Pewaukee School District

Opening the door
to each child's future.

2009 Wisconsin Forward Award
Excellence at Work

January 16, 2009

404 Lake Street
Pewaukee, WI 53072

JoAnn Sternke, Superintendent

4K	Four Year Old Kindergarten
5K	Five Year old Kindergarten
504 PLAN	Plan of instructional services to assist students with special needs who are in a regular education setting
%	Percent

A

ACCESS	Assessing Comprehension & Communication in English State-to-State
ACMS	Asa Clark Middle School
ACT	American College Testing
AED	Automated External Defibrillator
AID	Academic Intervention Plan
AP	Advanced Placement
APQC	American Productivity and Quality Centers
ASQ	American Society of Quality
AS	Assistant Superintendent
AT	Administrative Team
AWSA	Association of Wisconsin School Administrators
AYP	Adequate Yearly Progress

B

BA	Bachelor's Degree
"BOARD"	Board of Education (also referenced as BOE)
BLT	Building Leadership Team
BOE	Board of Education (also referenced as "Board")

C

CAD	Credit Agreement Drafting
CEO	Chief Executive Officer
CESA	Cooperative Educational Service Agency
C&I	Curriculum & Instruction
CIA	Curriculum, Instruction & Assessment
CIP	Continuous Improvement Plan
ClassList	Template utilized to develop grade level or teacher web pages
CLUE	Cedar Lake United Educators
COWS	Computers on Wheels
CPR	Cardiopulmonary Resuscitation
CRT	Criterion Referenced Test
CWT	Classroom Walk-Through

D

DBA	District Benchmark Assessment
"DISTRICT"	Pewaukee School District (also referred to as PSD)
DO	District Office
DPI	Wisconsin Department of Public Instruction
DVD	Digital Video Disc

E

EC	Early Childhood
EC-12	Early Childhood-12th grade
ELL	English Language Learners
EMC	Environmental Management Consultants
EMS	Emergency Management System
ERT	Emergency Response Team
ERMA	Employee Resource Management Assistant
ES	Environmental Scan

F

FACE	Family and Consumer Education
FA	Family Access
FAQ	Frequently Asked Questions
FIRST	For Inspiration and Recognition of Science and Technology (FIRST LEGO LEAGUE)

FL	Foreign Language
FTE	Full Time Equivalency

G

GASB	Government Accounting Standards Board
GE	General Electric
GPA	Grade Point Average

H

HAWS	Humane Animal Welfare Society
HES	Horizon Elementary School
HR	Human Resources
HTML	HyperText Markup Language

I

IEP	Individualized Education Plan
IT	Information Technology

J

JA	Junior Achievement

K

K-12	Kindergarten through Grade 12

L

LA	Language Arts
LM	Library Media
LPN	Licensed Professional Nurse

M

MAKM	Measurement, Analysis, and Knowledge Management
MA00	Master's Degree with no years experience
MAP	Measures of Academic Progress
Mb	Megabyte
Moodle	Free and open source e-learning software platform
MSDS	Material Safety Data Sheet

MUN	Model United Nations

N

NCLB	No Child Left Behind
NHS	National Honor Society
NIMS	National Incident Management Systems
NSBA	National School Board Association
NSPRA	National School Public Relations Association
NWEA	Northeastern Wisconsin Education Association

O

OCSI	Open Computer and Software Inventory
OE	Open Enrollment
OPEB	Other Post Employment Benefits
OSHA	Occupational Safety and Health Administration

P

PAD	Public Access Defibrillation
PAG	Parent Advisory Group
PBC	Pewaukee Booster Club
PDP	Professional Development Plan
PDSA	Plan, Do, Study, Act
PDT	Professional Development Team
PEA	Pewaukee Education Association
PHS	Pewaukee High School
PSF	Pewaukee Scholarship Fund
PIC	Public Information Coordinator
PLC	Professional Learning Community
PLE	Pewaukee Lake Elementary
PHYED	Physical Education
PLTW	Project Lead the Way

PPF	**Public Policy Forum**
POI	**Pyramid of Interventions**
PSC	**Pewaukee Soccer Club**
PSD	**Pewaukee School District (also referred to as "District)**
PTO	**Pewaukee Parent Teacher Organization**

Q

QEO	**Wisconsin's Qualified Economic Offer**

R

RN	**Registered Nurse**

S

SAT	**Scholastic Aptitude Test**
SC	**Safety Committee**
SE	**Special Education**
SEW	**Southeastern Wisconsin**
SL	**Senior Leadership**
SM	**School Messenger**
SMART	**Specific, Measurable, Attainable, Realistic, Tangible (Goals)**
SMS	**School Management Software**
SP	**Strategic Plan/Strategic Planning**
SPSS	**Statistical Package for the Social Sciences**
SS	**Social Studies**
"STATE"	**State of Wisconsin**
SWOT	**Strengths, Weaknesses, Opportunities, Threat Analysis**

