non-social media methods.

**Figure 3.2-6 Key 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	

Our CP further engages stakeholders and exceeds expectations by employing 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 recognizes that different stakeholders have varying engagement expectations (**Figure P-4**). PSD targets its CP based on these user requirements. Parents desire a more active role in the education of PSD students, so they receive specialized orientations as students progress from school to school as well as Family Access, 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 7.1-12 & 7.1-13**). 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. Passing the PSD \$16.5 million dollar bond referendum in the current economical and political climate is another measure of increased engagement with all stakeholders.

**3.2b.(2)** In order to work with students, parents, staff, and the

**Figure 3.2-7 Concern/Suggestion Response**

Step	Input (P)
1	Complaint/Suggestion is initiated
<b>Key Process Steps as defined in BOE Policy (D)</b>	
2	First level received/teacher, office, etc.
	If unresolved, Principal
	If unresolved, Superintendent
	If unresolved, BOE
<b>Output (S)</b>	
3	Determine root cause of Complaint/Suggestion
4	Resolve the issue—Conduct follow-up to put resolution in place transfer to party to resolve
5	Close loop & communicate resolution to initiator; BOE & Superintendent use tracking system
<b>Continuous Improvement Cycle (A)</b>	
6	SA analyze complaint trends & levels as part of ongoing systems improvement

community to provide information and solve 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. The 6-step Concern/Suggestion Tracking System is used to facilitate District-wide understanding of complaint patterns and resolution (**Figure 3.2-7**). It is the Superintendent’s expectation that all incoming complaints must be responded to within 24 hours, with a status update or resolution provided within 7 working days. Meeting these timelines and personally closing the

loop with the complaint initiator is the most powerful way PSD SLs recover customer confidence and enhance satisfaction and engagement.

## 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) (*Figure 2-1-2*) 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 by SAs.

Data collection methods occur in two forms: automated and manual. PSD collects data against measures in the following SP Strategy areas of Teaching and Learning, Communication and Community Engagement, Workforce Engagement and Development, Technology, and Facilities & Operations (*Figure 2.1-2*). Specific financial measures are presented in *Figure 1.2-3*. Our Instructional Technology (IT) Dept. 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. Dashboards are created using Excel to monitor key work process area efficiency and effectiveness.

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 results for the Teaching and Learning SP Strategy Area. Data alignment and integration occurs during data analysis at the building level in BLTs and PLCs, at the district level through QARs and on an annual basis at the DR, AR and via CIRs with the Board. 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 for management of all financial operations; all student data, HR employee information, and student service data. PSD collects, analyzes, aligns and integrates results from parent, employee, alumni, community and student satisfaction surveys collected using Zoomerang survey software. The HR Director collects and maintains staff data including education level, work experience, salary & benefit, attendance and demographic information. Staff development data are captured and maintained in the CAO's office.

Systematic evaluation of our performance measures have led to multiple cycles of improvement. In 2008 our PHS team identified the need for performance improvement on the ACT college entrance exams. Using PDSA, (*Figure 6.2-2*), the need for performance improvement on the ACT college entrance exams was identified and the need for different

<i>Figure 4.1-1 Balanced Scorecard Use</i>	
Who	Time Frame/Participants/Purpose
<b>Board of Education</b>	<ul style="list-style-type: none"> <li>• Board Calendar; annual review of CIRs, quarterly SP review</li> <li>• Senior leaders, district office staff, and community members</li> <li>• Ensure alignment of strategic plan, mission, vision, and SP Goals with district policies and procedures</li> </ul>
<b>Superintendent</b>	<ul style="list-style-type: none"> <li>• Monthly</li> <li>• Department, division, and school leaders</li> <li>• Review mission, vision, and goals while monitoring key performance areas and strategic objectives</li> </ul>
<b>Senior Leaders</b>	<ul style="list-style-type: none"> <li>• Twice Weekly</li> <li>• Superintendent, CAO, CFO</li> <li>• Assess PSD's progress and performance toward achieving SP as outlined in <i>Figure 2.1-2</i></li> </ul>
<b>Administrative Cabinet</b>	<ul style="list-style-type: none"> <li>• Weekly</li> <li>• School leaders, SAs, Director of Technology, Director of Student Services</li> <li>• Review Action Plan progress as outlined in SP, monitor and implement innovation through the i<sup>3</sup> program, identify benchmarking opportunities</li> </ul>
<b>Administrative Team</b>	<ul style="list-style-type: none"> <li>• Twice Monthly</li> <li>• Administrative Cabinet, Directors and Coordinators</li> <li>• Communicate, review, and monitor SP progress as outlined by Action Plans</li> </ul>
<b>Building/ Department Leadership Teams &amp; PLCs</b>	<ul style="list-style-type: none"> <li>• Monthly for BLTs / Weekly for PLCs</li> <li>• School/department administrators, teacher leaders</li> <li>• Assess operational performance for department, division, and school leadership by monitoring Action Plan progress and Academic/Non-Academic work processes</li> </ul>
<b>Data Retreat Teams</b>	<ul style="list-style-type: none"> <li>• Annually</li> <li>• School administrators, teacher leaders</li> <li>• Assess annual progress in achieving CIP/PDSA including Teaching and Learning performance data</li> </ul>

measurement of performance. As a result, predictive pre-ACT instruments are now utilized (EXPLORE and PLAN) to proactively monitor learning and integration. In 2009 our elementary schools deployed data walls to monitor student reading levels. Teachers and grade level teams designed, implemented, and monitored intervention plans at the classroom level, based upon analysis of individual student results. The integration of the innovative data walls was a result of regional benchmarking and led to a curriculum renewal in our elementary reading program.

**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 (*Figure P-6*). Sources for comparisons include but are not limited to national, state, county, regional, and peer districts. In addition, PSD identified regional high performers to benchmark student achievement against; we call these "Aspiring" benchmarks in our Results. They represent school districts achieving in the top percentile of achievement in Wisconsin when we self-select schools with which to compare. The key criteria used by the AC to select comparison data and information are 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 and graphs and reports results against measures in the BSC and in department and school dashboards/PDSAs.

**4.1a.(3)** PSD employs a strategic process to listen to current, future, and past 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. VOC data is sought in the CRDP process with student and parent input provided by focus group and survey for each curriculum area being updated. Our stakeholder satisfaction surveys given to employees, students and parents are reviewed annually for revision and update. The use of Zoomerang software ensures reliable data presentation and, therefore, more valid data analysis. Annually members of the AC review listening tools for effectiveness, appropriateness, and efficiency. Cycles of learning are rich over the ten years these surveys have been in place. Upon analyzing results, AT members create Action Plans in response to voice of customer data and information including complaints.

BOE policy guides the complaint resolution process (**Figure 3.2-7**) with the aim of resolving the concern at the level closest to the concern. A complaint rising to the Superintendent/BOE level use a tracking system to facilitate District-wide understanding of concern patterns and resolution. This logging system combined with scheduled SA review of complaints ensures a more effective review and better resolutions.

**4.1a.(4)** 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 a quarterly basis the Superintendent reviews QARs SLs submit with the BSC reviewed annually at the DR. Using PDSA, the AC identified a refinement in the collection of CWT data. Prior to this refinement, manual collection of CWT data caused concerns about data validity and quality. AC members moved to automated data collection implementing Appraise, an electronic data management system employed on AC cell phones, to collect CWT data and then evaluate K-12 teaching and learning programs using this data. Participation by SLs in national, state and local professional organizations keeps PSD SLs 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 a systematic basis at BOE, AT, AC, BLT and department/grade level meetings. PSD uses scorecards and dashboards as a systematic approach to performance analysis and review. The purpose of the reviews is to assess organizational performance against goals and to identify the need for improvement or mid-course adjustments in plans. Prior to performance reviews, 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.

Annually our AT membership, BOE, teachers, and community members review progress toward our SP Goals including review of Action Plan progress, SWOT analysis, and Environmental Scan.

Quarterly, each school and department reviews improvement goal progress using the STUDY phase of the PDSA process. Each PDSA Action Plan monitors in-process measures to help determine progress. Quality reviews are submitted to the Superintendent to ensure accountability. The AC reviews progress and provides feedback on each. Each Action Plan includes delineation of responsibility, resource management, professional development needs and completion dates to enhance accountability.

On-going and annual financial reviews take place through our monthly BOE Business Affairs sub-committee and SL review, BOE Annual Meeting, bi-weekly internal audits, annual external audits, and progress monitoring of accounts payable systems. Monthly reconciliation of student activity accounts are completed by our Comptroller.

PSD established a Safety Committee to help review organizational performance in the security and safety areas. This committee meets monthly to review trends in workplace safety, fire and lockdown drill data, NIMS training, and innovation opportunities. Data are analyzed for trends and undergo comparative analysis and prioritization.

Through our Director of HR, the AT annually reviews workforce satisfaction and engagement results and a comprehensive hiring report. Hiring and retention rates are monitored on an on-going basis along with our performance evaluation system. Analysis includes the use of survey, flowcharting, and action planning.

The CRDP is evaluated on an ongoing and annual basis. The CAO, through the AC and the BOE, conducts comparative analysis with high achieving districts. Teachers benchmark current practices to industry best practices, survey stakeholders, and action plan innovation and improvement in each

<b>Figure 4.1-2 Organizational Performance Reviews</b>			
Performance Review Frequency	Purpose	Type of analysis conducted in preparation for review	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=quarterly; 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



curriculum area that follows the CRDP.

The Director of B&G, along with the CFO, monitors facility performance daily, monthly, quarterly and annually including comparative analysis reports on energy performance, preventative maintenance prioritization and work process flowcharting.

Customer satisfaction review occurs on a regular basis. The SAs monitor complaints for trends to help identify potential improvement and organizational innovation. Data are collected through surveys of internal and external stakeholders. Results are analyzed by AC and BOE members and action planning follows. The monitoring of individual student achievement occurs on a daily basis through classroom assessments, quarterly report cards and semester grades. Cohort achievement data including MAP, WKCE, ACT, and DBA are monitored on a quarterly and/or annual basis. AC, BOE, and BLTs deploy comparative analysis, trend analysis, and action step planning at regularly scheduled meetings, data retreats, and CIP.

The IT Department monitors systems performance on a daily, weekly, monthly, quarterly, and annual basis. A monthly dashboard is analyzed for trends and levels, and customer satisfaction results undergo a comparative analysis. Improvement planning and innovation opportunities are identified from the analysis.

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

**4.1c.(1)** PSD uses performance review findings to identify best practices and review lessons learned. At the teacher level dedicated weekly PLC time is spent reviewing student performance data to identify best practices of instruction. Elementary teachers use this time to review data walls and MAP assessment data to identify best practices. This collaboration expands the influence of identified high yield teaching strategies. Middle and HS teachers use PLC time to review common classroom assessments to identify best practices. Meanwhile, SLs benchmark work processes and student achievement results to in-district, regional and national best practices through the CRDP, PDSA Action Plan and I<sup>3</sup>. The findings from performance reviews are operationalized through PDSAs transparent to the entire organization.

**4.1c.(2)** PSD uses previous year student performance to project upcoming achievement data. Using MAP, WKCE and EPAS results teachers, counselors and administrators create intervention programs for students underperforming. Cohort student data is tracked in SPSS to better manage future achievement predictions. Financial and facility performance findings help predict future expenditures and potential cost increases for upcoming years including debt costs, energy consumption and salary changes. Comparative analysis is the most common type of analyses deployed in the organization but scattergrams and histograms also receive attention during these reviews and predictions. *Figure 4.1-2* outlines further details to the types of analysis used in performance reviews.

**4.1c.(3)** PSD employs I<sup>3</sup> to manage opportunities for innovation. We call it I<sup>3</sup> because it bridges us from innovation to implementation to integration. This innovative management process analysis tool reduces initiative fatigue while focusing

us solidly on Action Plan completion. In the I<sup>3</sup> process, AC members prioritize progress made on initiatives in place using multi-voting on a spider chart. Repetition of this process allows us to see progress in integration.

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 2008-09 school year, bus discipline/infraction data indicated a need to work with our transportation supplier on different student management strategies. The collaboration with our transportation supplier led to a regular meeting schedule to discuss bus discipline issues and the installation of more cameras on our buses for the purpose of improving student behavior.

#### 4.2 Management of Information, Knowledge, and Information Technology

##### 4.2 Data, Information, and Knowledge Management

**4.2a.(1)** A systematic process is 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 approaches used by the IT Department to ensure data accuracy, quality, and confidentiality.

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 network activity, 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 2312 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 more district safety controls.

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.

**Figure 4.2-2 Data Accessibility**

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

A systematic review of the network identified a weakness of single points of server failure. In 2008, the District began to cluster its server technology

**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

and completed the process in 2009. Clustering servers allows for redundant access to data and fail-over of data services. This process was further refined in 2010 with installation of virtual server technology using VMware. Virtual servers, when combined with the VMware VI Center, allow virtual movement from one physical server to another, providing redundancy of data.

**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. In the spring of 2011, PSD launched a new web hosting solution for its web presence. The new site provides additional 2-way communication functionalities, including Web 2.0 features for blogging, polling, and e-mailing member stakeholders. This new web presence allows for the transfer of knowledge and information via secure logins for staff, students, and parents. 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, 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. In the fall of 2010, this handbook was published on a secure internal wiki site, allowing all IT Department staff read-write access from any location. This access allows for increased efficiency and effectiveness when responding to IT work requests out in the field.

As part of the District's effort to increase student opportunities for knowledge transfer, students in grades 4



through 12 were issued District email accounts. Stakeholders and suppliers receive updates from PSD through a variety of access methods including social mediap, 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 I<sup>3</sup> 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/ Appraisal, Action Research.

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 come renewed strategies, goals, and key measures which guide further work on Action Plans.

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.

**4.2b Management of Information Resources and Technology**

**4.2b.(1)** *Figure 4.2-3* identifies the 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 prescribed 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. Because of this, applications are implemented on campus computers 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. 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, often with parts we have in inventory. In the event of a disaster such as a fire, weather-related or other catastrophic event that prevented the data center from 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 facility loss, offsite backup would be restored to newly purchased hardware in the new facility.

The loss of a server is minimized for PSD production servers because PSD deploys clustering and virtual server technologies. 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 to another server in the cluster, allowing for continued access and availability of critical data. The AC conducts tabletop exercises as part of emergency preparedness training for data access and continuity. These tabletop exercises are designed to identify problems, review operational plans, and problem solve, and evaluate systems and procedures already in place.

**Figure 4.2-3 Hardware and Software Management**

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





## 5.0 Workforce Focus

### 5.1 Workforce Environment

#### 5.1a Workforce Capability and Capacity

**5.1a.(1)** PSD recognizes that building a talented workforce is a necessity if our Mission is to be realized. We utilize a systematic workforce allocation process integrated in our budgeting process (**Figure 5.1-1**) with the creation of our Budget & Staffing Plan which is annually presented to the BOE for approval. As we are in a service-providing business; close to 80% of our annual budget is invested in staff salary & benefit costs. Consequently, led by the CFO, the AT carefully assesses capability and capacity needs as the Budget & Staffing Plan is developed each year using a tightly flowcharted process. The AT systematically assesses capability and capacity needs based on a review of each work process area and school class enrollment projections using the following criteria: SP initiatives; CRDP revision; resignations & retirements; student learning needs; enrollment; available funds; class size models; changes in instructional delivery, licensure, skill sets; and department/school needs. **Figure 7.3-1&2** illustrates the consistent staffing levels maintained by the District successfully using this criteria. The campus also facilitates integration and efficiency as schools share staff among many workforce segments (**Figure P-3**). While enrollment and optimal class size greatly determine staffing levels, the SPP is heavily integrated with planned changes (**Figure 2.1-3**) and HR Plan (**Figure 2.2-2**) being developed and reviewed to determine additional workforce capacity and capability needs. As example, in 2010 a new math curriculum was implemented in accord with the SPP, and extensive training was provided for faculty prior to and during the 2010-11 school year (impacting capability), and a Math Intervention teacher was hired to provide ongoing support (impacting capacity). An identified need in staff capability is met by implementation of our Professional Development Plan so our staff are equipped with necessary knowledge. Prior to posting positions, workforce capability is further assessed; job descriptions are reviewed to identify knowledge, skills and attitudes (KSAs) as well as needed qualifications, certifications and/or licenses. The HR Department uses a defined process to ensure that candidates for teaching, administration and support positions have the necessary certification and licenses. All certifications and licenses are tracked in a database and copies are maintained in district personnel files. The hiring process is analyzed for opportunities for improvement annually in the fall when the Hiring & Retention Report is reviewed by the AT.

**5.1a.(2)** PSD utilizes a systematic process with flowcharted steps to systematize the hiring process yet offer a “personalized touch” with all candidates. We utilize a rigorous and systematic screening and hiring process for all positions including 1) posting authorization; 2) use of WECAN and other sources to post positions; 3) screening; 4) multiple interviews involving many stakeholder groups, including administrators, employees, students & parents, writing sample and simulation; 5) background and reference checks; 6) offer extension; 7) BOE approval; and 8) onboarding and induction.

For recruitment, a wide variety of tools including postings on the PSD web site, WECAN, the Internet and newspaper advertisements are used to recruit a diverse pool of Mission-driven candidates. Targeted advertisements and social media

Type of Team	Team	Purpose of Team
Strategic Planning	BOE, Admin, Teachers, Staff	Review previous year's SP and identify SP Goals after an ES and SWOT
Improvement	CRDP Review Team	Revise curriculum & assessments
Improvement	PLCs; BLTs	Provide professional development for skill development
Improvement	Action Planning Teams	Write, revise and implement SP Action Plans
Improvement	Teacher Evaluation Task Force	Discuss & revise current teacher evaluation system
Safety	Safety Committee	Identify safety risks and plan for emergency preparedness

are used for hard-to-fill positions requiring specialized skills and/or licenses. **Figure 7.3-4** illustrates the significant increase in applications received as a result of this systematic recruitment process. We are one of very few school districts who require each teacher applicant to teach a sample lesson in the interview process and implement a highly structured interview protocol using behavioral questioning. In a cycle of improvement, PSD also integrates Gallup TeacherInsight, SupportInsight and PrincipalInsight online assessments to assist in screening candidates. This systematic approach has yielded higher talent levels being hired with TeacherInsight scores steadily increasing for the past 4 years (**Figure 7.3-5**). The process to place new staff begins when a candidate is extended an offer and signs an employment agreement. AT members use a new hire checklist to ensure that all candidates have the materials, tools and information needed to begin in their positions. After placement, a formal onboarding process is used to provide department/building orientation along with appropriate training. Four days of mandatory teacher induction are held. All new hires have a 45 Day Interview with their supervisor to discern engagement and satisfaction. New teachers receive a mentor for the first year to further 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. Retaining our staff is a top priority and our Workforce Engagement Survey guides us in taking action that meets identified user requirements.

Our current workforce represents diversity of gender, age, and cultures and our hiring process is used to further diversify our staff to represent our student and stakeholder communities. For example when PHS established a new course offering of Mandarin Chinese for 2010-11, rigorous recruitment efforts yielded the hiring of a native Chinese speaker. Organizational learning is enhanced by having new hires evaluate the hiring/induction process; SLs use this input to improve the process.

**5.1a.(3)** We organize and manage our work to create a high quality, Mission-achieving learning environment. Every employee wears an ID badge with our Mission on it so collectively we remember we all play a key role in opening the door to each child's future. We are systematic in integrating our SP (**Figure 2.1-2**) throughout all work systems and processes (**Figure P-1**). This systematic approach is a PSD core competency and facilitates continuous improvement and addresses strategic challenges. The SP is communicated to all employees. SP Goals drive development of Action Plans at



<b>Step 1:</b> Oct.-Jan.	CFO projects available finances for upcoming year
<b>Step 2:</b> Jan.	Creation of staffing plan begins by BOE & AC
<b>Step 3:</b> Jan.	CFO provides staffing budget allocation worksheets
<b>Step 4:</b> Jan.-March	Staffing meetings with AC and AT.; SPP initiatives reviewed and Budget & Staffing Plan created
<b>Step 5:</b> March-April	Preliminary Layoff/Intent to Rehire letters issued
<b>Step 6:</b> April	Budget & Staffing Plan presented to BOE; Hiring process begins with posting, screening & interviewing
<b>Step 7:</b> May	Anticipated BOE adoption of budget Issue of Final Layoff letters, if necessary
<b>Step 8:</b> May-Aug	Staffing openings posted – recruitment process begins for next school year

the district and school level. Our work system with its ten work processes each with key work process tools drive accomplishment of key work to sustain PSD (*Figure P-1*). Job descriptions outline KSAs for each employee and delineate performance expectations. For integration, the PES (*Figure 1.2-1*) is aligned with goals and job expectations. The PES systematically propels evaluation and dialogue with each employee on their progress towards meeting and exceeding performance expectations. Each school and workforce process area uses a tool to capture VOC data that are analyzed to improve customer service.

**5.1a.(4)** The Budget and Staffing planning process prepares for District staffing needs. Seniority lists are maintained for each workgroup and reductions, if needed, are systematically done by seniority per CBAs. The campus setting is truly a strategic advantage enhancing staffing flexibility. By sharing staff, the District retains many members of our talented workforce and ensure continuity. As PSD is currently experiencing moderate, steady enrollment growth, SLs have built a systematic process to bring on a growing workforce using our Hiring & Retention Plan.

We prepare our workforce for changing capability needs PSD uses multiple approaches including a systematic onboarding & induction process combined with use of our Professional Development Plan. By CBA, teachers have 5.5 days of training built in the work schedule in addition to weekly PLC time. This facilitates enhancement of workforce capability and heightens continuity of instruction. Mentoring is also a strong tool PSD utilizes to enhance capability.

The District systematically uses qualified substitute teaching/aide staff to agilely fill in temporary gaps created by daily absences or short leaves. This is evidenced by the use of AESOP, an online sub staffing service in *Figure 7.3-3*. Use of AESOP is a recent cycle of improvement. The District will instigate the hiring process to hire limited term employees if longer term assignments are necessary. For example, a mid-year increase in students with disabilities at PLE necessitated the hiring of a limited term teacher for the balance of the school year. These periods of reductions and growth are carefully tracked and utilized in the Budget and Staffing planning process to assess long term needs.

**5.1b Workforce Climate**

**5.1b.(1)** The BOE has established policies and regulations regarding workplace safety, security, accessibility, and wellness. PSD is in compliance with local, state and federal safety and accessibility regulations. PSD contracts with EMC to provide necessary training, documentation and audits for each employee group. For example, our custodian group has specialized training on MSDS precautions due to chemicals

they handle, while all teaching staff has training on first aid/ CPR procedures in the event of a student emergency. PSD has an active Safety Committee comprised of employees, local fire, police and safety officials that measure emergency preparedness and accident prevention (*Figures 7.1-48 & 7.4-6*). The committee has developed a Crisis Management Plan and holds regular fire drills, tornado drills and lockdown simulations. The Safety Committee audits the results of these drills and reviews them to identify issues and correct them. All accidents and injuries by staff and students are reported, and the Safety Committee examines results to identify the success of preventative measures and opportunities for improvement. Surveys of parents and staff identify their measure of satisfaction with campus safety (*Figure 7.4-6*) and the Safety Committee addresses any issues that are identified. In a cycle of improvement, the HelpCounter online volunteer/visitor tracking system was implemented in all schools during 2010-11 to systematize visitor check-in using technology, thereby enhancing safety. A staff of 4 RNs serves students and staff members in need of medical attention; they implement an Employee Wellness Plan.

**5.1b.(2)** The BOE has established policies that guide the overall work of the organization. Each department and school has policies and procedures that further guide their work. In a cycle of improvement, each department and school has developed process flowcharts that address key work processes assisting employees to share a common understanding of the process to follow. An example of this is the purchasing flowchart designed by our Business Services Department which is used by all employees who purchase items. CBAs for our teachers, custodians, paraprofessionals, secretaries and food service workgroups delineate specific work policies, salary and benefits for members in these employee groups. Each CBA covers a two year period, with negotiations occurring prior to the expiration date. The negotiation process allows for the customization of policies, working conditions and benefits for each work group. Compensation is a mandatory subject of bargaining for these work groups and defined salary schedules determine the step at which each employee is paid. Our non-union employees' salaries are established based on performance and within budget guidelines. PSD values continuing education and provides a generous tuition reimbursement plan for its employees. Combined with a comprehensive benefits package and competitive salaries, these are powerful tools to recruit and retain our high quality employees.

**5.2 Workforce Engagement**

**5.2a Workforce Performance**

**5.2a.(1)** To determine the key elements for our Employee Satisfaction and Engagement Survey, launched in 2008, the HR Director researched factors that impact engagement and satisfaction using input from professional organizations including Gallup, SHRM and MRA. Benchmarking opportunities were identified and input was also obtained from the BOE and AT members. Analysis of previous end-of-year satisfaction surveys given to employees yielded information on areas of engagement and satisfaction that are common to all employees and areas that are specific to employee workgroups as illustrated in *Figures 7.3-8, 7.3-9, 7.3-10 & 7.4-1*. The use of Zoomerang for our surveys allows for the segmentation of data by work segment. The SPP incorporates employee satisfaction survey data in developing Action Plans to address satisfaction



and engagement needs of employees.

**5.2a.(2)** PSD fosters an organizational culture that is characterized by open communication, high performance work and an engaged workforce through alignment with the SPP and PES process. The SP sets the goals of the organization which are reinforced through the Action Plans of each department and school. A critical element of each employee's performance evaluation involves goal setting which aligns with the SP and Action Plans (**Figure 1.2-1**).

**Figure 5.2-1** describes the types of teams utilized by PSD to foster a culture of open communication, high performance work and engagement. Open communication is fostered through collaborative meetings with employee groups. For example, teachers meet in PLC teams, curricular teams, and special teams such as technology and DR Teams. Each department and school holds employee meetings on a regular schedule to inform and engage employees and address questions/concerns. The Superintendent meets with an executive committee of the teacher's union to foster open communication regarding labor issues. Safety Committees, CRDP Teams, AT, BLT and PLCs meet on a regular schedule to meet the needs of our students and staff. During each meeting, two-way communication and sharing of ideas are encouraged so the organization benefits from the diversity of ideas, cultures and thinking of each workforce member. Our campus encourages a culture of collaboration and integration of work teams, schools, and departments. An open door management style is maintained so employees can expect 1-on-1 interaction with their supervisor.

**5.2a.(3)** PSD deploys its systematic PES to support high performance work and workforce engagement. The PES is in place for every employee and utilizes an evaluation tool specific to each workgroup. The PES uses a defined cycle of evaluation with all employees participating annually. The evaluation process is tracked via a database maintained in the HR Department to ensure its integrity and completion. As illustrated in **Figure 5.5-2**, the PES is a structured and consistent process for all workgroups. PSD's PES supports high performance work and engagement through alignment with our SPP. The District's MVV and SP Goals & Action Plans are reinforced through the PES so that every employee understands how his/her job connects with our Mission of opening the door to each child's future.

Although collective bargaining defines our compensation plans for nearly all workgroups, it has also restricted our ability to reward and incentivize exceptional performance. Due to pending WI legislative changes, the elimination of most collective bargaining for our workforce may lead to a cycle of improvement to design new compensation and incentive programs to recognize employees based on high quality performance rather than only education and seniority.

This legislation is anticipated to take effect during the summer of 2011, and PSD is currently forming committees to address these changes to design a comprehensive compensation plan to benefit our employees.

Our CP denotes opportunities for employee recognition (**Figure 1.1-2**). Additionally, each workforce group is recognized during a designated observed education week. For example, a thank you note and small gift 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. Our Engagement survey revealed that personal recognition is highly valued by employees, so SLs make a commitment to thank employees for their high quality work in support of our Mission. The Superintendent generates over 1000 such notes per year with many sent home to enhance impact.

**5.2b Assessment of Workforce Engagement**

**5.2b.(1)** Workforce engagement is assessed via a systematic process utilizing multiple approaches including the use of formal surveys such as the Employee Satisfaction and Engagement Survey, building satisfaction surveys as well as informal methods such as individualized goal setting meetings held as part of the PES, and individual meetings encouraged through the open door policy practiced by all managers and supervisors. CWTs and Learning Walks conducted on a weekly basis by members of the AT offer opportunities for

District staff to interact with employees in all buildings. The surveys, administered via Zoomerang, allow for anonymity while still providing segmentation of results by workgroups. In a cycle of learning, an Employee Satisfaction and Engagement Committee was formed to analyze the results of past surveys and make recommendations regarding areas for improvement. This committee, composed of employees from every major workgroup, generated engagement ideas geared to gather employees outside the work day. In response, a Milwaukee Brewers baseball game outing is scheduled for

Spring 2011 and a bowling event for the Fall 2011.

Engagement is also measured via data results in many areas including retention (**Figure 7.3-12, 7.3-12**), absenteeism (**Figure 7.3-14**), safety (**Figures 7.3-8 & 7.4-6**), and employee satisfaction (**Figures 7.3-9 & 7.4-1**). Benchmarks are used to measure PSD results against national, state and market sources. Results are used to identify areas needing improvement. As example, teacher turnover data indicated an opportunity for improvement, so the Gallup TeacherInsight assessment was implemented to improve the hiring process, resulting in a better fit and higher retention rates as evidenced in **Figure 7.3-5**.

**5.2b.(2)** PSD believes that workforce engagement is critical in

<b>Figure 5.2-2 PSD Performance Evaluation System</b>	
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 PES (PLAN)
Step 2	Supervisor observes and documents performance of each employee through tools such as anecdotal and formal observations, inspections and day-to-day interactions (DO)
Step 3	A formal written performance evaluation tool is completed by the supervisor based on documentation and feedback obtained during the school year (STUDY)
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 (STUDY)
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 (ACT)



addressing the strategic challenges faced by the District. Accordingly, data are systematically analyzed to monitor engagement. In conjunction with the newest strand of SP added in 2009, Workforce Development and Engagement dashboards were developed to share critical engagement data with members of the AT and BOE. Data measured on these dashboards include turnover and retention (*Figures 7.3-11, 7.3-12 & 7.3-13*), worker's compensation claims (*Figure 7.3-6*), OSHA modification rate (*Figure 7.3-7*), absenteeism (*Figure 7.3-14*), and student to staff ratio (*Figure 7.3-1*). For each measure, targets are set and where available, appropriate benchmarks are used for comparables. In a cycle of learning and improvement, systematic dashboard analysis informs the SPP and creates Action Plan opportunities to improve satisfaction and engagement. We are proud of the employee engagement and satisfaction results we have attained including recently being named to the 2011 Wisconsin Top 100 Workplaces by the Milwaukee Journal Sentinel. To be eligible, the organization must be nominated by an employee with employee survey results gathered by an independent firm. This recognition verifies results obtained by District VOC data.

### 5.2c Workforce and Leader Development

**5.2c.(1)** PSD systematically 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 in the PES 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 SP Action Plans (*Figure 2.2-1*) and/or school or department initiatives. Identifying staff skills and 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's learning and development addresses the following factors:

1. Core Competencies, strategic challenges and accomplishment of SP Action Plans: SP Action Plans are written by each department and school. Each employee sets performance goals/learning goals based on needs identified from the SP and Action Plan. The supervisor determines appropriate learning from the identification of goals. This is accomplished via group staff development activities, independent learning or off campus conferences/training.
2. Organizational performance improvement/ innovation: The SP Action Plan process determines what areas of improvement are needed. Employees' performance evaluation goals identify what specific improvement is needed. A PDP is developed to deploy training that is needed for employees. A recent example of training occurred with the implementation of a new math curriculum. Training was held for all teachers affected and a math intervention teacher was hired to assist teachers with their ongoing learning needs throughout 2010-11. Intensive support plans are implemented when an employee is not meeting performance expectations.
3. Ethics: Ethical behavior is a performance expectation for all employees and this is reinforced during

orientation as well as in the PES. *Figure 1.2-4* documents processes in place to reinforce our high standard. All new employees review the 28 BOE policies related to ethics and key 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 ethical behavior.

4. Student/stakeholder focus: PSD systematically instills our Mission to open the door to each child's future with every employee during the interview & onboarding process and further integrates it through the PES. During Learning Walks, employees are asked if they know the Mission and how it their work. Each administrator and supervisor reinforces all decisions made with the question: "How will this benefit our students?"
5. Education/Training: Employees' learning needs are self identified during the PES and leadership development system, as well as on an ongoing basis. All employees have opportunities for additional education and training related to their position. For example, teachers are reimbursed for coursework as defined in the CBA with approved credits counting toward lane movement on the salary schedule. Administrators are reimbursed for coursework that will drive innovation and leadership development. Workshop & conference opportunities are also accessed. Food service employees are encouraged to take the Serve Safe course. Supervisors also provide opportunities for learning. Book studies are deployed extensively. An example is a underway by ACMS RLA teachers who are reading *Tongue Fu*, a book on communication techniques will be studied and then the team will determine implementation strategies.
6. Transfer of knowledge: PSD instills teamwork using approaches systematically designed for every employee group. *Figure 4.1-1* documents the systematic processes teams use to transfer knowledge on our performance. During the onboarding process, new employees learn from experienced staff members. Our commitment to teacher mentoring pairs trained teacher mentors with new hire for a long term relationship. Our PLCs operate to systematically provide teacher collaboration on a weekly basis to discuss common assessments, innovative teaching practices, and use of achievement data to guide instruction. Every new custodian is paired with an experienced custodian to learn cleaning processes. Secretaries meet several times per year to share Skyward knowledge and discuss common issues.
7. Reinforcement of new knowledge and skills: Once knowledge and skills are learned, PSD utilizes multiple approaches to reinforce it. After training, satisfaction surveys are conducted to determine what was learned. Ongoing monitoring is used to observe behaviors in action. Examples include Classroom Walkthroughs and custodial inspections. The PES provides the formal opportunity for employees and supervisors to discuss the success in applying the knowledge and skills and seeks opportunities for additional learning.

**5.2c.(2)** The effectiveness of workforce and leadership development learning systems is assessed through our PES and by systematic use of training evaluation feedback forms.



**Figure 6.1-1 Academic Work Systems**

Key work process	Contribution delivered	Key requirement	Key performance measure In-process
<b>Curriculum</b>	SLS/OS: Design rigorous and relevant curriculum & assessments to enhance student learning; ensure accountability to content/learning standards	Meet WSS, DPI curriculum content standards and BOE requirements	<b>Leading:</b> % of PSD curriculum BOE approved in advance of implementation ( <b>Fig. 7.1-21</b> ); % of curriculum entered on BYOC when approved beginning in 2009-10 ( <b>Fig. 7.1-21</b> ) <b>Lagging:</b> Compliance with DPI Reporting ( <b>Fig. 7.1-21</b> ); # of AP Classes, PLTW Certification ( <b>Fig. 7.1-21</b> )
<b>Instruction</b>	SLS/OS: Deploy instructional methods 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	<b>Leading:</b> # CWTs conducted per year; ( <b>Fig. 7.2-14</b> ), % CWT data demonstrating student engagement ( <b>Fig. 7.2-14</b> ) <b>Lagging:</b> % compliance with instruction meeting days/hrs of instruction ( <b>Fig. 7.1-21</b> ); % of PSD Teachers deemed "Highly Qualified" via NCLB <b>Fig. 7.1-21</b> ); % employees DPI certified ( <b>Fig. 7.1-21</b> ); 100% of PES evaluations submitted on time ( <b>Fig. 7.1-38</b> )
<b>Assessment</b>	SLS/OS: Evaluate learning progress and proficiency against standards using formative/summative assessment methods	Valid, fair, equitable testing; Academic proficiency that meets NCLB and State regulatory requirements	<b>Leading:</b> % of students met or exceeded RIT target growth on MAP ( <b>Fig. 7.1-3 &amp; 7.1-4</b> ), DBA ( <b>Figure 7.1-3</b> ) <b>Lagging:</b> Meeting AYP by district, school and all sub-groups ( <b>Fig. 7.1-21</b> ); # DPI violations for WKCE test security ( <b>Fig. 7.1-21</b> )
<b>Student Services</b>	SLS/OS: Evaluate & support student learning needs; create improved capabilities to learn	Compliance with regulatory requirements set by state and federal law	<b>Leading:</b> # students referred for SPED ( <b>Fig. 7.1-22</b> ); # students referred to Title I ( <b>Fig. 7.1-27</b> ); # students referred for Reading Recovery ( <b>Fig. 7.1-26</b> ) <b>Lagging:</b> # students placed in SPED ( <b>Fig. 7.1-22</b> ); % SPED students receiving a diploma ( <b>Fig. 7.1-24</b> ); # students dismissed from Title I ( <b>Fig. 7.1-27</b> ); % students dismissed from Reading Recovery ( <b>Fig. 7.1-26</b> ); # ELL students served/dismissed ( <b>Fig. 7.1-25</b> ) Compliance with IDEA via DPI Reporting ( <b>Fig. 7.1-21</b> )

**Contribution: SLS=student learning and success; SSV=student/stakeholder value; OS=organizational success**

For example, our technology training uses formal online evaluations of training programs to assess their usefulness and applicability to job knowledge. Classroom Walkthroughs (CWTs) utilize reflective feedback after school leaders visit classrooms; thousands of CWTs are conducted per year. The AC invests a substantial amount of meeting time to analyzing professional development evaluation feedback and CWT data. The AT regularly discusses current learning as well as additional learning opportunities for staff.

**5.2c.(3)** 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 individual professional growth needs with career goals set. Our succession plan projects career progression for all SLs.

Career progression for current employees is fostered. We employ a leadership identification process. To encourage interest, 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. **Figure 7.3-19** illustrates the increase in college credits taken by employees. Managers assist support employees in identifying cross-training opportunities to gain needed experience. Teachers also receive financial incentives for the education attainment beyond a BA. **Figure 7.3-18** illustrates the percent of teachers with advanced degrees.

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. As evidence, all 3 current PSD Associate Principals were identified as part of the leadership identification process and placed in the Succession Plan. 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. A comprehensive database of job descriptions provides the KSA's necessary for each position so that internal candidates can be easily identified. To provide for leadership development, PSD hosts an Administrative Licensure Master's degree program through Cardinal Stritch University which provides for on campus coursework on an accelerated program. Several of our teachers have completed this program and are prepared should an administrative position become available.

## 6.0 Operations Focus

### 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 work processes (**Figures P-1, 6.1-1, 6.1-2**). For efficiency and clarity, PSD integrates our key work process organization with our SP Strategy Areas (**Figure 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. Centralized work systems such as Finance, HR, and Communication enable us to leverage the strategic advantage provided by our all-campus setting.

The PDSA approach (**Figure 6.2-1**) is used to systematically innovate our Academic and Non-Academic



<b>Figure 6.1-2 Key Non-Academic Work Systems</b>			
<b>Work Process</b>	<b>Contribution Delivered</b>	<b>Key Requirement</b>	<b>Key Performance Measures</b>
<b>Financial Management</b>	<b>SLS/OS:</b> Ensure accountability in use of District finances; employ budget planning methods for sustainability of District	Effective fiscal management; Efficient fiscal reporting; Meet regulatory requirements	<b>Leading:</b> BOE meeting minutes reflect approval of check register and revenue & expense report ( <b>Fig. 7.1-28</b> ) <b>Lagging:</b> Revenue exceeds expenses ( <b>Fig. 7.1-29</b> ); # DPI reports submitted on time ( <b>Fig. 7.1-28</b> ); Sustained bond rating ( <b>Fig. 7.5-1</b> )
<b>Human Resource Management</b>	<b>OS/SU:</b> Hire, develop, engage & retain talented employees; administer performance evaluation system to all employees	Meet regulatory requirements	<b>Leading:</b> AESOP Fill Rate ( <b>Fig. 7.3-3</b> ); Filling vacancies ( <b>Fig. 7.3-37</b> ) <b>Lagging:</b> Performance Appraisal Submission ( <b>Fig. 7.1-38</b> ); Teachers deemed "Highly Qualified" ( <b>Fig. 7.1-21</b> ); Employee Retention ( <b>Fig. 7.3-11, 7.3-12, 7.3-13</b> )
<b>Technology Management</b>	<b>SLS/SSV/OS:</b> Enhance student learning; Manage IT infrastructure to support decision-making, efficiency & learning	Systems availability; Compliance with Internet child protection regulation	<b>Leading:</b> Cycle time for work order completion ( <b>Fig. 7.1-32</b> ); # Outstanding work tickets per school; core server up-time ( <b>Fig. 7.1-31</b> ) <b>Lagging:</b> # total technology devices; student to PC ratio ( <b>Fig. 7.1-30</b> )
<b>Facilities Management</b>	<b>SSV/FR:</b> Manage safe & healthy plant operations	Meet federal/state/county requirements for workplace health, safety and security; Cost-effective Efficient; Accessibility	<b>Leading:</b> Work order completion ( <b>Fig. 7.1-41</b> ); energy consumption ( <b>Fig. 7.1-39</b> ); customer satisfaction ( <b>Fig. 7.1-33</b> ) <b>Lagging:</b> Facility use by school & community ( <b>Fig. 7.4-8</b> ); evacuation data ( <b>Fig. 7.4-6</b> ); # MSDS violations ( <b>Fig. 7.4-6</b> ); \$ spent on energy use ( <b>Fig. 7.1-40</b> )
<b>Communications Management</b>	<b>SSV/OS/SU:</b> Ensure accessibility of information and transparency; Engage stakeholders and obtain input	Clear & timely information about district activities; Meet state/federal requirements	<b>Leading:</b> # Newsletters sent on time to community per year ( <b>Fig. 7.1-28</b> ); # web site hits ( <b>Fig. 7.1-28</b> ); # uses of School Messenger / Zoomerang ( <b>Fig. 7.1-28</b> ); # press releases sent/placed ( <b>Fig. 7.1-28</b> ) <b>Lagging:</b> Community reliance on district sources of information ( <b>Fig. 7.1-42, 7.1-43</b> ); Customer grading of PSD ( <b>Fig. 7.1-44, 7.2-8</b> )
<b>Contracted Service Management</b>	<b>SSV/FR:</b> Provide nutritional and cost-effective meals that contribute to healthy students; Provide safe and efficient transportation	Meet federal/state regulatory requirements; Profitable; Safe; Efficient; Cost-effective	<b>Leading:</b> Transportation timeliness ( <b>Fig. 7.1-47</b> ); food service participation ( <b>Fig. 7.1-45</b> ) <b>Lagging:</b> food service profitability ( <b>Fig. 7.1-46</b> )

**Contribution: SSV=student/stakeholder value; FR=financial return; OS=organizational success; SU=sustainability**

work systems and processes. 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 used to determine which key work processes are to reside in the work system, tasks to be accomplished, work process tools to be used, 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 a strategic review using SA identified criteria: 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, yet does outsource food service management and transportation because the PDSA confirms it is cost-effective, efficient, and less learning focused. 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 AT & departmental review of those results. For example, SLs and BLTs review student performance data during the annual Data Retreat. Analysis triggers the inception of subsequent PDSA cycles and possibly new Action Plans. In Step 6 (ACT) standardization of the design innovation in other work systems is conducted. In a recent cycle of improvement, SAs used PDSA to innovate our Technology Management area by restructuring our leadership & reporting system.