T

TAG	**Talented and Gifted**
TAGLIT	**Together a Good Look at Instructional Technology**
TE	**Technology Education**
Tb	**Terabytes**

U

UN	**United Nations**
US	**United States**
UWW	**University of Wisconsin-Waukesha**

W

WAA-SwD	**Wisconsin Alternative Assessment for Students with Disabilities**
WASB	**Wisconsin Association of School Boards**
WASBO	**Wisconsin Association of School Business Officials**
WASDA	**Wisconsin Association of School District Administrators**
WC	**Woodland Conference**
WCTC	**Waukesha County Technical College**
Webspy	**Webpage monitoring security system**
WET	**Water Education for Teachers**
WFA	**Wisconsin Forward Award**
WINSS	**Wisconsin's Information Network for Successful Schools**
WI	**Wisconsin**
WKCE-CRT	**Wisconsin Knowledge and Concept Examination – Criterion Reference Test**
WSS	**Wisconsin State Statute**
WSAS-ORS	**Wisconsin Student Assessment System Online Reporting System**
WRCT	**Wisconsin Reading Comprehension Test**
WUFAR	**Wisconsin Uniform Financial Accounting Requirements**

Z

Zoomerang	**Online Survey Tool**

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

P.1.a.(1) Located in suburban Waukesha County, Pewaukee School District (PSD) is a Wisconsin (WI) public school district that offers a quality education to Village and City of Pewaukee students in Early Childhood-12th grade (EC-12). A wide range of diversity comprises the school community. Approximately 9.54% of students receive free and reduced lunch and minority students comprise 11.3% of the student body. In 2007, PSD was honored to be recognized by Wisconsin Forward Award as the first EC-12 public school in WI to achieve mastery level status using the Baldrige Criteria for Performance Excellence.

Recognized at the state and national level for academic excellence and for its dedication to innovative programming, an empowering mission guides PSD: Through its unique all-campus setting, PSD will open the door to each child's future. Our school community delivers an innovative and progressive education. We are:
- Passionate about academic excellence
- Committed to fostering positive citizenship
- Dedicated to inspiring all students to flourish

This mission has motivated PSD to reach increasingly high levels of excellence. *Milwaukee Magazine* rates Pewaukee High School (PHS) as an over-performer and one of the top 20 prep schools. Similarly, the Public Policy Forum (PPF), a nonpartisan/non-profit agency tracking performance for more than 250 government units in Southeastern Wisconsin (SEW), consistently finds PSD one of the top 15 school districts in SEW. Advanced Placement (AP) participation and scores are the highest in school history. PSD celebrates having multiple National Merit Finalists and Semi-Finalists.

City of Pewaukee residents total 12,650, and Village residents total 8,934. PSD has experienced steady enrollment growth since 1986. Housing growth in both the City and Village is expected to foster PSD enrollment growth with 17 subdivisions currently approved for development.

PSD serves the Pewaukee community in a unique all-campus setting with all 4 schools resting on 65 acres overlooking Pewaukee Lake. PSD's 2008-09 school enrollment is 2,404, making it the smallest school district in Waukesha County. 808 students attend Early Childhood (EC) through Grade 3 at Pewaukee Lake Elementary School (PLE) and 520 students are served in Grades 4-6 at Horizon Elementary School (HES), which opened in 2001. Asa Clark Middle School (ACMS) is a Grade 7-8 middle school serving 321 students. PHS is a comprehensive high school serving 742 students in Grades 9-12. The school population is enhanced with 186 open enrollment (OE) students who reside outside the PSD boundaries. With community support that funded multiple referenda, 3 of 4 school facilities are either new or have undergone extensive expansion or renovation in the last 10 years. Recently, PSD purchased land on the west end of the campus and created a secondary roadway and athletic fields to accommodate the growing number of students and successful athletic programs.

The 2008-09 budget totals $24.0 million with 93.3% of funds coming from local property taxes & other sources, 6.1% from state aid, and 0.6% from federal aid. PSD operates its own custodial, maintenance, and technology departments and privately contracts for transportation, food service, before- and after-school care, and occupational and physical therapy services. 72.3% of the budget is allocated for salaries/ benefits.

PLE is now the largest PSD school. PLE teachers differentiate instruction to meet the diverse needs of heterogeneously grouped learners in the classroom. A balanced literacy program provides the framework for language arts (LA) instruction. Six-trait writing is integrated throughout the language arts program. Math instruction emphasizes understanding the number system, problem solving, and application of basic computation skills. Science and Social Studies (SS) are also integrated in instruction. Specialists teach Art, Music, Physical Education (PHYED), Library, and Developmental Guidance. PSD is proud to have added elementary Foreign Language (FL) to its curriculum in 2003 with Spanish being taught to all students beginning in Grade 1. A Five Year Old Kindergarten (5K) options program exists, and a school- and community-based Four Year Old Kindergarten (4K) program was added in 2008 to better serve our youngest learners. Parents are integrally involved in classroom studies and in highly regarded "Parents in Education" nights that bring families together to interact with the teachers and curriculum in exciting ways.

HES teachers differentiate instruction in heterogeneously grouped classrooms. In Math, flexible groups are utilized. Identified students are accelerated and placed by 6th grade in Pre-Algebra. Teachers use guided reading in LA, where students learn at their instructional level using authentic literature. Six-trait writing strategies guide writing instruction. SS and Science offer hands-on experiences. A frequently utilized outdoor prairie and nearby river enhances the study of WI plants and ecosystems. Specialists teach Art, Music, Developmental Guidance, PHYED, and Spanish to all students. Grade 6 students also participate in Technology Education (TE), Family & Consumer Education (FACE), Art, and Health classes. Both Choir and Band are offered to students in Grades 5-6.

ACMS offers an innovative 70-minute, 5x5 block schedule to promote student learning and provide an effective transition to high school. Courses run on alternative days with the exception of daily blocks of Math and LA instruction. LA is taught in an integrated English and Reading block to better facilitate learning. An Advanced Literature and Advanced Composition class is offered to students in both grades. Math instruction is delivered with a strong emphasis on accelerating each child to his/her fullest potential while maintaining an effective remediation program for struggling learners. A section of high school Honors Geometry is taught on-site; other accelerated students attend PHS to take Honors Algebra II. Students continue their study of FL through a mandatory sequence of either French or Spanish. In addition to Science and SS, a wide variety of elective courses include TE, FACE, Entrepreneurship, Art,

Band and Choir. Electives include Computer Presentation, Drama, Legos, Robotics, and Stock Market. A daily resource period offers all students a systematic opportunity for assistance with an individualized remediation program focused on support in math, writing, reading, and computer use. ACMS also features cutting edge faculty collaborative practices which have led to a culture of accountability, improved instructional practice, and heightened student success.

PHS offers a wide variety of curricular and extracurricular offerings in an alternate-day, 4x4 block-schedule. The school mission, supporting the District mission, focuses on "maximizing the academic potential of all students while fostering an environment that promotes positive student citizenship." Over 85% of students elect to attend a two-or-four year college upon graduation. Students must graduate with 28 credits, including 3 credits in Math, 3 in Science, 3 in SS, and 4 credits of English, one of the highest graduation credit requirements in the State. Students may elect to take classes in the core academics or one of many classes in state-of-the-art TE, FACE, Art, Music, PHYED, or FL areas. Thirteen AP classes are offered. A morning resource period serves students who need extra assistance from teachers or peer tutors. This Pyramid of Intervention (POI) provides direct, one on one tutoring for students most in need of assistance. The PHS Volunteer Program places over 170 junior and senior students in elementary classrooms to assist teachers. An innovative on-line education connection with Northwestern University allows students to take such courses as Java and Latin. Nine new courses will become available to students during the 2009-10 school year including: Video Production, Medical Terminology, AP Chemistry, Digital Photography, Animation, and Drawing & Painting 2. Led by the State's Principal of the Year, PHS has been recognized on the national level for its commitment to drug prevention/intervention. PHS has one of the few random student drug testing programs in the state and nation.

Since 1997, PSD has utilized a systematic process for comprehensive curriculum and assessment renewal with thorough evaluation every 5 years. This process involves an internal review of current practices; benchmarking locally, regionally and nationwide to the best in class; an external review by a content specialist from higher education; and formal Board of Education (BOE) approval. All curricula supports the WI Model Academic Standards. District Benchmark Assessments (DBAs) have been designed by PSD teachers to better assess student learning in reading, writing and math. Teachers also utilize the Measures of Academic Progress (MAP) as a benchmarking process to identify student progress for students in Grades 2-9.