PSD's two core competencies provide the foundation for achieving our Mission and how we leverage our work systems to innovate and pursue continuous improvement. Developing

and strengthening core competencies is driven by the need to address PSD's strategic challenges deployed through our SP Goals and Action Plans. Key work systems and processes (**Figure P1**) accomplish the work of our SP and capitalize upon core competencies by promoting agility, efficiency, collaboration, innovation and integration. PSD designs work systems and processes utilizing our core competencies. These two work systems best capitalize on our core competencies through the sharing of intellectual and physical resources including staff, equipment, supplies, technology and supplies. **6.1a.(2)** The main requirement of the Academic work system is to maximize the learning potential of all students. The process for determining key work system requirements for the Academic work processes supporting the system is informed by our very Mission, by the ES in our SPP, and through the systematic CRDP process which integrates the key work processes in the Academic work system. In the CRDP, process inputs reviewed include Federal, WI SS, DPI standards and regulatory requirements, BOE policy, and student and stakeholder expectations/requirements. Teacher involvement and student and parent focus groups used in the CRDP process give voice to user requirements.

The requirement of the Non-Academic work system is to provide value to students and enhance stakeholder efficiency and accountability. For the Non-Academic work system, inputs include state statute, federal regulations, local ordinance and code, county regulations, and WIAA policies and regulations. Changes to requirements are made as part of the SPP where stakeholders voice new requirements. SLs and the BOE monitor and review performance against key requirements. Key requirements for the processes in Academic and Non-Academic systems are identified in **Figure 6.1-1** and **Figure 6.1-2**. In a cycle of learning, while working on our work processes, in 2010 we analyzed our work system



structure. To embed a systematic review of these work systems, SLs have calendared a formal review over a two year period.

### 6.1b Work System Management

**6.1b.(1)** PSD has an Academic and Non-Academic work system each with processes supporting the system. Student learning is enhanced by the four processes housed in the Academic work system. There is strong integration of the processes housed in the Academic work system. This system is linked by four powerful questions that integrate the work of all processes housed 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)

The Teaching & Learning strategy area of our SP innovates our Academic work system in tandem with our Curriculum Review & Design Process (CRDP). Via our CRDP, the Academic value chain begins with the development of curriculum and assessments that meets Wisconsin State Statutes, BOE, and identified stakeholder requirements using a process outlined in **Figure 3.2-2**. The Academic work system delivers value to students and stakeholders by maximizing student learning potential that, in turn, delivers on our Mission while meeting and exceeding regulatory requirements.

The requirement of the Non-Academic work system is to provide value to students and stakeholders while enhancing financial return, efficiency, organizational success and sustainability. The six work processes housed in the Non-Academic work system are determined based on the above requirement. SAs determined that the identified six work process areas best serve integration with and accomplishment of our SP.

**6.1b.(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. Our systematic development and deployment of curriculum, instruction and assessment reduces defects, errors and rework in the Academic work system. Curricular implementation is monitored through the PES and CWTs. 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 and monitored at the school and district level via our PLCs.

Our Non-Academic work system utilizes key work process tools identified in **Figure P-1** to standardize service and reduce costs. Our dashboards, used in all processes in this work system, allow us to be agile and prevent rework while avoiding errors. This systematic data analysis combined with the implementation of an efficient & strategic communication process prevents errors and re-work.

### 6.1c Emergency Readiness

PSD is viewed as a leader in emergency management. The Crisis Response Plan (CRP) systematically sets common procedures to minimize or avoid personal injuries and property damage preventing harm to students, faculty, staff, and the community while protecting district assets. Utilizing

the expertise of our staff and police and fire officials, insurance representatives and an environmental management company, the Safety Committee developed the CRP. Input into the plan was provided by the Homeland Security and School and Youth Initiatives. The CRP specifies procedures to implement in the event of a natural or man-made disaster and threats or acts of violence against students, the workforce or property.

**Prevention:** In addition to routine inspections, preventive measures are systematically taken to avoid opportunities for emergency or disaster. Risk analyses are conducted to secure the district grounds and facilities against intrusion. All classrooms have posted evacuation information and an Emergency Flipchart. Monthly mock evacuations/lockdowns are conducted campus-wide with all employees to ensure effective training in exiting the building to a safe zone and to identify opportunities to improve preparedness in the event of an emergency. Inspections and newly implemented Safety Walks are conducted weekly to identify potential hazards.

**Management:** During an emergency, the CRP is executed by the Incident Commander, Safety Officer, Public Information Officer and Liaison Officer, who have been specially trained on crisis response. While these roles are identified, all SLs have been NIMS trained to serve in these roles, if needed. We conduct simulations to prepare for these management roles.

**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 schools 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 operations could continue in case of system failure as explained in category 4b. 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 recovery mode.

The Safety Committee (SC) uses the PDSA approach to review and improve the CRP. For example, to improve the Lockdown Drill, PSD collaborated with local law enforcement and emergency responders to develop a systematic Lockdown Plan, implement it campus-wide, and analyze and revise it using PDSA. In a cycle of learning. Safety Walks now model the Classroom Walkthrough process to routinely and proactively check for campus safety issues.

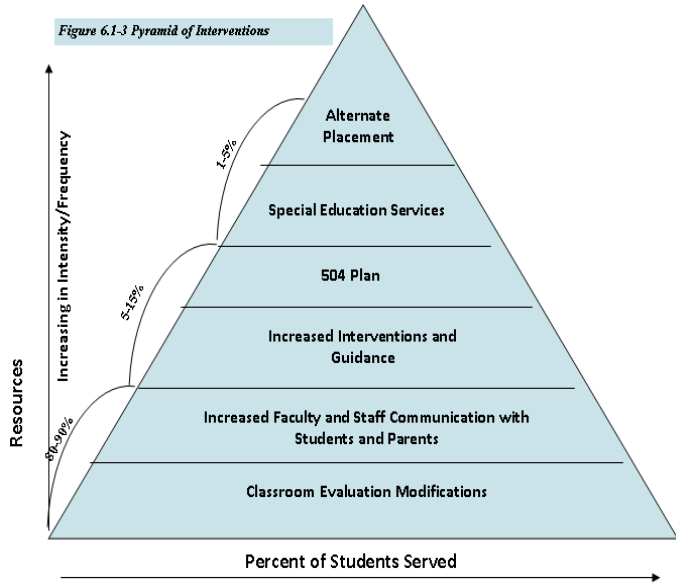
## 6.2 Works Processes

### 6.2a Work Process Design

**6.2a.(1)** PSD uses the PDSA process described in section 6.1a.(1) to design and innovate the SPP. SAs have identified the key work process tools that support each work process area and have created a system to identify key requirements, flowchart and update each work process area via systematic analysis and revision of these work process tools. In a cycle of improvement, in 2010 AT member received training from Bob Ewy, author of ASQ's book *Process Management in Education*, to improve and innovate our work processes to better meet key requirements. Through this process management training we reviewed and flowcharted all key work process tools. All process areas use dashboards to review in-process effectiveness. This systematic process management



Figure 6.1-3 Pyramid of Interventions



guarantees that each work process area is regularly analyzed to address cycle time, productivity, and cost control thereby improving efficiency and effectiveness.

Innovation of work processes in the Academic work system is integrated in the Teaching & Learning Strategy area of the SPP. SP Action Plans innovate our curriculum, instruction, and assessment work process areas. Internally, our CRDP is the primary work process tool used to innovate our curriculum, instruction and assessment. Our Data Retreat annually guides assessment review and planning.

Our Student Services Management work process area is key to making certain that all students' learning needs are supported. Our Pyramid of Interventions (POI) is our key work process tool. PSD uses evidence-based and innovative methods to anticipate and prepare for individual differences in learning, capabilities, rates and styles. Our comprehensive 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. Modifications to student interventions intensify for students not making targeted progress. During PLC time students in need of assistance are identified by classroom teachers, counselors, and/or administration. Identified students then receive additional and more focused resources and interventions to address specific needs with increasing frequency and intensity in order to see learning results. While interventions may begin with classroom innovations, moving up the pyramid it may include such things as Reading Recovery or Title I tutoring. We seek to exhaust interventions prior to pursuing a special education designation at the upper end of the pyramid. Progress is monitored through tools such as the Individualized Education Plan (IEP) and Differentiated Education Plan (DEP). We view high student achievement evidence of product excellence. To proactively foster excellence in student achievement, SLs and teachers collaborate in a systematic review of student performance data in ongoing PLCs and annual Data Retreat. During PLC time, curriculum, instruction and assessment work processes are modified to meet the needs of students (*Figure 6.1-2*). Each year as part of our Data Retreat, teams of teachers and administrators analyze student achievement and stakeholder

satisfaction by the student segments identified in *Figure P-3*. This segment analysis has greatly informed SP initiatives and work processes in the District. Programmatic changes, staffing additions and transfers, 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. PSD is proactive in using leading data to guide instruction. MAP results, assessment which are taken and turned around within a week, allow classroom instruction to be differentiated more quickly to address specific student needs. Elementary data walls track the performance of students reading performance in a visual and powerful way.

Similarly, SP Action Plans and identified work process tools proactively and systematically bring innovation to Non-Academic work process areas. PSD utilizes the PDSA process throughout our organization to design and innovate work processes to meet key requirements. In the planning phase and with agility in mind, 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 a work processes. An example illustrates: PSD determined an opportunity for improvement within the key work process area of HR Management. Specifically, PSD recognized the need to move from a paper-based application review process to a technology-based process. *Figure 6.2-1* shows how the PDSA approach was used to electrify our hiring process. PDSA is now utilized in a standard manner throughout PSD. Having Technology as a SP Strategy is key to integrating new technology throughout each work process area. It has also helped us share organizational knowledge as we now place all work on our computer system via such tools as Build Your Own Curriculum and our computerized work order system. This systematic process of work process design and

Figure 6.2-1 Work Process Improvement Using PDSA

Design Process Table		
PDSA	Description	Example of use in Human Resources Mgmt.: Electrifying our Hiring Process
PLAN (Review purpose, Goals, Inputs)	Identify Need	Volume of Paperwork; Competitive Advantage
	SIPOC	(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
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 time-lines, 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, implemented WECAN in 2009





innovation is rare in education, and PSD has been asked by many national organizations to share our processes.

**6.2a.(2)** SAs work with the AT to determine key work process contributions, requirements, and measures. These are reviewed as part of our leadership system and via our PES. Work process requirements and measures are found in **Figures 6.1-1** and **6.1-2**. Dashboards are used internally to systematically monitor process measures.

### **6.2b Work Process Management**

**6.2b.(1)** *Figure P-1* graphically conveys the strong inter-relationship between our strategic plan, work systems and work processes. Work process requirements and measures are found in **Figures 6.1-1** and **6.1-2**.

Work process area dashboards are one of two key tools used to monitor operation of each work process area. To illustrate by example, the Instructional Technology (IT) Department uses their dashboard to monitor network performance, efficiency, reliability, and use; outstanding and completed work orders; and customer service. Using approximately twenty IT Department selected indicators performance targets are set and the Director of Technology monitors progress toward those operational goals using dashboard data updated for monthly IT staff meetings. This systematic process has dramatically improved service efficiency, cycle time, effectiveness, and customer satisfaction.

Secondly, to further integrate work process management, the Superintendent uses AT meeting time to monitor and review performance against key process requirements. Quarterly updates of progress on SP Goals and Action Plans also give evidence of process management. This is due to the key integration of the SP in our work processes.

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 order request program allows all staff accessibility to software that inputs custodial/maintenance/grounds work requests. This process is monitored, assigned, and completed daily to ensure that all facility needs are addressed in a timely and proactive manner. Upon completion of the work, the person assigned to complete the task must enter a completion time and communicate it along with comments in order close the computerized work ticket. To offer two-way communication, the staff member who filed the work order ticket has an opportunity to provide feedback on work quality and service. The Director of Building & Grounds reviews this data at staff meetings to determine improvement opportunities.

Preventing variability in our Academic work process areas is attained via a systematic set of processes. First the CRDP process implements one common BOE approved curriculum throughout all grade levels and classes as discussed in Section 6.1b(2). Curricular implementation is monitored through the PES and CWT process. The CWT process has been employed for three years and has the goal of having every principal in each teacher's classroom every month for a "mini-observation," a 5-8 minute visit designed to monitor student engagement, critical thinking, technology use and instructional methodology. Data are collected on our cell phones via

Appraise software. It is analyzed quarterly by the AC. A reflective question, rather than evaluation, is given to each teacher after each visit. Our work process system delivers value to PSD.

**6.2b.(2)** Supply chain management is vital as getting supplies to the users is vital for process management success. Undertaking the process of flowcharting our key work processes, referenced in Section 6.1.a(1) was key in understanding the supply chain for each key process as the flowchart identifies logistics and linkages. When supplies are needed from outside vendors because they will help supply chain management strategically, tactically or operationally, BOE policy determines the vendor selection process and requirements. Additionally, purchasing procedures have been flowcharted for internal user clarity. PSD seeks relationships with vendors that provide value to PSD. The CFO uses a process to weigh the value provided by the vendor using cost, timeliness and service indicators. Relationships continue or are ended determined by the value vendors provide PSD.

**6.2b.(3)** The SPP drives continuous improvement planning throughout PSD using strategically implemented SP Action Plans, implementation of systematic work process tools in each work process area, and dashboards. It is through this core competency, our commitment to continuous improvement, that data are examined, processes innovated and improvement goals set, measured and met. All areas of the organization now use methods for improving work processes, and improvement opportunities are fully deployed throughout the organization. Data are collected through the SP Goal process along with performance data published through the use of dashboards that are created, stored and distributed electronically. Data is accessible to all stakeholders 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 seven Core (21st Century) Competencies that have become the curricular foundation for our CRDP. Our Financial Management work process area utilized flow charting and a SWOT to drive improvement in purchasing.

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

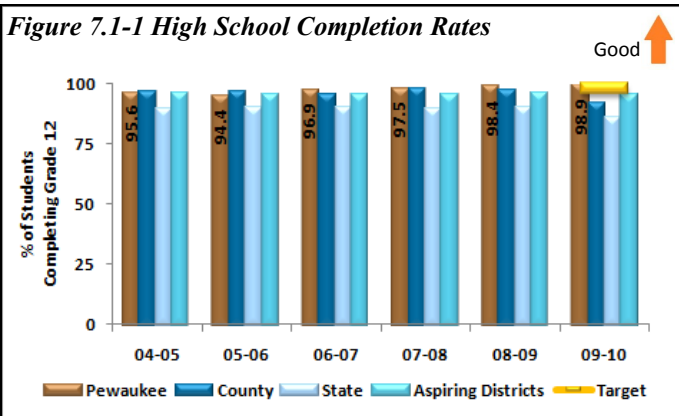
The organizational performance results for PSD and our continuous improvement efforts are a direct result of the balanced scorecard approach, focusing on fact-based management, and our commitment to SPP and our core competencies.

### 7.1 Student Learning and Process Outcomes

#### 7.1a Student-Focused and Process Results

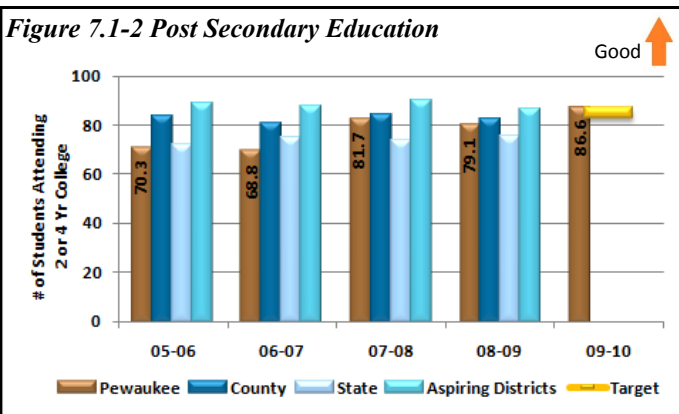
Consistent with our Mission to open the door to each child's future, PSD aligns Action Plans so that all students are successful in their K-12 experience and prepared for life after high school. State comparisons are based on data presented in the Regional Report of the Productivity of Wisconsin Schools presented by the Public Policy Forum (PPF) for the school year 2009-10, and the most updated (08-09/09-10) data provided by the Department of Public Instruction (DPI) as presented on WINNS. PSD has ranked in the top 15 of the 50 SEW school districts ranked by PPF for the last four years and surpasses State averages in all Wisconsin Knowledge and Concept Examination (WKCE) proficiency categories based on the Criterion Reference Test (CRT). **PSD has also met and exceeded state and federal test score benchmarks for AYP** at the district, school and segmented population every year since the requirement was implemented in 2000.

*Figure 7.1-1* demonstrates PSD's success with High School Completion rates exceeding State, County and Aspiring districts consistently in the last three years, all accomplished



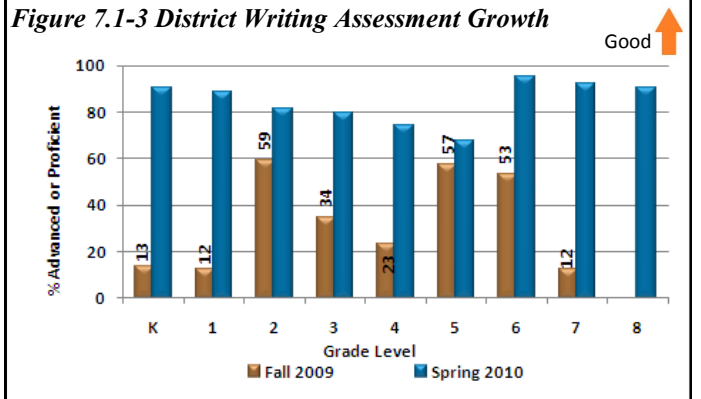
with the highest graduation requirement in the State of Wisconsin with 28 credits required for graduation.

Consistent with our Mission and Action Plans, *Figure 7.1-2* shows dramatic improvement in PSD's targeted college readiness efforts to prepare each child for a higher education experience. 2009-10 propelled PSD to an all-time record with



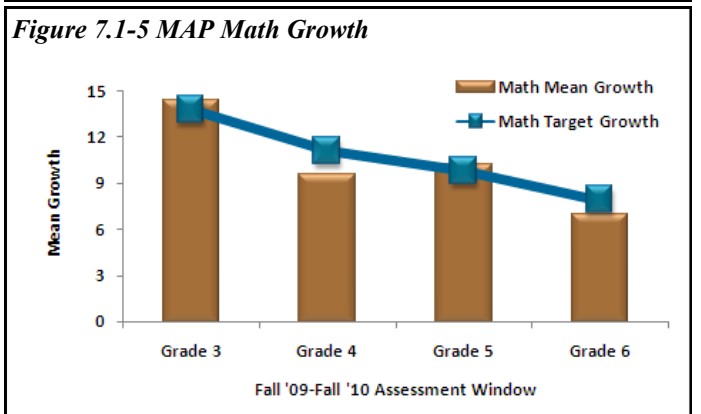
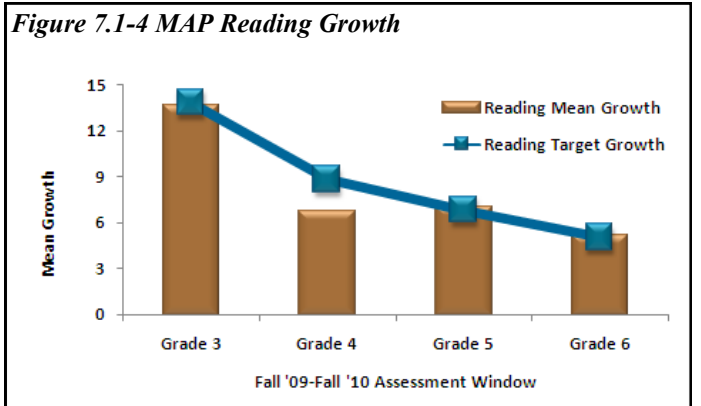
86.6% of graduates going to a two- or four-year college. We are most proud of this growth as a college degree equals enhanced earning power for our students.

Another SP goal has students successfully performing on District Benchmark Assessments (DBAs). *Figure 7.1-3*



provides evidence of a predictive assessment system having desired results. Using a pre- and post-assessment model, PSD measures the impact of the writing program from the beginning of the school year to the end of the year. Longitudinal 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 are 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.

*Figures 7.1-4-7.1-5* shows student segmentation in Math and Reading as compared to a nationally set MAP target. This





instrument provides diagnostic information instrumental to the intervention system. MAP assessments are also used to predict student performance both in the classroom and on WKCE tests. These results indicate that most of our classes are meeting growth targets above that of nationally normed peers. By design, growth targets become smaller as students age.

Figures 7.1-6-7.1-9 provide evidence of how we analyze segmented sub-groups. Economically disadvantaged students, students with disabilities, and minority students are

performing well on State tests. More segmentation data are available on site.

Knowing it is more effective to intervene as early as possible, PSD has deployed a progress monitoring assessment to help identify the skills of our youngest students in early literacy. This is done to help inform our intervention system, assess our curriculum and measure student progress. DIBELS assessments measure early literacy skills to help predict future reading success and measure current reading program impact. Figure 7.1-10 outlines results of DIBELS.

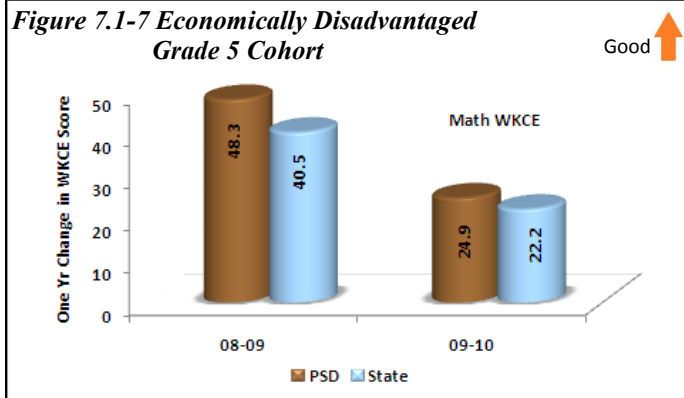
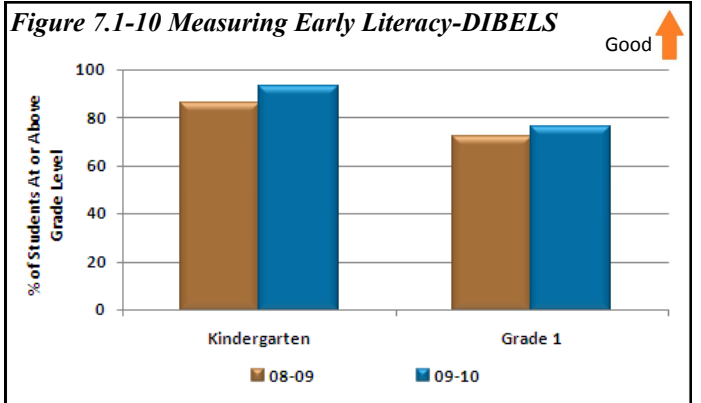
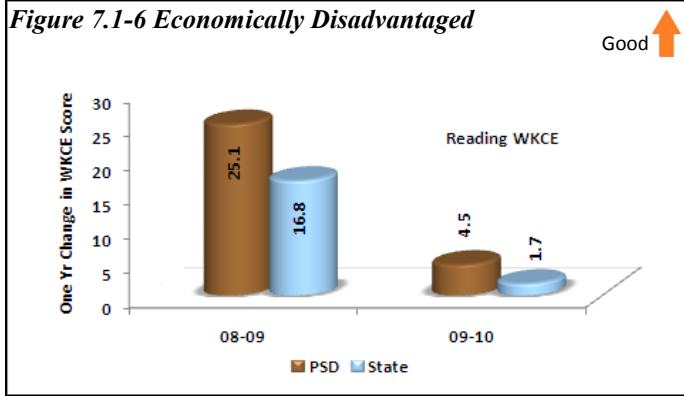
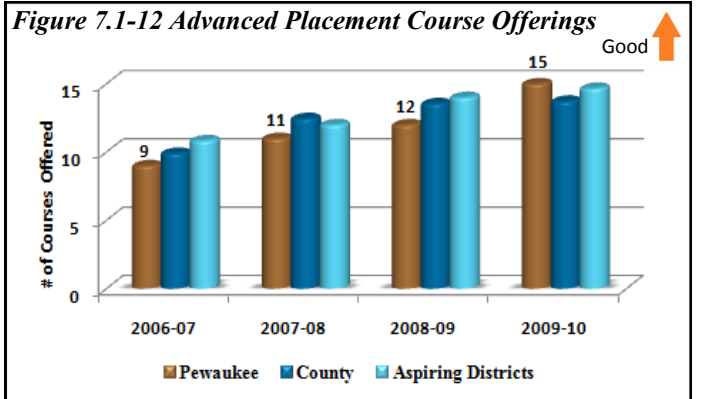
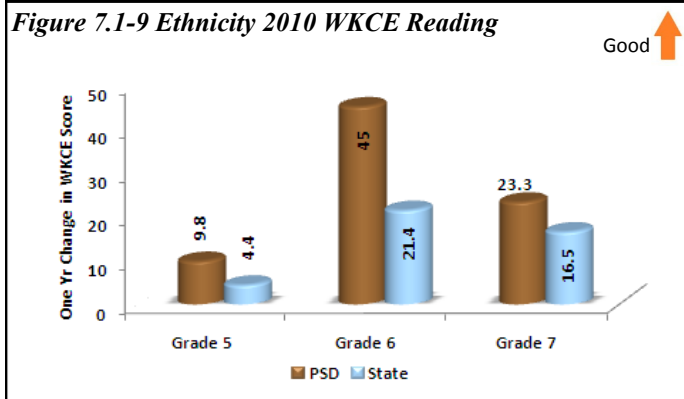
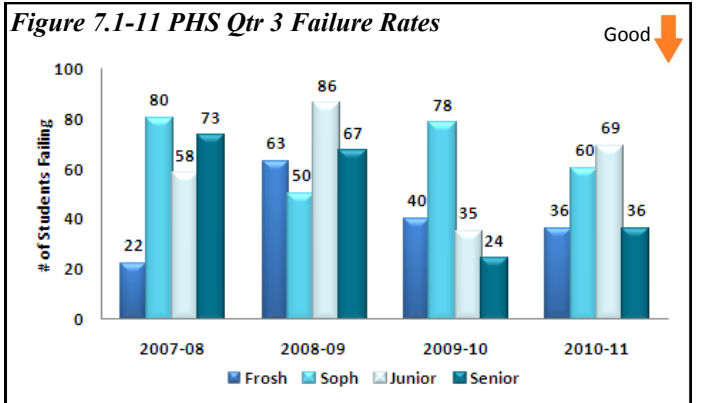
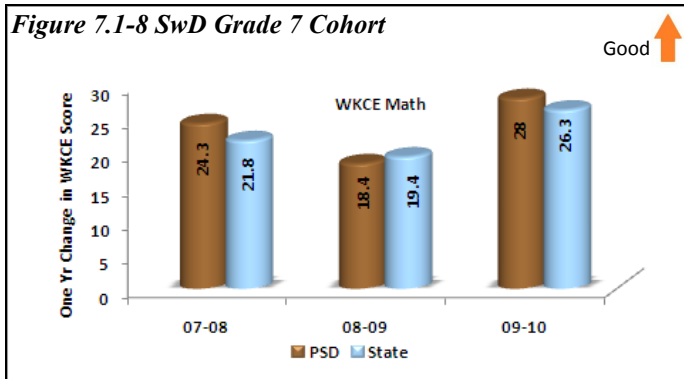


Figure 7.1-11 provides information regarding student failure rates over the last four years at PHS. Student failure is defined by PHS leaders as earning a “D” or “F” as an end of course letter grade. PHS identified failure rate as an Action Plan four years ago and systematic progress monitoring and targeted interventions have resulted in a 50% reduction in senior failures.

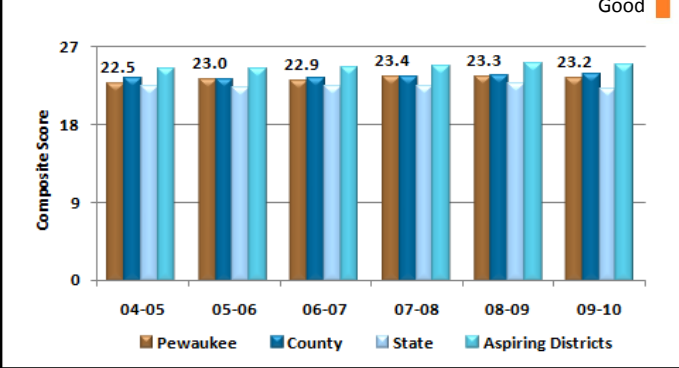




which positively impacted our student performance data. In the last three years PSD increased exam participation rates by 33% while the county average was 20%. In addition, we have met or exceeded the percent of students scoring proficiently on AP in comparison to State, County and Aspiring Districts three of the last four years.

The ACT test is our primary indicator of a student's preparedness for higher education, examining aptitude in math, reading, English, and science on a nationally normed standardized test. PSD performs favorably (**Figure 7.1-13**) on this college entrance examination while also having one of the

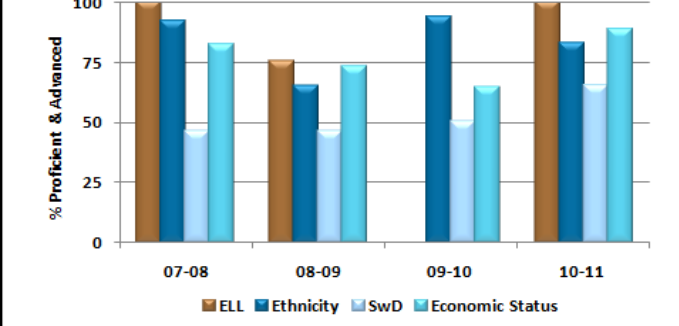
**Figure 7.1-13 ACT Composite Scores**



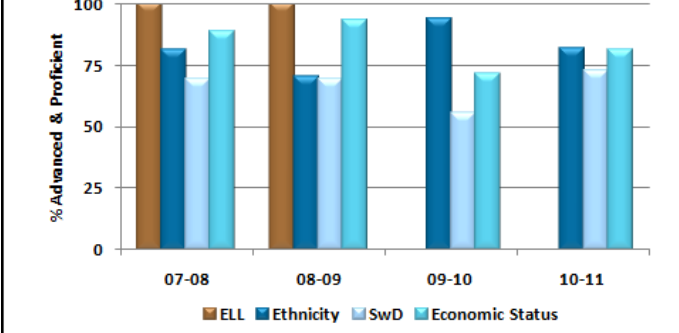
highest participation rates in the state. Approximately 78% of PSD students take the national standardized ACT. PSD uses PLAN and EXPLORE to inform students, teachers and the district of potential ACT performance. During a cycle of learning in 2005-06, PHS began assessing ACT scores in its Action Plan. As a result of this effort, PSD is focused on preparing all students for the ACT. This preparation begins in tenth grade but expanded to 7th through 9th grade in 2010. Reports for all of these tests are available on site.

WKCE tests are given to all students in Grades 3-8 & 10

**Figure 7.1-14 Grade 4 WKCE Reading —Segmented Groups**

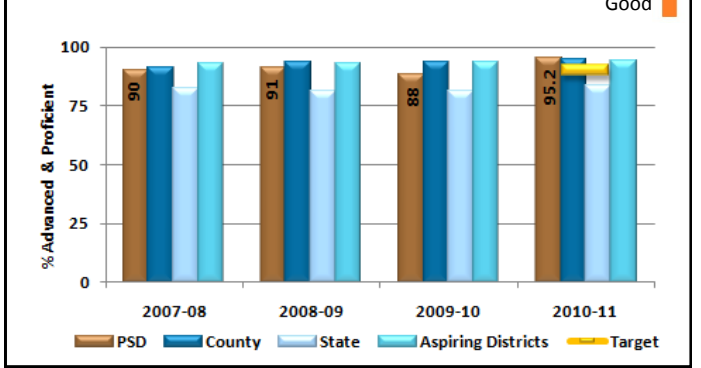


**Figure 7.1-15 Grade 4 WKCE Math —Segmented Groups**

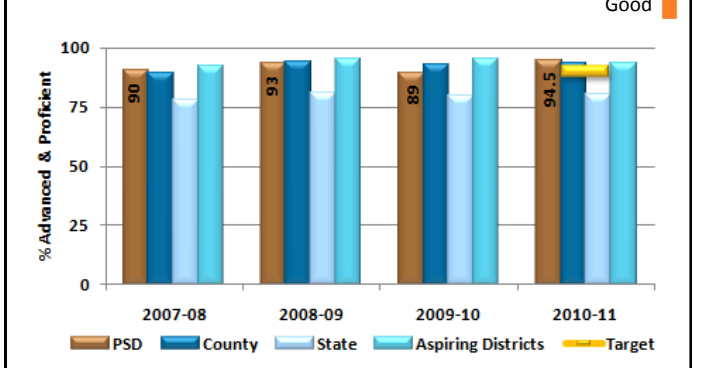


with a lengthier battery of tests given to students in Grades 4, 8, 10. **Figures 7.1-14 to 7.1-19** offer a more thorough snapshot of performance at one grade level, using only a very small sample of WKCE data with much more available on site. At Grade Four our target is to have over 90% of our students perform in the Proficient and Advanced level (the highest 2 of 4 performance levels); with plan in place, we have met this goal and now set a target to have more students

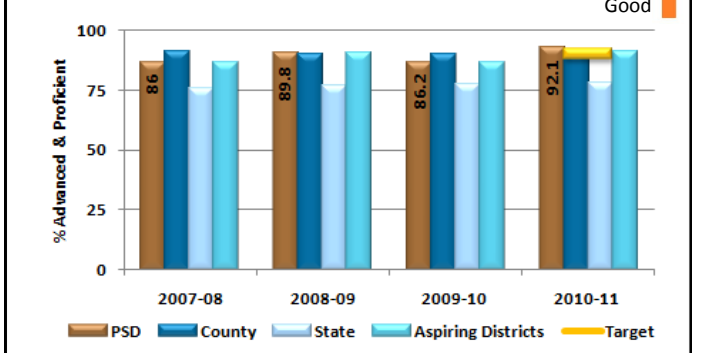
**Figure 7.1-16 Grade 4 WKCE Reading**



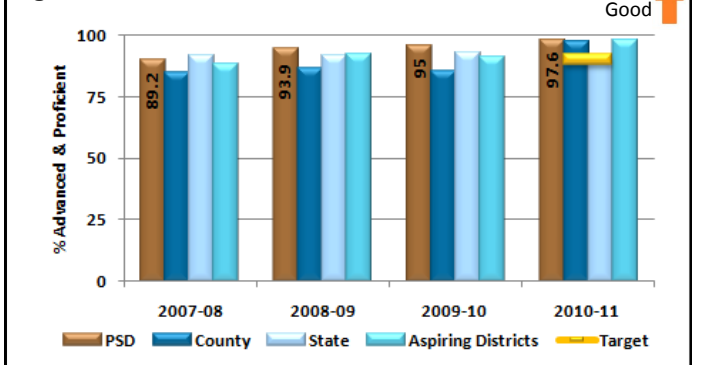
**Figure 7.1-17 Grade 4 WKCE Math**



**Figure 7.1-18 Grade 4 WKCE Science**

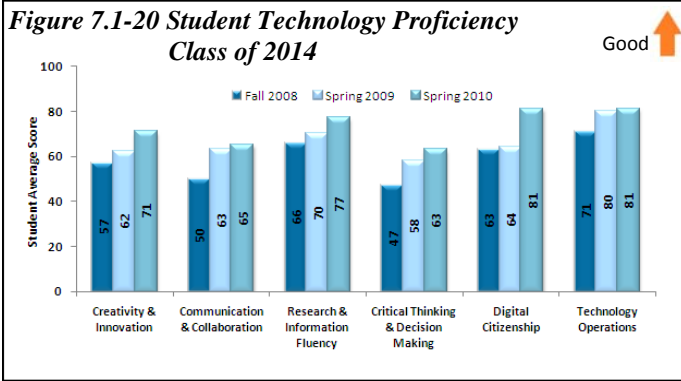


**Figure 7.1-19 Grade 4 WKCE Social Studies**





in Advanced over Proficient (*Figures 7.1-16 to 7.1-19*). We carefully analyze student achievement using the segments provided in *Figure P-4*. *Figures 7.1-14-7.1-15* display four years of segmented student performance at selected grade level. Our achievement gap is the greatest with our SwD population; with concentrated efforts we are seeing performance rise in this area. Performance of our ELL students continues to be particularly strong with some levels at 100%.



*Figure 7.1-20* illustrates student proficiency on technology use. The growth from 2008 is significant in all six measurement areas. Additional student achievement results are as follows:

- PHS ranked among the top schools in the nation by *Newsweek*, making it among the top 3% in the nation.
- Asa Clark Middle School was recognized by DPI and AWSA as an Exemplary Middle School for its high levels of student achievement. Only the top 10% of middle schools receive this recognition.
- Pewaukee students' performance at Academic Decathlon regularly places the PHS team in the top three places in the entire State of Wisconsin.
- PHS High School Math team continues streak of conference math championships to an unprecedented four years in a row.
- During the 2010-2011 school year Pewaukee hosted over 30 schools and 200 visitors who requested a school visit to learn more about PSD teaching and learning initiatives.

**7.1b Operational Process Effectiveness Results**

*7.1b.(1)* Section 7.1b relays performance of the four 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 give evidence of increased productivity, program growth, cycle time, and customer satisfaction of key work processes. PSD utilizes dashboards to track the performance results of our key work processes. All work processes are compliant with BOE Policy and meet timeline review requirements.

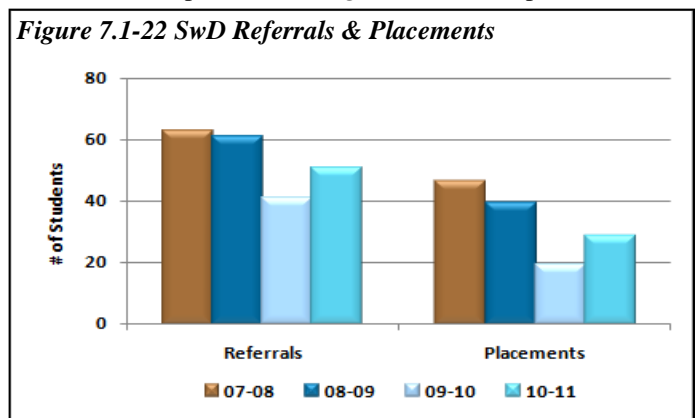
*Figure 7.1-21* displays results for the Academic work system. In addition to the results presented in *Figure 7.1-21*, Academic work system results are as follows:

- **Curriculum Management:** Improvement of opportunities to advance student learning are presented in Section 7.1a where we document steady growth in our AP course offerings (*Figure 7.1-12*), complementing our goal to add

Measure	2007-08	2008-09	2009-10
<b>Curriculum</b>			
% of PSD Curriculum BOE- Approved	100%	100%	100%
% Curriculum placed on BYOC upon BOE Approval	NA	100%	100%
PLTW Certification	NA	HS	MS/HS
<b>Instruction</b>			
# DPI Days/Hours of Instruction Violations	0	0	0
% Teachers deemed "Highly Qualified & DPI Certified"	100%/100%	100%/100%	100%/100%
<b>Assessment</b>			
AYP Met in All Areas	Yes	Yes	Yes
# DPI Violations for WKCE Test Security Breaches	0	0	0
<b>Student Services</b>			
IDEA Non-compliance Violations	0	0	0

rigor to the curriculum. Other examples of curricular program growth is evidenced in *Figure 7.1-50*.

- **Instruction Management:** In addition to our PES, we monitor instruction with our CWT process. In the last three years, school leaders have visited over 3,000 classrooms to note classroom engagement, use of technology, higher level questioning, classroom management and instructional strategy. *Figure 7.2-14* gives a small sample of CWT analyzed data.
- **Assessment Management:** We use MAP data as one in-process measure because it is a formative assessment which advises us how students will do on key summative assessments such as the WKCE. *Figures 7.1-3* and *7.1-4* show our above level performance in RIT, and reveal performance above our national targets.
- **Student Services Management:** PSD closely monitors indicators regarding the success of our student intervention services offered as part of our POI. Students with Disabilities (SWD) are students near the highest level on our Pyramid of Interventions; we monitor this program carefully for student performance. PSD is very proud to see a decrease in placements (*Figure 7.1-22*) coupled with a 0%



SWD dropout rate for the past 3 years (*Figure 7.1-23*), a rate that exceeds all comparators and with a SWD graduation rate of 100% - sustained for 3 years (*Figure 7.1-24*). Our ELL program is seeing fewer students needing this intensive intervention; we purposefully do not dismiss students so we can offer this population extended services



Figure 7.1-23 SwD Drop Out Comparisons

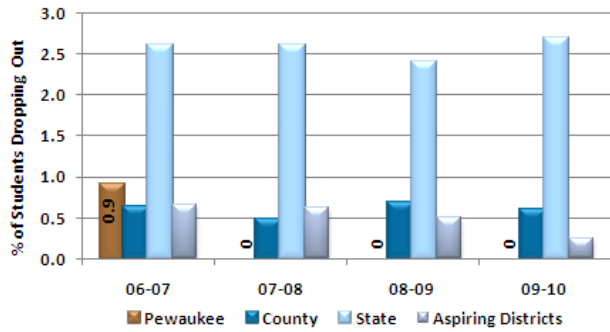


Figure 7.1-24 SwD High School Completion Rates

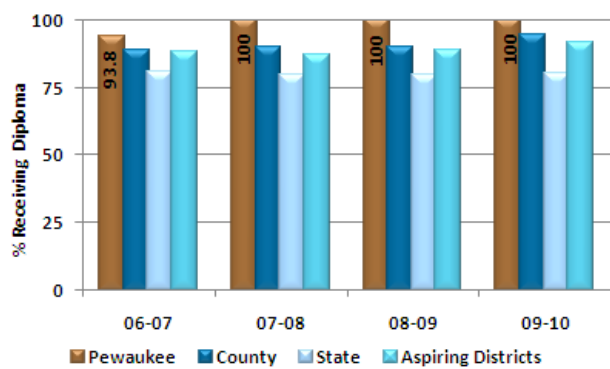
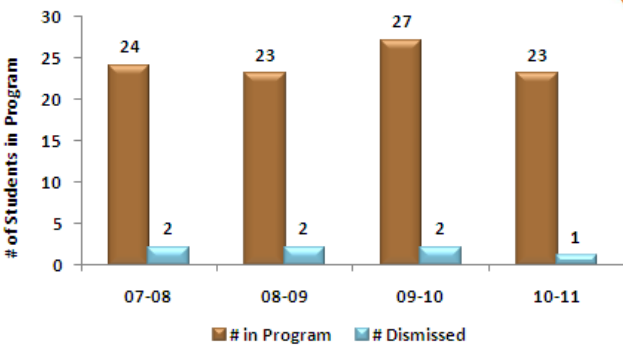


Figure 7.1-25 English Language Learners



so their language acquisition is solid (Figure 7.1-25). PSD has increased interventions to our youngest learners; this decision is seeing positive results in our POI indicators. Our Reading Recovery dismissal rates exceed State and national benchmark levels (Figure 7.1-26) and we are seeing fewer students needing targeted Title I services (Figure 7.1-27).

Figure 7.1-26 Reading Recovery Dismissal Rate

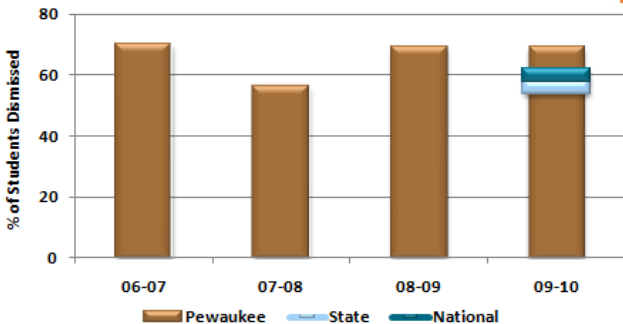


Figure 7.1-27 Title I Services

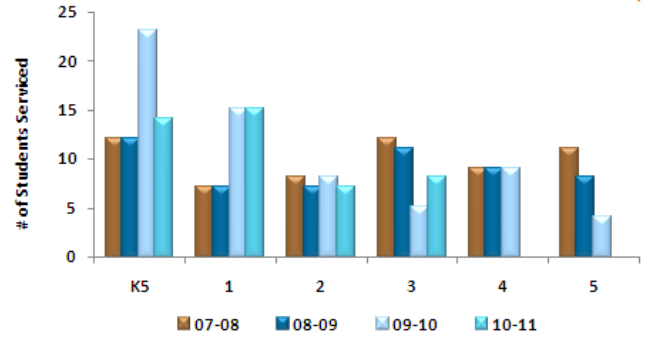


Figure 7.1-28 Non-Academic Work System Measures

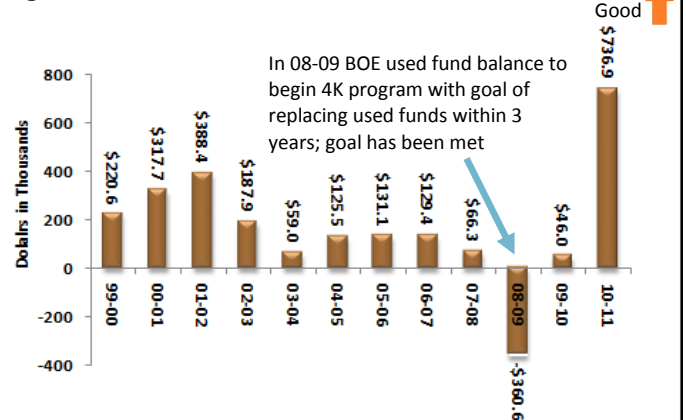
Measure	2007-08	2008-09	2009-10
<b>Financial Management</b>			
BOE Monthly Approval of Check Register / Revenue & Expenses	100%	100%	100%
Timely DPI Report Submission	100%	100%	100%
<b>Technology Management</b>			
# Technology Devices	2191	2329	2718
Student to PC Ratio	1.9	1.7	1.4
<b>Facilities Management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

More segmented information and student achievement data for all students served in the Student Services area is available on site.

Figure 7.1-28 displays results for the Non-Academic work system. In addition to the results presented in Figure 7.1-28, Non-Academic work system results are as follows:

- **Financial Management:** The key indicator of money management is to have revenues exceed expenditures at the end of the fiscal year (Figure 7.1-29). Over the past nine

Figure 7.1-29 Annual Fund Balance Additions



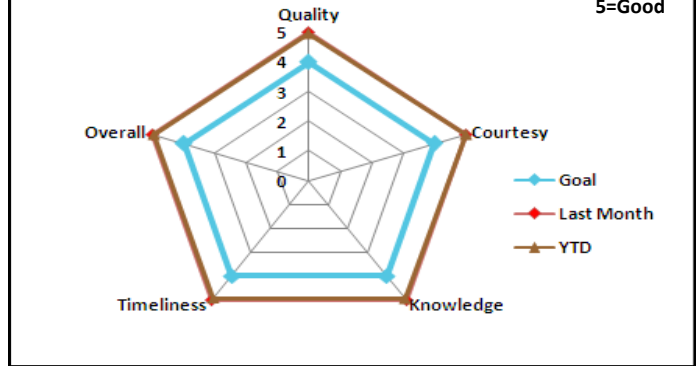


years, with the exception of 2009 when the Board elected to use money from fund balance to begin our 4K program (with the caveat that was taken out be returned within three years – this goal has been met), PSD meets our goal of placing \$50,000+ in fund balance at the end of the fiscal year.

- 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. Since 1999 PSD has seen dramatic growth in our fleet of computers; this allows us to better meet our strategic challenge of teaching 21<sup>st</sup> century skills (**Figure 7.1-30**). **Figure 7.1-31** illustrates the performance of PSD's core server up-time currently showing the computer network operational at a 100% efficiency level. PSD is committed to customer service and closely monitors the cycle time to resolve the over 3000 IT work tickets received per year (**Figure 7.1-32**); this is notable given the increase in the fleet. These service levels are reflected in sound customer satisfaction evident with a "5" (with 5 being highest) on a 5-

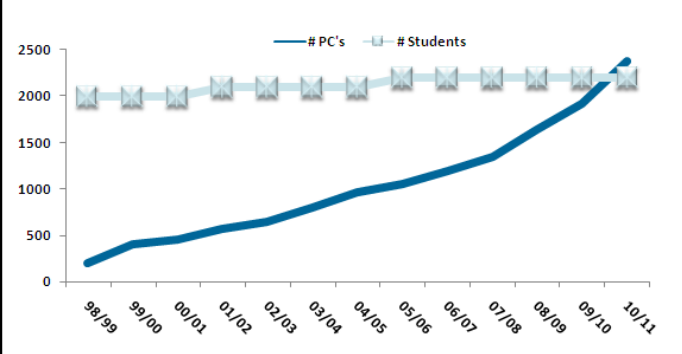
point customer satisfaction scale (**Figure 7.1-33**). With our commitment to integrating 21<sup>st</sup> century skills and our SP Goal in Technology, we are preparing our workforce to

**Figure 7.1-33 Customer Satisfaction—IT & Facili-**

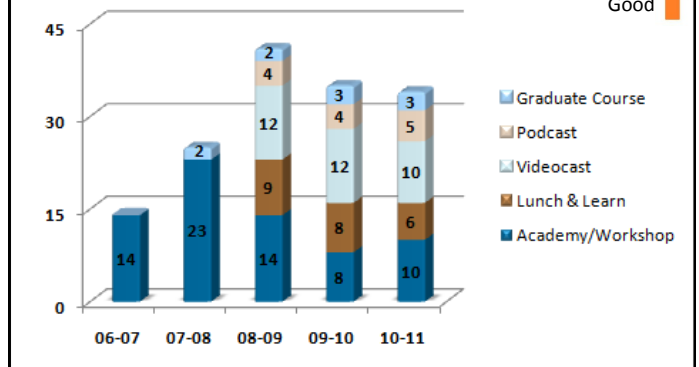


better serve students. Figure 7.1-34 documents that we have greatly expanded the mediums used to offer teacher training, now serving more staff with multiple learning styles. Participants in IT training are highly satisfied with

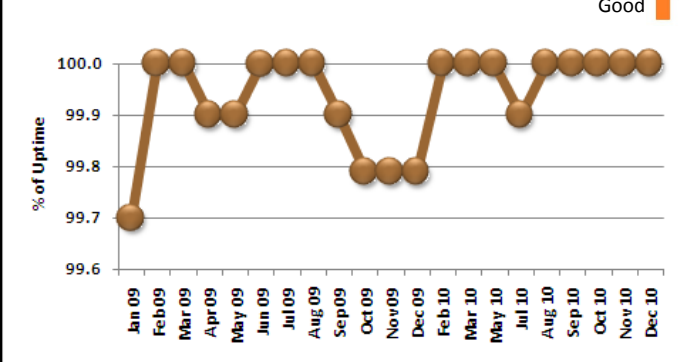
**Figure 7.1-30 Growth of PC Fleet**



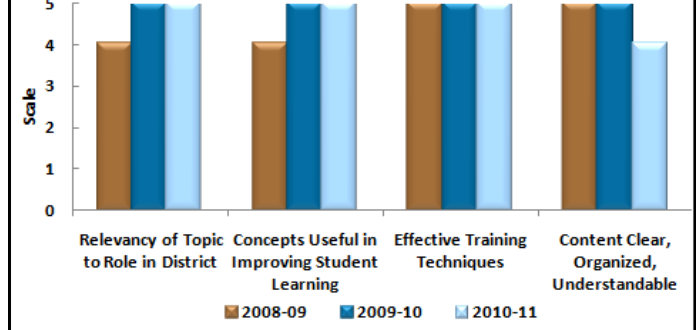
**Figure 7.1-34 Professional Development Medians**



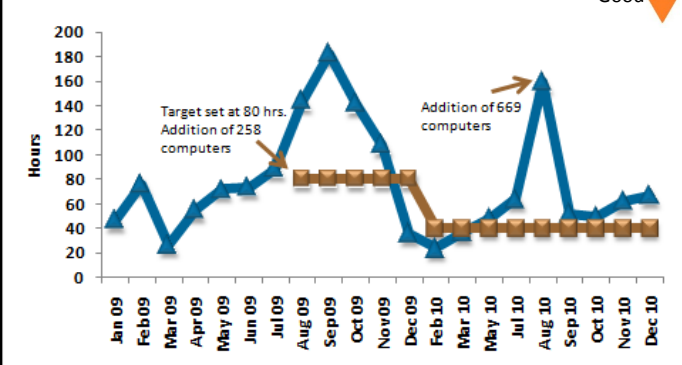
**Figure 7.1-31 Core Server Uptime**



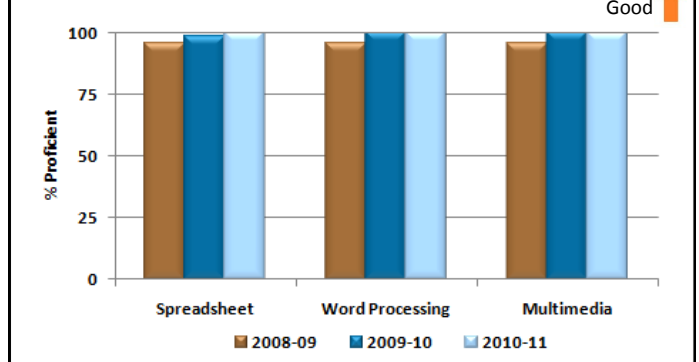
**Figure 7.1-35 Employee Satisfaction—Professional Development**



**Figure 7.1-32 Resolution of IT Work Tickets**



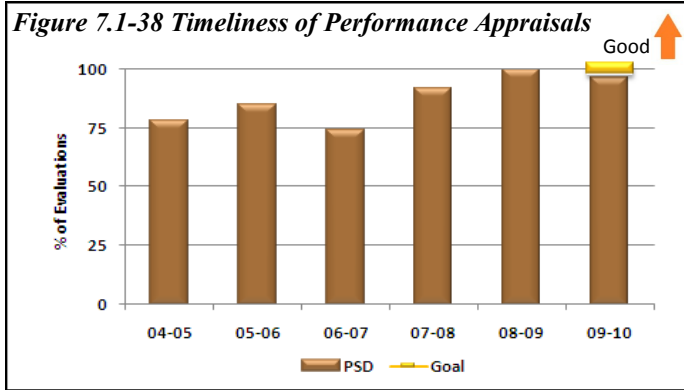
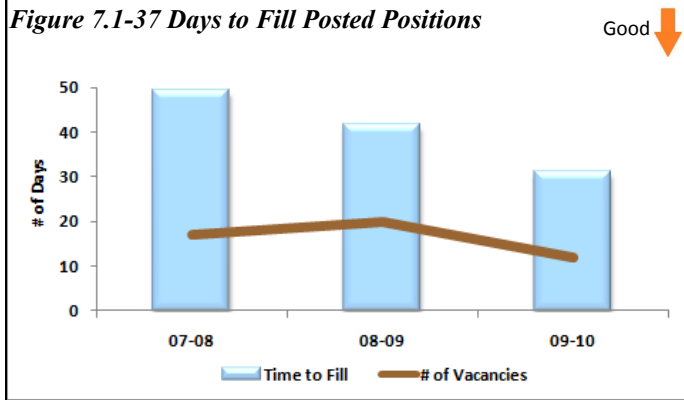
**Figure 7.1-36 Educator Technology Proficiency**





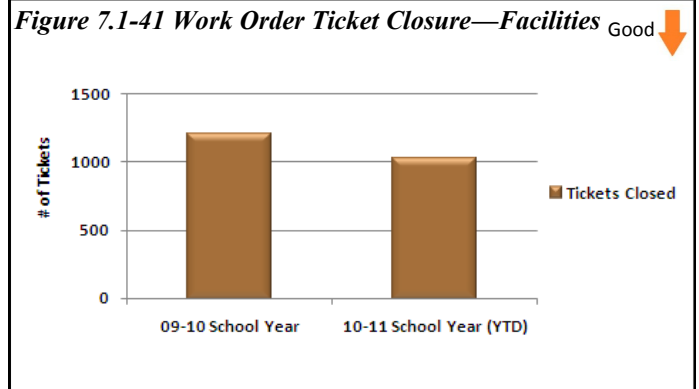
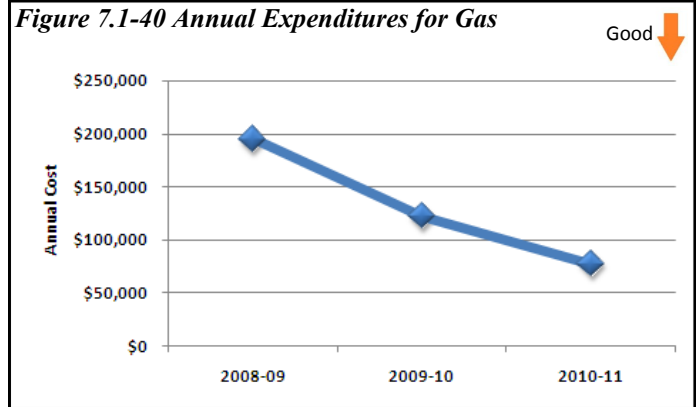
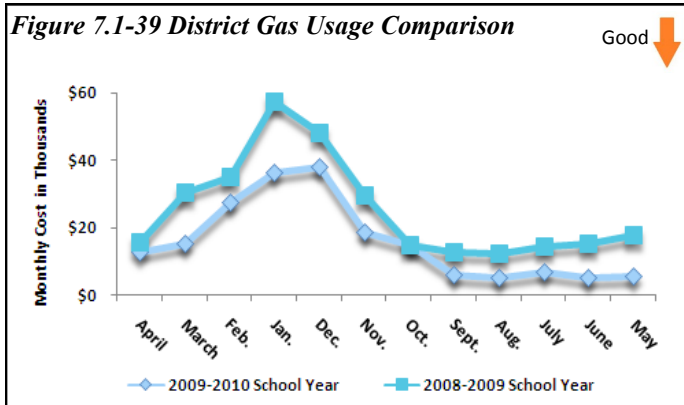
the instruction (*Figure 7.1-35*) and are experiencing equally high levels of proficiency on their three assessments (*Figure 7.1-36*).

- **HR Management:** HR also measures efficiency and cycle time to improve operations. *Figure 7.1-37* documents the improvement seen in number of days from position posting to hiring. We expect and attain 100% completion of PES evaluations; *Figure 7.1-38* documents dramatic

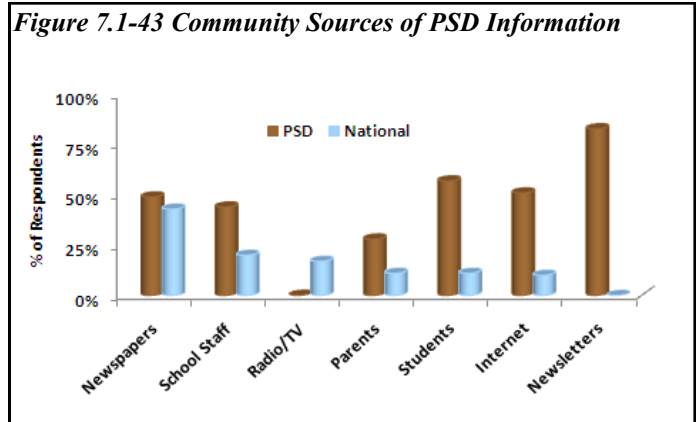
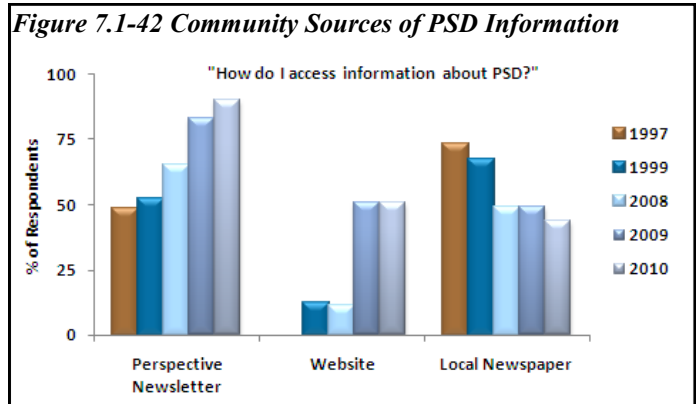


improvement in submission of performance evaluations on time. Workforce capability and capacity depends on ensuring sufficient licensed certified teaching and paraprofessional staff in all classrooms every day. AESOP, an on line absence reporting/substitute calling service instituted this year is closely monitored to make certain substitute teachers are in place in each classroom when needed (*Figure 7.3-3*).

- **Facilities Management:** Over \$125,000 has been saved in two years due to implementation of energy efficiency measures (*Figure 7.1-39*; *Figure 7.1-40*). *Figure 7.1-41* documents closure of facilities work tickets with a high level of customer satisfaction (*Figure 7.1-33*).



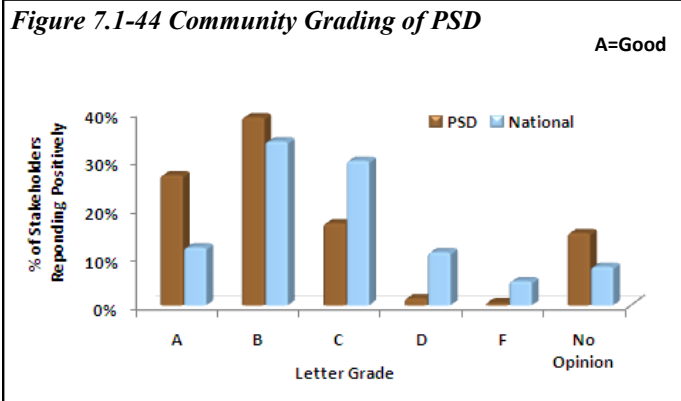
- **Communications Management:** PSD analyzes how effective we are at disseminating information to our stakeholders. PSD sees a 35% increase in the percent of people looking to our *Perspective* newsletter for PSD news (*Figure 7.1-42*), a figure far exceeding the national average. Over the 14 years we've been conducting a community survey, we are seeing similar dramatic growth in the use of



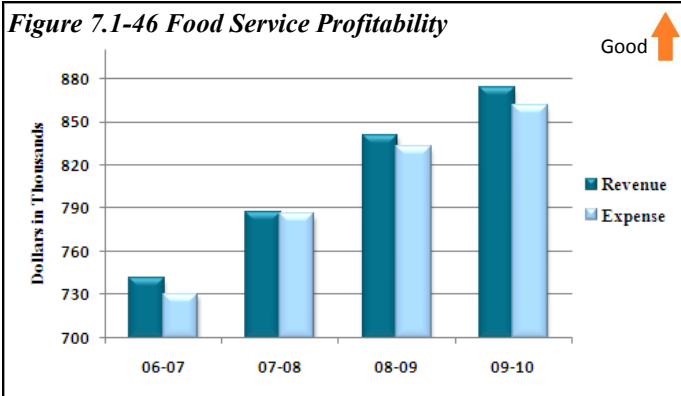
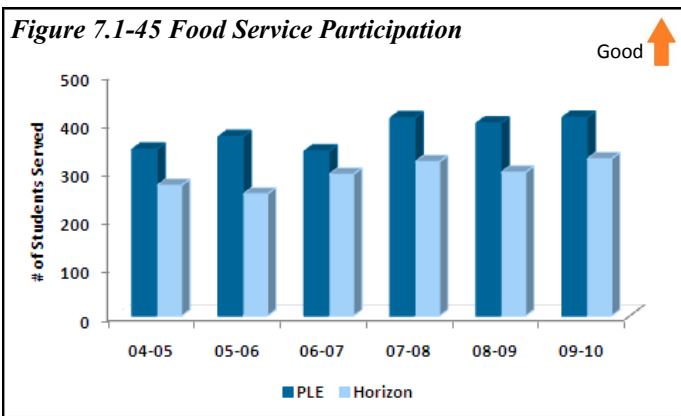




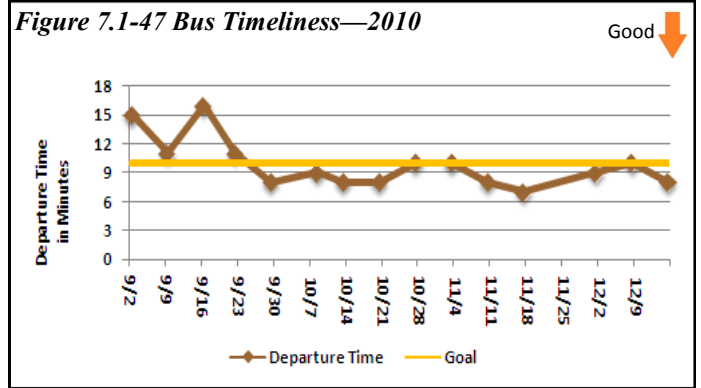
our web site as a source of PSD information (*Figure 7.1-43*). Most importantly, PSD has a positive performance level in how the community grades our school district (*Figure 7.1-44 & 7.2-9*) with grades of A and B far exceeding national averages.



- Contracted Services Management:** To assess the effectiveness of our contracted service, PSD analyzes the participation (*Figure 7.1-45*) and profitability (*Figure 7.1-46*) of our food service program and the timeliness of our transportation program (*Figure 7.1-47*) which we monitor closely at the beginning of each school year until route timing stabilizes.



**7.1b.(2)** 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 300 level for emergency response, an advanced readiness level unseen by area school districts (*Figure 7.1-48*). As campus safety is a



**Figure 7.1-48 Emergency Preparedness**

Indicator of Emergency Preparedness	04-05	05-06	06-07	07-08	08-09	09-10
% compliance in tornado, fire & lockdown drills	100%	100%	100%	100%	100%	100%
# of drills conducted per year	9	9	10	11	11	11
Level of NIMS Training SLs have achieved	NA	NA	NA	100	200	300
# staff members trained in AED & CPR	NA	NA	NA	54	33	61
# students with AED and CPR training	NA	NA	NA	317	330	347
% of new staff trained in blood borne pathogens	100%	100%	100%	100%	100%	100%
# times per year canine unit performs drug sweep	1	1	2	2	2	2
# students drug tests performed	100	100	130	130	130	130
# computer viruses blocked per year	NA	NA	NA	NA	1496	7238
# classrooms with emergency response information available	NA	NA	85%	90%	90%	100%
# of expulsions/suspensions due to weapons or drug violations	14	32	4	9	13	NA

strategic advantage, proactive processes are in place to ensure it. Safety results due to these efforts are presented in *Figure 7.4-6*.

**7.1c Strategy Implementation Results**

Accomplishment of our SP Action Plans (*Figure 7.1-49*) shows a steady increase in the last six years due to the focus on accountability and systems approach employed by PSD, a core competency. Because of our core competencies, we have been seeing an increase in our innovation (*Figure 7.1-50*). We are most proud of this high level of innovation as it is evidence of the result of our core competencies in action.

PSD SLs are building their capacity in the Baldrige Criteria





**Figure 7.1-50 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; 21 <sup>st</sup> century skill Identification; PHS classes in Health Careers, Chinese, Green Technology
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; safety walks; NIMS
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

**Figure 7.1-51 Improvement Using Baldrige Criteria From WFA Scoring & Training**

Year	# Range at 50% or above	% Senior Leaders Baldrige Trained
2007	15/26=58%	10% WFA Trained
2009	20/25=80%	90% NIST/WFA Trained; 18% WFA Examiners
2010	18/18=100%	100% NIST/WFA Trained; 31% WFA Examiners
2011	N/A	100% NIST/WFA Trained; 37% WFA Examiners; 1 Nat'l Examiner

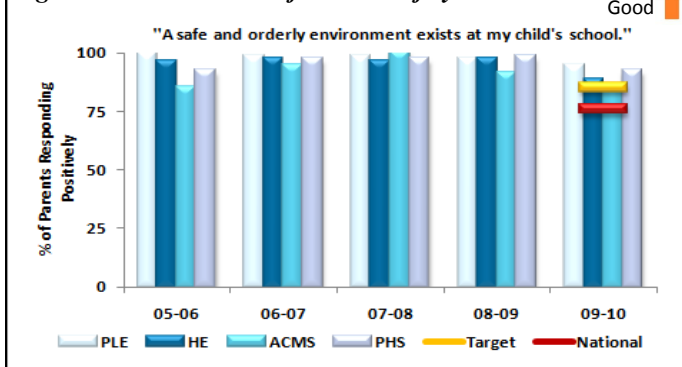
for Performance Excellence with over 1/3 of our SLs trained WFA examiners (Figure 7.1-51). This, too, enhances our core competencies.

## 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 Figures 7.2-1 through 7.2-3 document segmented parent perceptions related to their user requirements identified in Figure P-4.

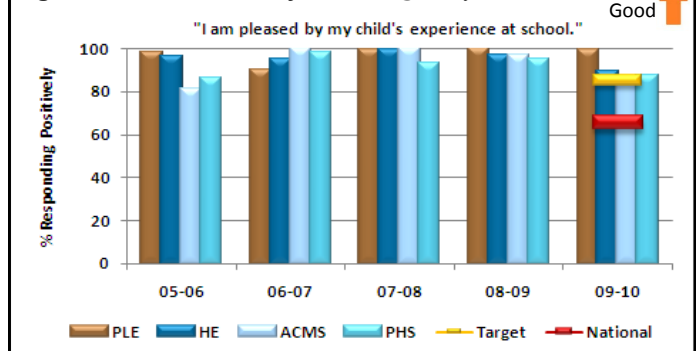
**Figure 7.2-1 Parent Satisfaction –Safety**



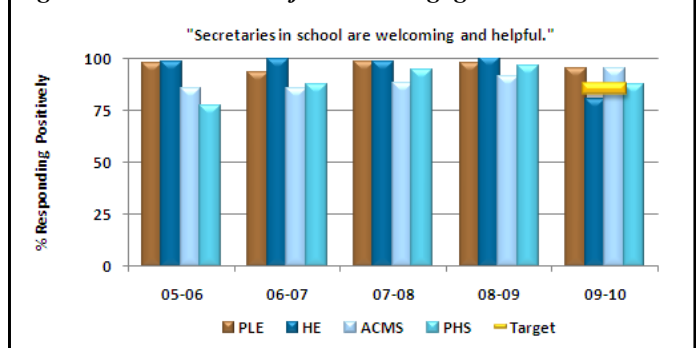
While we are very proud of the exceptionally high perceptions of school safety, as that is a strategic advantage, we are pleased to surpass our 85% target and, where available, national benchmark levels. Other engagement data are available in Figure 7.4-3.

Students look for a high quality education. We ask the question differently for elementary and high school students. Student feedback is analyzed for trend and pattern. Additional results segmented by school are available on site.

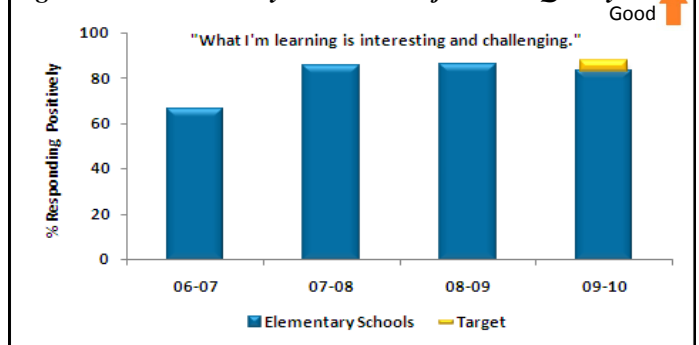
**Figure 7.2-2 Parent Satisfaction—Quality**



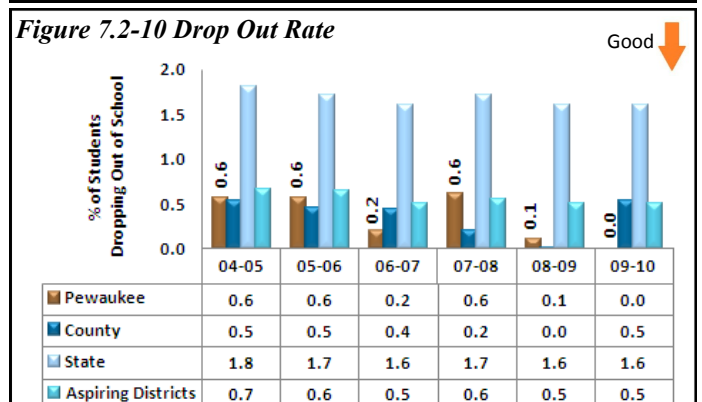
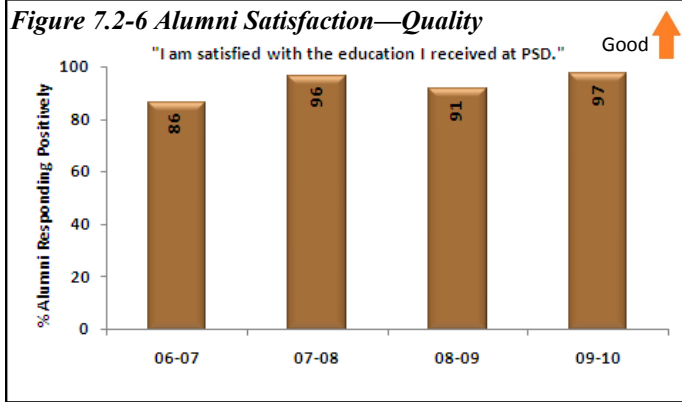
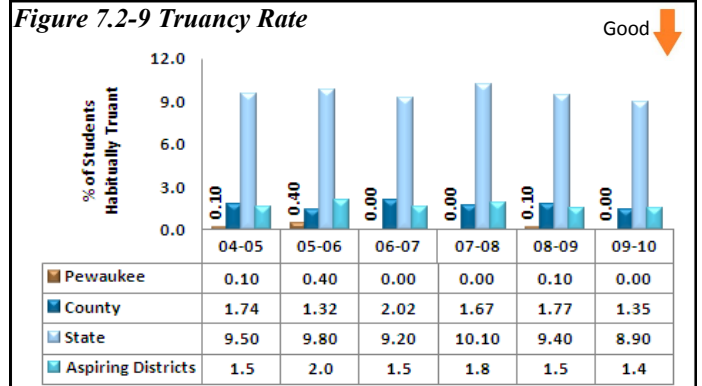
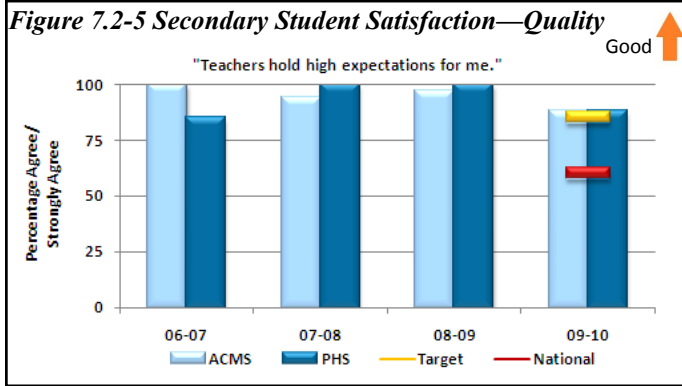
**Figure 7.2-3 Parent Satisfaction—Engagement**



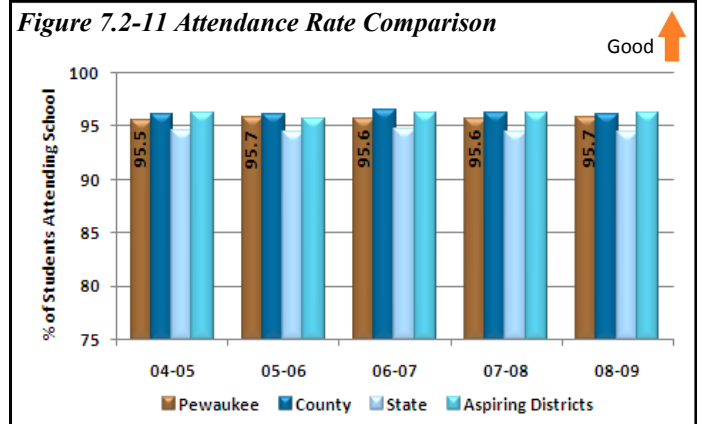
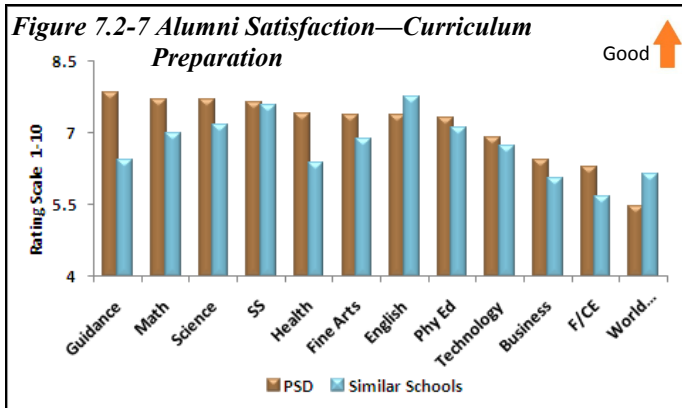
**Figure 7.2-4 Elementary Student Satisfaction—Quality**



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. 97% of alumni respondents express strong satisfaction with their PSD



education (Figure 7.2-6). Figure 7.2-7 shows alumni ranking subjects according to quality on a 10 point scale; PSD outscores schools of similar size in 10 out of the 12 categories.

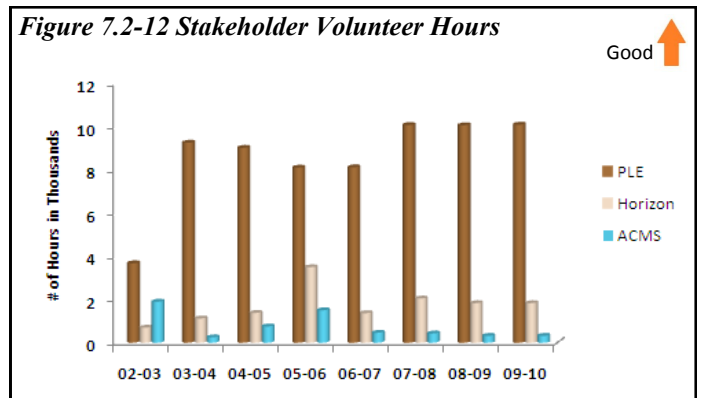


We survey all stakeholders regarding their satisfaction with our schools. Our community's perception of PSD has steadily increased over time, with 90% currently expressing satisfaction (Figure 7.2-8 & Figure 7.1-44).

**Figure 7.2-8 Community Grading of PSD**

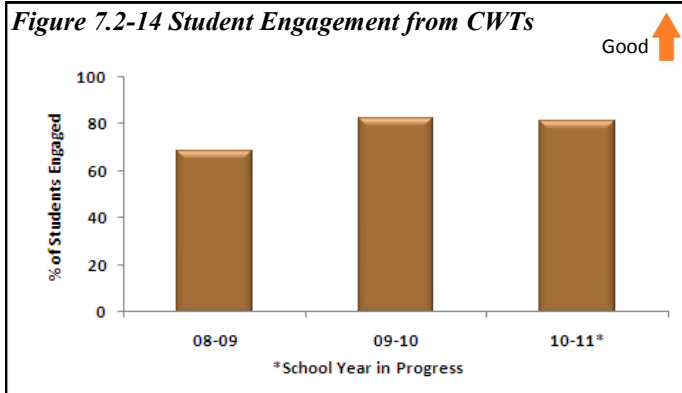
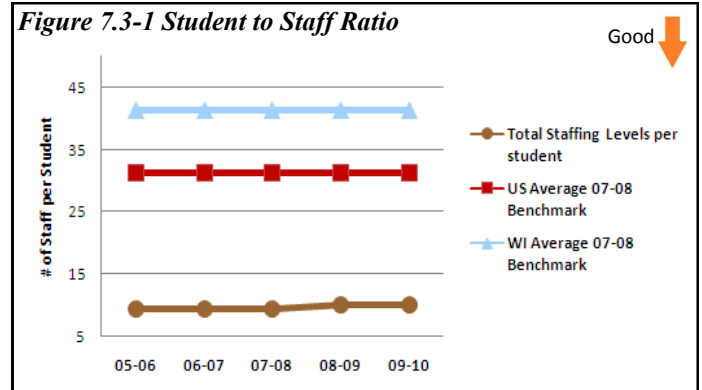
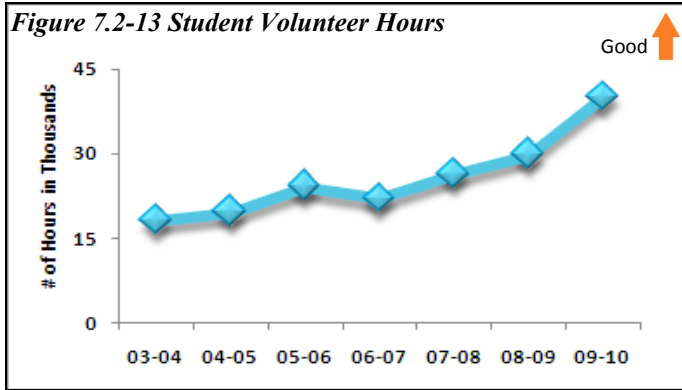
Year	A	B	Combined
2011	36%	54%	90%
2008	27%	39%	66%
1999	7.7%	36.3%	44%
1997	10%	29.1%	39.1%

7.2a.(2) Relationship building and engagement facilitates a long-term relationship with students resulting in daily participation, and ultimately graduation (Figure 7.1-1). PSD's graduation rate is the best in WI with strong truancy, drop out and attendance rates given in Figures 7.2-9-7.2-11.

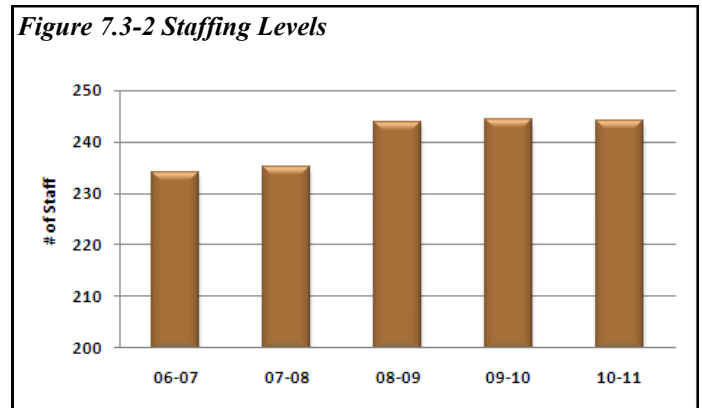


Volunteers play an integral role in the engagement of students/stakeholders in educational programs, offerings, and services. Figure 7.2-12 shows stakeholders' steadily increasing volunteer hours and Figure 7.2-13 shows PHS student volunteer hours also increasing. This also

demonstrates student citizenship, a PSD core value. Student engagement is also seen in our Classroom Walkthrough process where school leaders note, among other things, student engagement while on their classroom visits. We have conducted over 3,000 CWTs over the past three years and note high levels of student engagement. Using a four-level scale, Figure 7.2-14 identifies the percent of



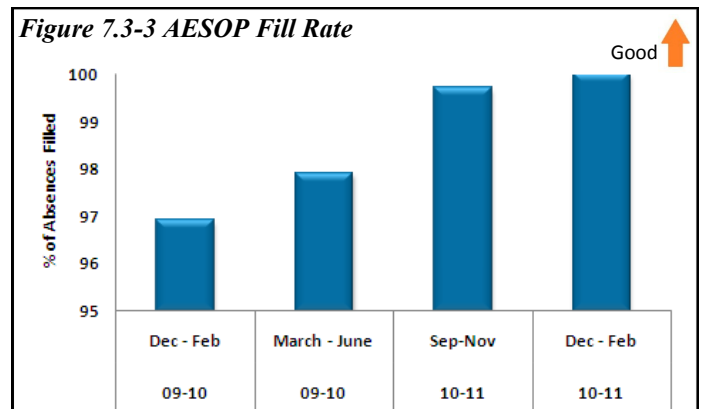
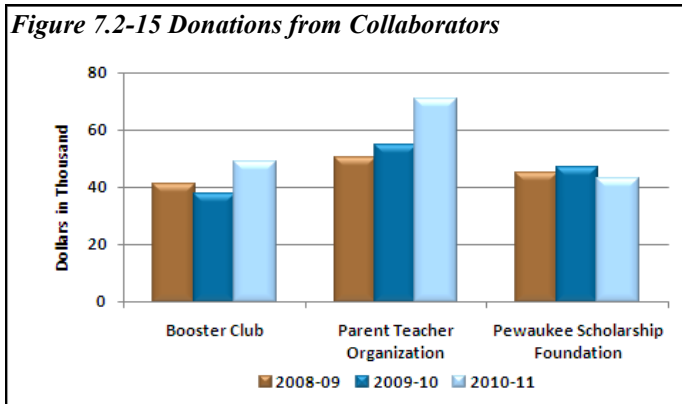
staffing to meet the needs of students. Despite State funding cuts, PSD has grown in staff over the past five years, and maintained a favorable level of staffing despite a higher than average level of retirements as illustrated in **Figure 7.3-2**.



students in the upper two levels, quality and authentic engagement.

Engagement can also be judged by the partnerships we create. One way we measure this engagement is via the dollars donated to our schools by our key collaborators (**Figure 7.2-15**). We also measure the growing numbers of partners and collaborators and the expanding mediums for these relationships. Data are available on site.

Planning effectively for absences is crucial to ensure that school operations are not interrupted by unexpected events. In a cycle of improvement, PSD recently implemented an online substitute service, AESOP to provide daily and long term substitutes for teachers and paraprofessionals, our largest staffing groups. **Figure 7.3-3** illustrates the high level of fill rate that this tool has fostered.



### 7.3 Workforce-Focused Outcomes

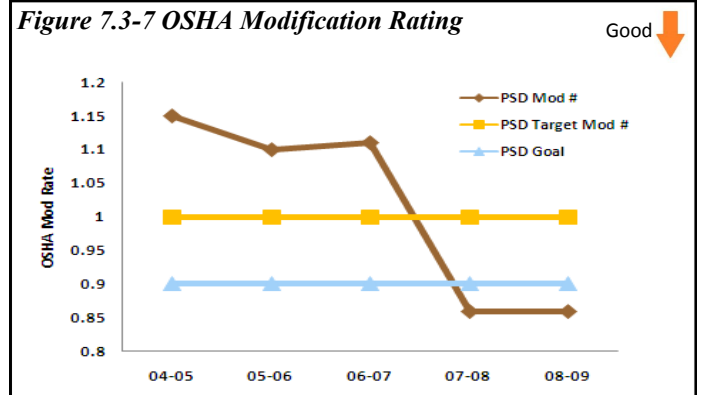
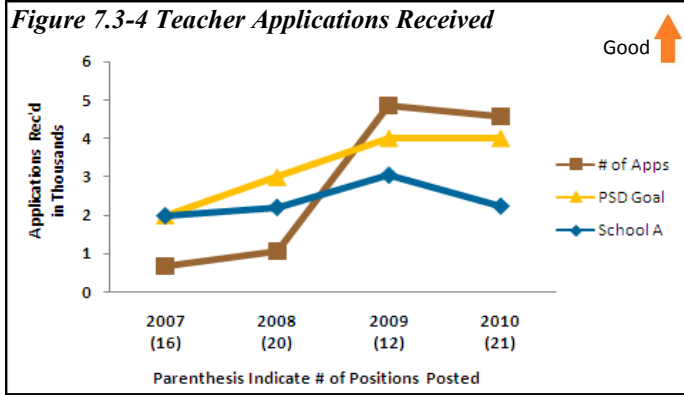
PSD measures its workforce results to gauge employee engagement and satisfaction, capacity and capability, workforce climate and workforce development. These results are shared in a dashboard used to analyze operational effectiveness and shared with the community. PSD is proud of the results we have attained in the area of Workforce Focus including being named to the Wisconsin's Top 100 Workplaces for 2011 by the Milwaukee Journal Sentinel.

**7.3a.(1)** PSD works diligently to maintain favorable staffing ratios for the satisfaction of students as well as staff. PSD's staffing ratio per student outperforms WI and national averages as shown in **Figure 7.3-1**.

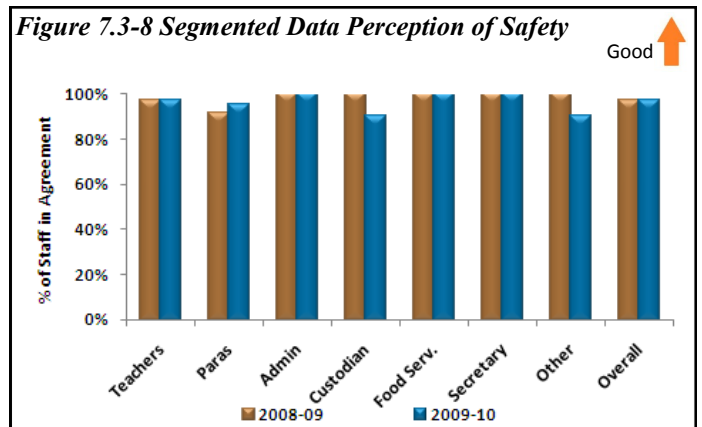
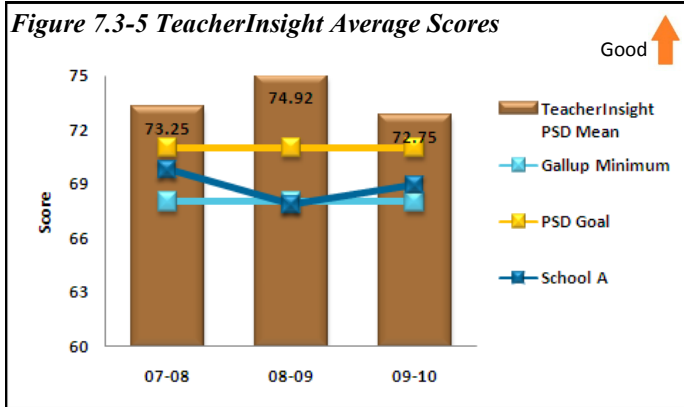
Our budget staffing process results in careful allocation of

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 7.3-4** illustrates, the change in posting vacancies to WECAN propelled our applicant pool over 4,000. With this expanded applicant pool, PSD is able to efficiently and effectively fill every vacant position with more highly qualified and talented staff. The comparator is a WFA-recognized school district.

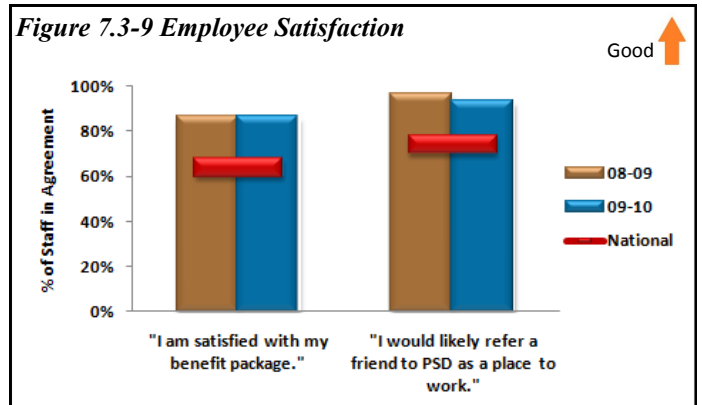
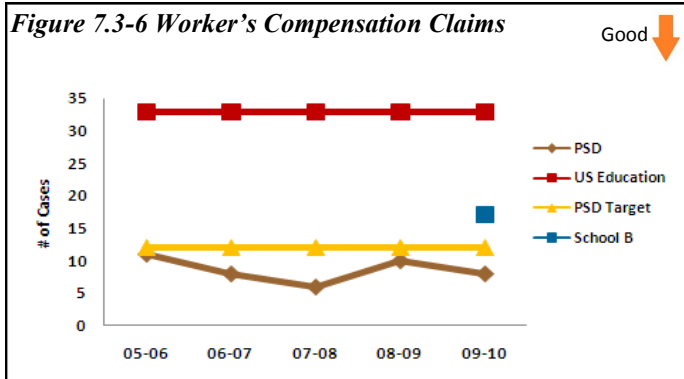
To ensure that applicants have the necessary knowledge, skills and abilities, PSD uses a rigorous hiring process. In a



cycle of improvement, PSD has implemented Gallup TeacherInsight online assessments to assess talent and skills necessary for successful performance in teaching. Higher assessment scores predict greater talent for teaching. **Figure 7.3-5** illustrates how PSD has steadily improved its average hiring scores, outperforming the District goal, the Gallup national average, and our area comparable.



**7.3a.(2)** PSD has consistently and proactively monitored worker's compensation claims. Annual claims consistently fall below the national education claim average as indicated in **Figure 7.3-6**. This also has a positive effect on our OSHA experience modification number and financial impact on PSD as illustrated in **Figure 7.3-7**.



PSD employees enjoy a safe and healthy work environment. Wellness programs, an active Safety Committee and proactive plans for emergencies make this possible. School surveys on safety show an upward trend for all schools. The segmented results of our Employee Satisfaction and Engagement Survey show that 97% of all employees feel safe in their workplace (**Figure 7.3-8**).

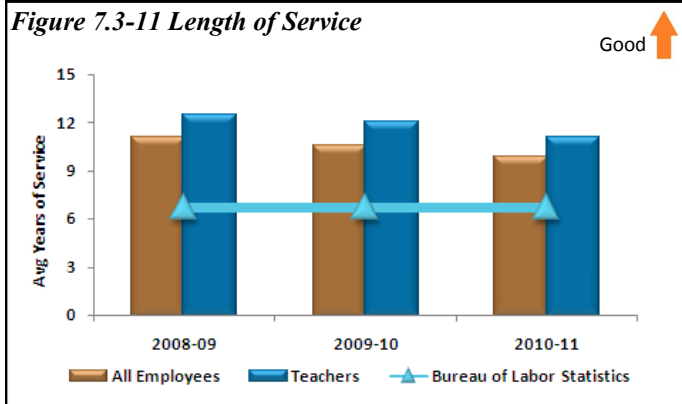
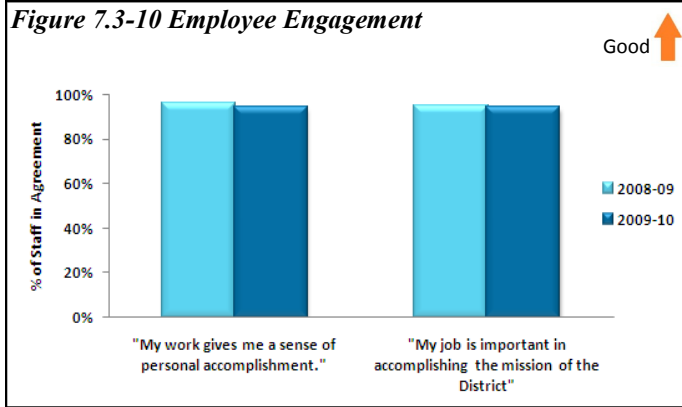
PSD recognizes the value that benefits provide for employees and offers a generous package to meet the needs of

multiple workgroups. The Employee Satisfaction and Engagement Survey, launched in 2009, indicates a high level of satisfaction that has been maintained at 86% as illustrated in **Figure 7.3-9**. **Figure 7.3-9** also shows favorable results stating the likelihood of our employees referring a friend to work in the PSD.

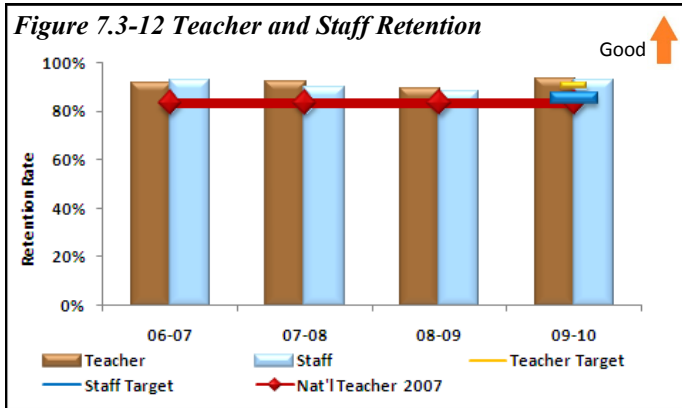
**7.3a.(3)** Since a talented and professional workforce is a strategic advantage, PSD closely monitors employee professionalism and engagement. **Figure 7.3-10** measures engagement including personal meaning & motivation and workplace support, with one indicator at more than a 90% approval rate. More engagement results are found in **Figures 7.4-1-7.4-3**.

Workforce engagement can also be measured by examining length of service. **Figure 7.3-11** indicates a significant higher number of average years of service for PSD. We have had 24 retirements between 2008 and 2010; while the results show a slight decrease in the years of service, the results are better when compared against the BLS results.

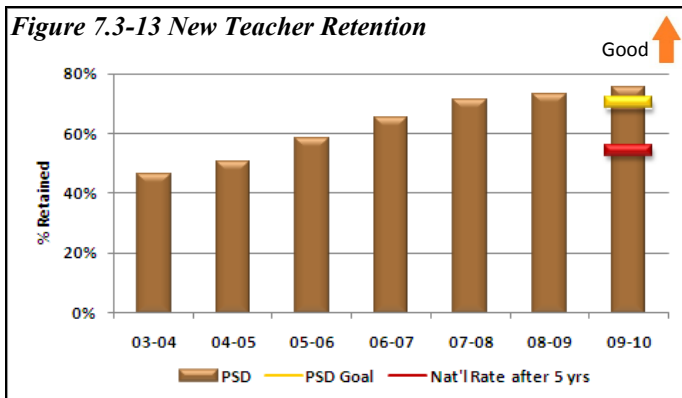
Engagement and satisfaction can also be measured by examining retention and turnover rates. PSD maintains much



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. PSD has consistently outperformed the national teacher turnover rate. (Figure 7.3-12)

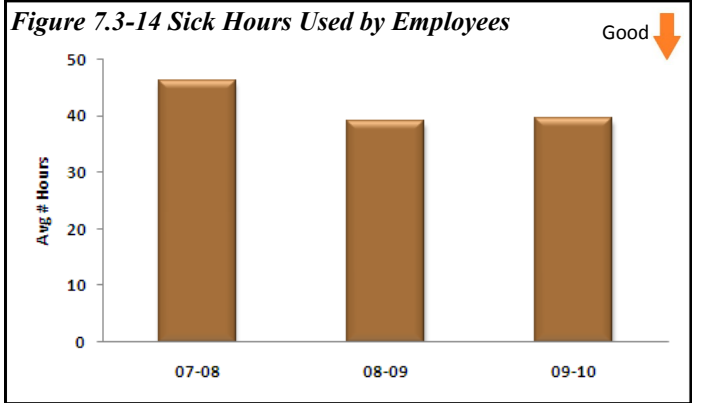


Similarly, Figure 7.3-13 measures retention rates with PSD outperforming the national new teacher retention rate. Our

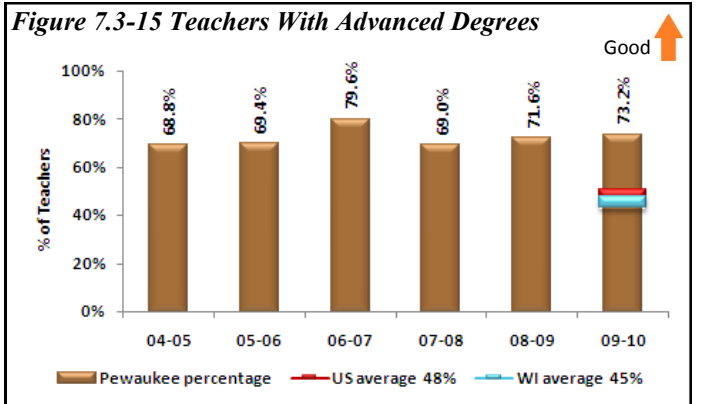


positive new teacher retention results can be attributed to our systematic processes of recruitment, on boarding and mentoring.

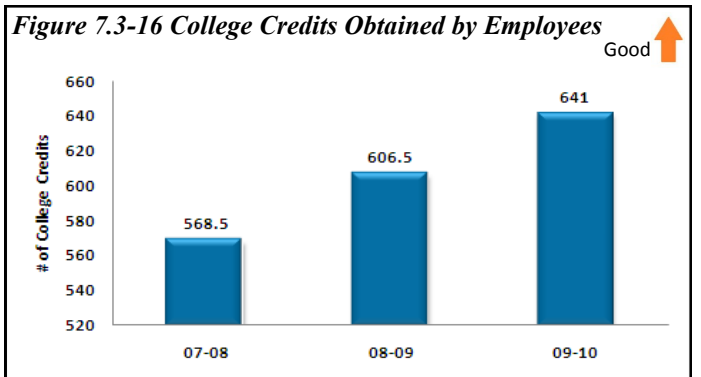
The average number of sick hours per employee has declined which is a positive indicator of engagement and satisfaction (Figure 7.3-14).



7.3a.(4) Continuing education is valued and rewarded by PSD. Figure 7.3-15 shows PSD has a higher rate of teachers with Master's degrees than both the WI and U.S. averages.



PSD offers a generous tuition reimbursement program to encourage continuing education and growth by our teaching and professional staff members. Figure 7.3-16 illustrates the amount of coursework completed by our staff. This is



evidence of meeting the strategic challenge of developing our talented workforce.

## 7.4 Leadership and Governance Outcomes

7.4a(1) Begun in 2009, our Workforce Satisfaction & Engagement survey has asked employees to evaluate the leadership effectiveness of SLs (Figure 7.4-1). Findings demonstrate a high level of satisfaction with communication,

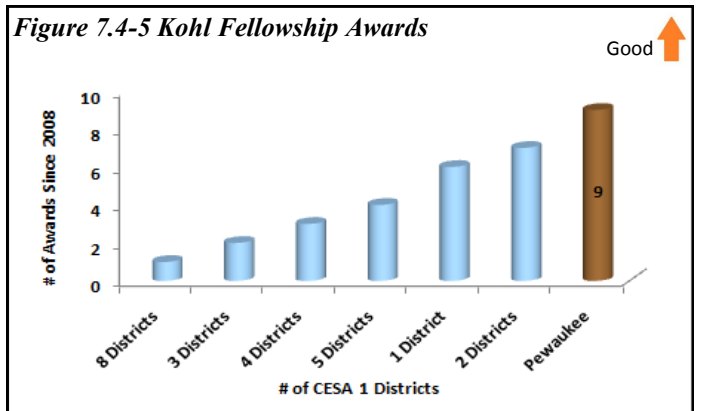


<b>Figure 7.4-1 Employee Satisfaction With Senior Leadership</b>		
Employee Satisfaction Survey Questions (% respondents who Agree or Strongly Agree)	Results 08-09	Results 09-10
<b>Senior Leadership Effectiveness in Deploying Vision &amp; Value/Create Focus on Action</b>		
Our District is a leader in the field of education	92%	93%
Our District's leadership has a clear vision of the future	88%	88%
<b>Senior Leader Communication</b>		
My principal/manager/supervisor listens attentively to me and my needs	64%	66%
My principal/manager/supervisor lets me know what is expected of me	63%	71%
<b>Senior Leader Engagement with Workforce</b>		
My principal/manager/supervisor gives me the authority I need to do my job	92%	90%
I understand how my work directly contributes to the overall success of the District	95%	94%

featured in publications and at workshops for ASQ, Wisconsin Forward, NQEC, WASB, and the Swedish Institute for Quality. Evidence of our teacher leadership 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 4 years, PSD has received more Kohl Awards than any other school district in CESA #1 (**Figure 7.4-5**).

deployment of mission and vision, and a focus on action. This year we also deployed a 360 Degree Feedback Survey for employees to offer feedback of AC members to obtain more actionable information by which to goal set and identify opportunities for improvement. **Figure 7.4-2** documents high levels of satisfaction regarding Senior Advisor performance.

<b>Figure 7.4-2 Employee Feedback for Senior Advisors</b>	
360 Degree Feedback Indicator	Satisfaction
...is willing to and actively challenges the status quo	87.50
...establishes clear goals and keeps those goals in the forefront of the District's attention	87.14
...communicates and operates from strong ideals and beliefs about schooling	90.16



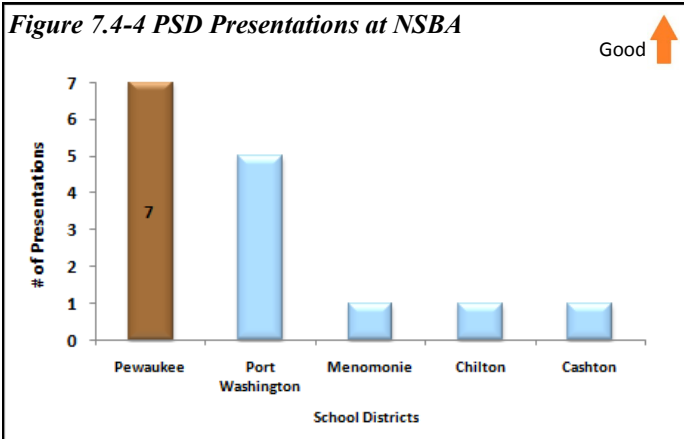
End-of-year surveys allow parents, teachers and students to evaluate the performance of their principals. Data found demonstrates satisfaction (**Figure 7.4-3**).

<b>Figure 7.4-3 Feedback for Principals</b>				
Indicator	Year	Employees	Parents	Students
When I have concerns the principal listens and follows through	07-08	95	89	86
	08-09	95	82	74
	09-10	89	76	76
The principal is visible and accessible	07-08	90	83	85
	08-09	91	95	88
	09-10	84	85	80

**7.4a(2), 7.4a(3), 7.4a(4)** Measures of governance, legal compliance, regulation, safety accreditation and ethics are presented in **Figure 7.4-6**. We hold high expectations in support of our value of citizenship, a core value. PSD is operating in a fair and ethical manner, meeting all regulatory or legal violations.

PSD SLs role model and share our core competencies with other organizations. PSD has been consistently featured at the National School Board Convention, being selected more than any other WI school district (**Figure 7.4-4**). Here we speak to our core competencies featuring sessions on our Baldrige journey, our SPP, drug testing, and hiring process. PSD is proud to have had its continuous improvement processes

**7.4a(5)** PSD views caring for society as part of our core values of teaching citizenship. PSD students routinely perform service that helps our community. PSD is recognized as a leader in environmental education having statewide recognition for the commitment made to the Pewaukee River Restoration Project, with multiple \$5000 grants used for this purpose. Deployment of an energy management system integrated key work process areas of technology, facilities, and teaching & learning (**Figure 7.4-7**) has decreased use of copiers, paper, chemicals and energy use District-wide.



PSD serves our local community by sharing our facilities free of charge to the organizations identified in **Figure 1.2-6** thereby strengthening these organizations and giving back to our community (**Figure 7.4-8**).

<b>Figure 7.4-8 PSD Campus Usage Free of Charge by Community</b>				
	School Year			
	06-07	07-08	08-09	09-10
# of Pewaukee Community groups using PSD campus free of charge	33	36	47	47
# of Hours Free of Charge	3,353	3,069	3,817	4,202

The concept of corporate citizenship entered the SP in 2004; since then PSD has given many hours of time, talent, and resources to the Pewaukee and Waukesha community. We meet our goal of having 100% school participation for United Way with SLs being the largest segment of donors. For over five years, all BOE members and SLs donate personal funds



**Figure 7.4-6 Results for Key Governance, (F)iscal, (R)egulatory, (E)thical, (S)safety, (A)ccreditation, and (L)egal Compliance**

Process/Method	Purpose	Measure	Results 05-06	Results 06-07	Results 07-08	Results 08-09	Results 09-10
Strategic Planning*	G	BOE & SL Participation SPP/ BOE Approval of SP	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Policy Review	G, R	BOE Policies on Governance / BOE Updating of New Policies	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
BOE Action on 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, L	% 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	90% Y Y
Professional Growth	G	BOE & SL Participation in Professional Organizations # NSBA Presentations Given by BOE	100% 1	100% 2	100% 0	100% 3	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%	Y Y NA 100%	Y Y NA 100%	Y Y Y 100%	Y Y Y 100%
Accountability to Stakeholders	G, F, R	Receipt of Annual Report & Mtg. notice Levy/ Budget 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	3	2	2	3	2
Open Meetings Laws	G, R, E, L	# Open Meetings Violations / All BOE Meeting Agendas & Minutes Meet Posting Requirements Citizen Comments heard at BOE Meetings	0/100% 1	0/100% 1	0/100% 2	0/100% 10	0/100% 10
Communication Plan	G, E	3 Newsletters sent to Community / BOE Discussion of Survey Results	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Election Laws	R, E, G, L	# violations in electing voting, canvassing, posting	0	0	0	0	0
Ethics Mgt	G, E, L	# policies on ethics / # of breaches % employees informed on whom to notify about breaches	28/0 100%	28/0 100%	28/1 100%	28/0 100%	28/0 100%
Contracts	G, E, L	# employee grievances resolved without arbitration	0	0	1	3	3
Harassment Policy	G, E, L, S	# harassment complaints filed	2	0	0	0	0
Satisfaction Surveys	E, S, L	% students/employees citing PSD is a safe place	90/	93/	96/	100/	84/
Test Mgt	E, G, R	DPI violations concerning WKCE test security	0	0	0	0	0
HIPPA	R, E, L	# 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	79	88	82	84	95
Expulsions & Suspensions	E, L, S	# Expulsions/Suspension Rate/Weapons and/or drug violations	3/3.2% 32	1/1.5% 4	0/1.9% 9	0/2.3% NA	NA
Drug Testing	E, S	# positive drug screens # students tested	5/100	0/130	6/130	4/130	7/130
Acceptable Use of Technology	E, S	# students who had technology privileges suspended due to im- proper use of technology on campus	NA	22	49	12	12
Criminal Background Checks	E, S, R, L	% volunteers/employees with felony convictions permitted to volunteer/work with students	0 0	0 0	0 0	0 0	0 0
Vendor Contracts	E, G, L	# vendor contracts found to be awarded improperly	0	0	0	0	0
Budget Cycle, Planning & Approval	F, G	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 Y	Y Y Y Y	Y Y Y Y
Review of Budget Activity	F, E, G, R	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 No due to 4K	Y Y
Open Enrollment	F, G	Minutes Show BOE Approval of OE Seats & Class Size	Y / Y	Y / Y	Y / Y	Y / Y	Y/Y
Bond Rating	F	Sustained Rating S&P	A1	A1	A1	A1	AA-
IRS Violations	F, E	# violations	0	0	0	0	0
NCLB Compliance	R	% Teachers Highly Qualified / AYP Met	99%/Y	99%/Y	99%/Y	99%/Y	100%/Y
Kitchen Inspections	S, R	% Waukesha County. 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
Accidents	S, F	# accidents or injuries with lost time/total accidents	1/7	3/14	0/8	1/7	0/10
Instructional Time	S	# hours lost due to unsafe conditions on campus	0	0	0	0	0
Litigation	L	# lawsuits with attorney representation	4	1	1	2	1





**Figure 7.4-7 Societal Commitments**

Category	Commitment	Measure	Results 06-07	Results 07-08	Results 08-09	Results 09-10
<b>Technology</b> 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	105,000 sheets
	Institute automatic daily computer shut-off & use of flat screen monitors to save energy*	Kilowatts saved Per day	N/A	N/A	1,157 KW	1,175 KW
<b>Facilities &amp; Operations</b> 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%	20%
	Replace cleaning supplies with "green" supplies	100% of purchases green	3	3	4	4
	Obtain Focus on Energy grants	Grant \$ awarded	\$7,885	\$2,112	\$18,865	N/A
	Conduct air, water, and radon tests to ensure safe campus environment	# findings	0	0	0	0
	Recycle paper and aluminum	# recycling bins	530	540	571	620
	Use "greener" LEED principles in Ten Year Facility Plan	Vendor LEED certification	NA	NA	Yes	Yes
	Dispose of chemicals in safe manner	# MSDS violations	0	0	0	0
<b>Teaching &amp; Learning</b> Involve students in Societal responsibilities	Env. Ed. in Science curricula	In curriculum	Y	Y	Y	Y
	Increase middle school participation in RiverKeepers	# students participating	20	23	23	22
	Increase student participation in PHS Environmental Club	# students participating	55	56	62	62
	Enrollment in Env. Studies/AP Env. Studies	# students enrolled	82 / NA	100/21	99/ 21	62/16
	Green Technology—Class at PHS	# students participating	NA	NA	NA	*48

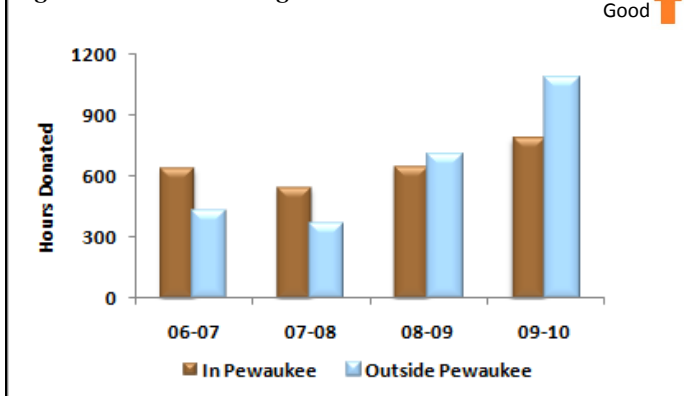
to the PSF with numerous \$1000 student scholarships being funded by the Board and AT each year (**Figure 7.4-9**). In the last 3 years, the BOE and AT members took a leadership role in working with the Booster Club to raise over \$75,000 to help fund the construction of a new fitness center for use by the school community.

**Figure 7.4-9 PSD PSF Donations**

School Year	Administrative Team (AT)	Board of Education (BOE)
2007-08	\$1,140	\$2,125
2008-09	\$850	\$1,100
2009-10	\$1,345	\$2,600
2010-11	\$1,625	\$1,500

PSD SLs donate generously of their time to the Pewaukee and greater community serving as WFA examiners, youth sports coaches, adjunct professors, and board members, to name a few (**Figure 7.4-10 & Figure 1.2-6**).

**Figure 7.4-10 SLs Giving Time & Talent**



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:

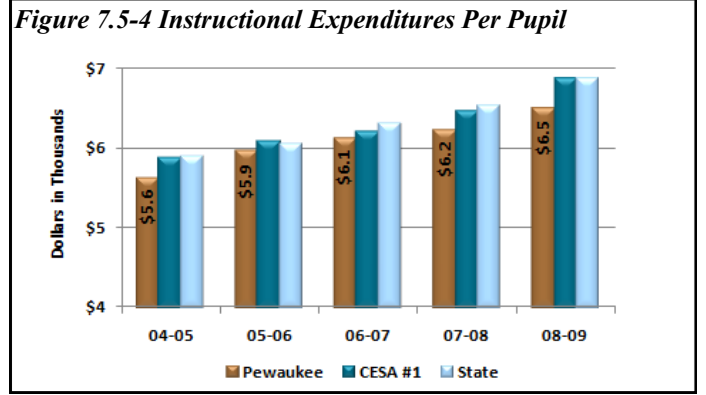
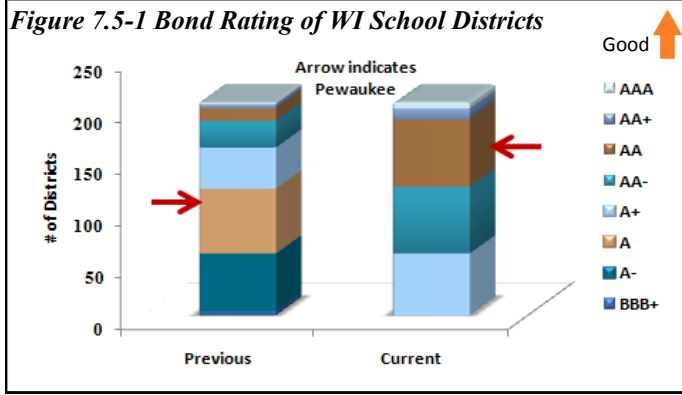
- 2008 home fires in the Pewaukee community urged PSD students to raise over \$20,000 for families in need.
- Students in PSD classes routinely use their construction skills to benefit the community building park shelters, boardwalks in conjunction with the Pewaukee Parks & Recreation Dept.
- Creativity mixed with drive 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. PSD students and employees work together to fulfill our responsibilities to our key communities.

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."

**7.5 Budgetary, Financial, and Market Outcomes**

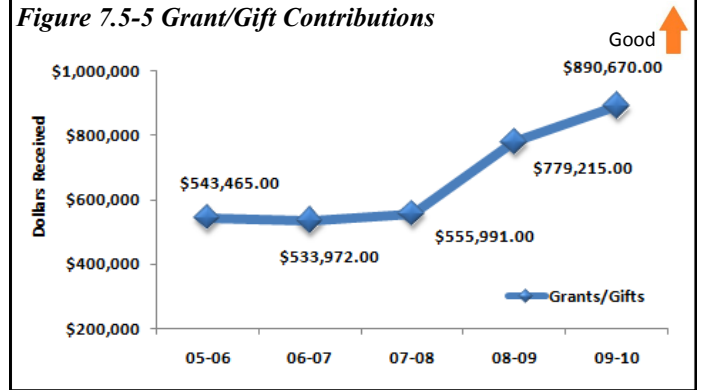
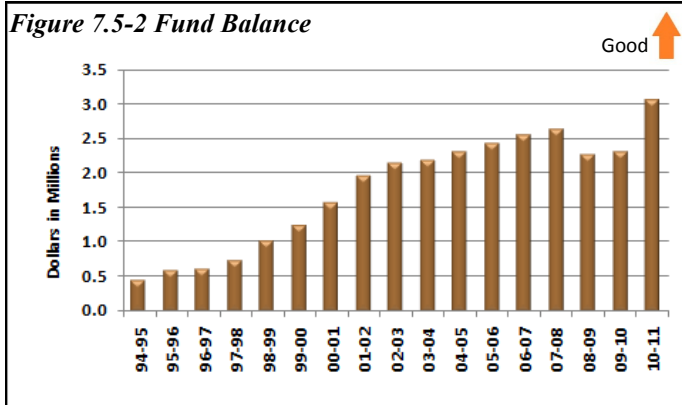
**7.5a Budgetary, Financial, and Market Results**

**7.5a.(1)** Bond rating is a significant indicator of fiscal strength and a national benchmarking tool. We are proud to have had our bond rating improved in March of 2010 at a time when many bond ratings were decreasing. Using Standard & Poor's index, PSD was moved up to a AA- level, placing it in the 4th highest of the 20 ranking levels (**Figure 7.5-1**). They cited

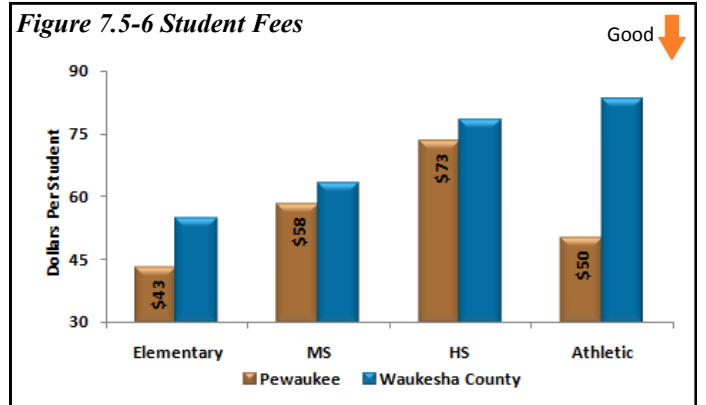
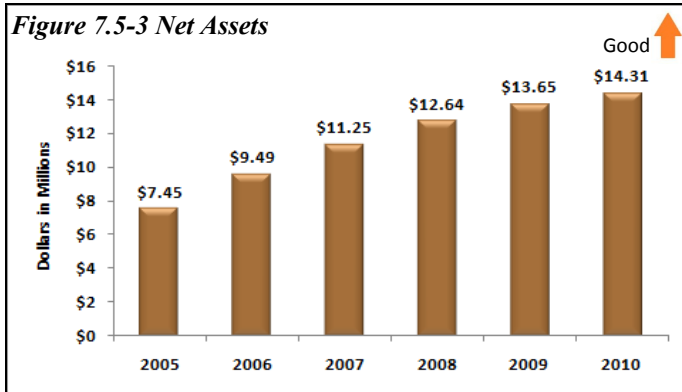


“very strong income and extremely strong market value per capita” and “a history of balanced financial operations with good unreserved fund balance.”

PSD recognizes fiscal integrity is based upon having fund balance to utilize as working capital. PSD has established a target of 10-12% maintained in fund balance. Fifteen years ago, our fund balance was at slightly over \$300,000. At the end of this fiscal year, our fund balance will top \$3 million and represents 11% of the PSD budget (*Figure 7.5-2*).



The Board and SLs are conscious about not placing new costs on the shoulders of parents via school fees. We proactively survey to ascertain area school fees and strategically set our school fees to be slightly lower than our Waukesha County competitors (*Figure 7.5-6*).



Additionally PSD net assets continue to grow (*Figure 7.5-3*). PSD accomplishes our SP Goals and Action Plans while remaining fiscally accountable to the taxpayers of the district.

*Figure 7.5-4* illustrates the instructional cost per pupil for PSD compared to the other similar districts in CESA #1 and the State as a whole. PSD achieves higher results in student success at a cost lower than the rest of the State and region.

To increase sustainability, PSD has pursued more grants and gifts and has been successful at steadily increasing these funds while improving our fiscal stability and improving PSD programs (*Figure 7.5-5*). This also demonstrates partnerships becoming stronger, addressing another strategic challenge.

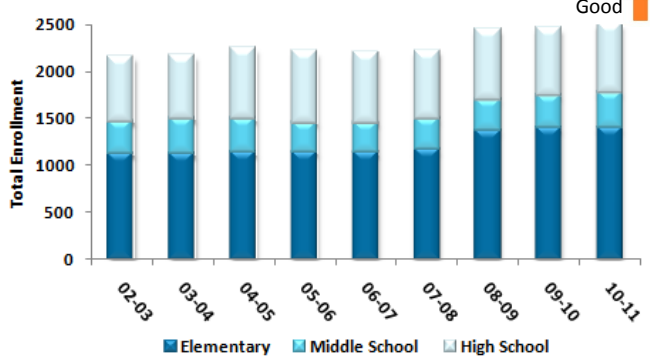
PSD has instituted several measures to contain or reduce costs over the past several years:

- 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 as salt for winter road and walkway de-icing.

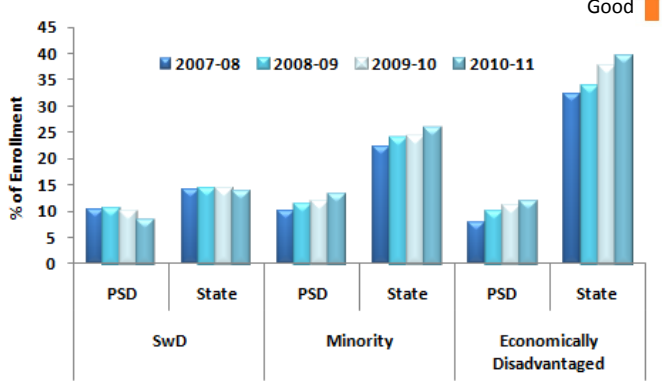
*7.5a.(2)* To meet our strategic challenge of monitoring enrollment growth, we closely examine our overall enrollment growth by school level (*Figure 7.5-7*), by segment (*Figure 7.5-8*) and in comparison to our closest Waukesha County schools (*Figure 7.5-9*). Our 11% increase from 2006-2009



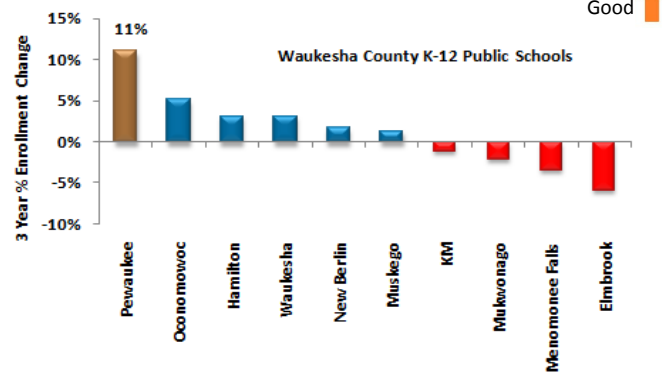
**Figure 7.5-7 Enrollment Growth**



**Figure 7.5-8 Enrollment Growth Segmented**



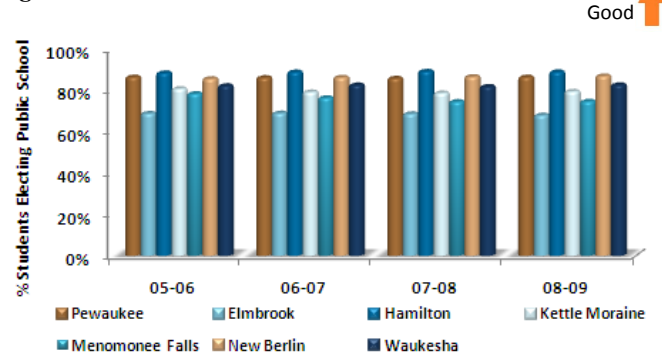
**Figure 7.5-9 Enrollment Growth in Waukesha County**



exceeds that of our competitors. Enrollment projections, available on site, show steady enrollment increases for the next ten years.

PSD is also holding market share, retaining a higher percentage of resident school age students in the public school

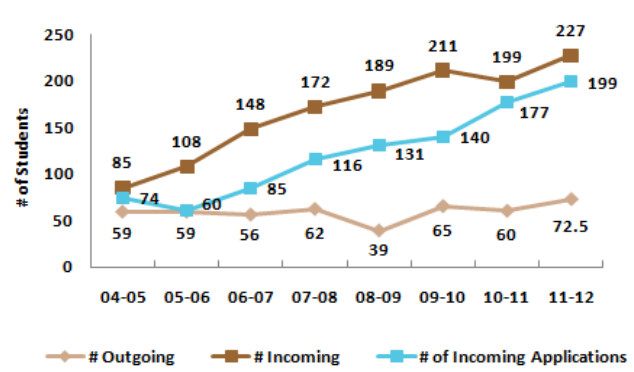
**Figure 7.5-10 Public School Market Share**



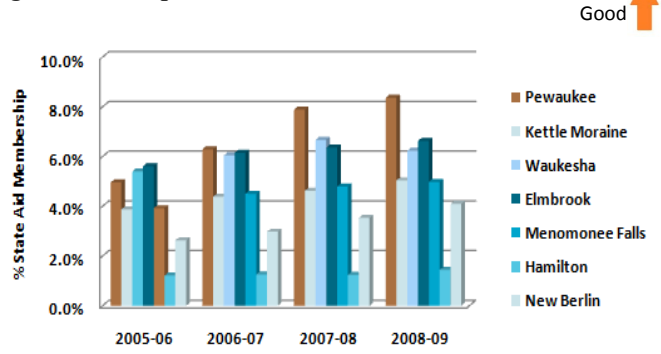
system (rather than home schooled or private/parochial school options) than neighboring districts as depicted in **Figure 7.5-10** where only one school district we border exceeds our retention rate.

PSD considers a positive OE trend 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 class size efficiency. Using every indicator (requests, OE In, and OE out) PSD outperforms our neighboring school districts and is experiencing a highly positive trend (**Figure 7.5-11-7.1-13**).

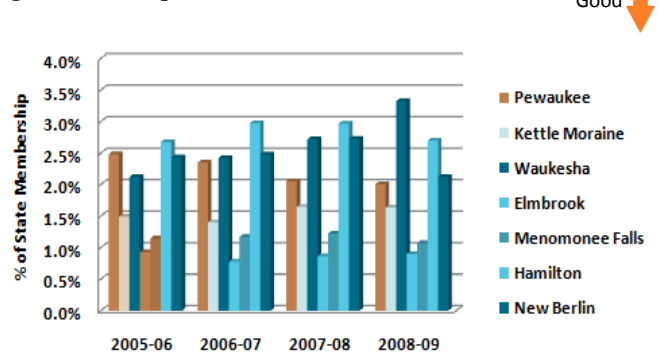
**Figure 7.5-11 Open Enrollment History**



**Figure 7.5-12 Open Enrolled "In" Students**



**Figure 7.5-13 Open Enrolled "Out" Students**



PSD is dedicated to opening the door to each child's future. By leveraging our core competencies, we are seeing improved results in both our academic and non-academic work process areas.