A POI is in place in all schools for students who struggle. The POI gives access to increasingly more intense services for struggling students. The District's commitment to Professional Learning Communities (PLCs) helps all teachers collaborate to provide the best learning experiences for PSD students. Professional development is a commitment PSD makes to the faculty and staff and is vital to the success PSD has attained. A Professional Development Plan (PDP) is created yearly to address the professional development needs of the staff. District workshops, nationally renowned speakers, and graduate courses are available to PSD faculty to improve instructional practices. Student learning is enhanced by a comprehensive 5-week summer school offering enrichment and reinforcement opportunities to students in EC-12. Summer school enrollment has consistently risen with 899 students attending in 2008.

PSD's K-12 Talented and Gifted Program (TAG) provides high ability students with both enrichment and acceleration opportunities. TAG resource teachers in each school provide Differentiated Educational Plans for all gifted students identifying special programming options designed to challenge each student. TAG students receive differentiated curriculum within the classroom, enrichment opportunities from special programming, acceleration, and/or regular meetings with the TAG teacher and their peers.

Students with special needs who meet criteria for inclusion in special education (SE) programs comprise 10.7% of the PSD student population, below the State 12.56% prevalence averages. PSD offers a continuum of services for students aged 3-21 who are identified as possessing 1 of 13 areas of impairment. Teams of specialized teachers, school psychologists, speech pathologists, occupational and physical therapists, paraprofessionals, and administrators serve PSD SE students. PSD believes SE is a service, not a place; thus, services are delivered in the least restrictive environment. PHS operates an alternative program for a limited number of juniors and seniors who are in danger of not graduating. Called Project Succeed, the program is open to both regular and SE students and requires a daily work component.

PSD continues to expand extracurricular offerings with 43 athletic and 20 clubs that foster meaningful physical, intellectual, and social learning opportunities. Participating at the Division II level in the Woodland Conference (WC), PHS teams have experienced great success at the conference, regional, and state level. In addition to numerous conference and regional titles in 2007-08, PHS sent 8 teams/players to state winning 2 team state championships and 1 individual student championship. 75% of PSD athletes are scholar athletes with grade point averages (GPAs) above 3.0. Extra-curricular opportunities abound with a wide variety of club activities for elementary through high school students including First Lego League, Forensics, Drama, National Geography and Spelling Bees, River Keepers, Robotics, State championship winning Academic Decathlon team, and a nationally recognized Model United Nations (MUN) program, to name a few.

Essential to world-class learning is a safe and healthy learning community. PSD uses an inclusive and comprehensive approach to promote the safety, health, and wellness of the school community. In 2007-08, the District successfully constructed a new fitness center in a partnership of public and private dollars as a strategy to promote before, during, and after school wellness in this state of the art 4,500 square foot facility. School health rooms in every school are

staffed full-time with nurses and nursing assistants. Student compliance for immunizations in the 2007-08 school year was 99.94%. The District has strong partnerships with many area health and safety agencies to enhance the safe and healthy environment. PSD's Public Access Defibrillation Program is nationally recognized and serves as a model and resource for schools nationwide. All new teaching staff and all 8th, 10th and 11th grade students receive training yearly in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) use. All 10th grade students receive first aid training in their health class. A PSD wellness committee worked with the BOE to draft a wellness policy and offers innovative programs to serve faculty and students. Additionally, a District Safety Committee (SC) has been a state-recognized role model in crisis plan development, along with National Incident Management System (NIMS) compliance and 100% of our administrators and SC being NIMS certified Level 100.

High expectations for student behavior and consistent commitment to upholding those standards have resulted in a very safe campus environment. Positive student citizenship is one of five key strategy areas in the PSD strategic plan (SP) where student citizenship is defined by the Six Pillars of Character. Elementary guidance programs build on this foundation. This emphasis on citizenship has resulted in thousands of hours of community and school volunteering compiled by PSD students. Equally important, an environment of respect has been fostered. PSD has a 99% graduation rate, the lowest truancy & dropout rates in WI, and few, if any, expulsions, habitual truants, or suspensions each year.

P.1.a.(2) The PSD organizational culture is collaborative and strategic. PSD has been involving the community in SP since 1992. SP has provided PSD a high degree of participation in a vital process that has enhanced the decision-making of the District and, most importantly, heightened student achievement. Mission and beliefs are set along with goals, strategic initiatives, and action plans in this annual improvement process *(Figure 2.1-5).*

P.1.a.(3) PSD strives to recruit and retain the most highly qualified staff. In the 2007-08 school year, PSD has 282 regular employees (250 FTE) proudly educating EC-12 students. This includes 175 certified teachers, psychologists, speech therapists, guidance counselors and other educational professionals. In addition, the District employs 27 licensed paraprofessionals and 80 other support staff including secretarial, custodial, maintenance, and food service employees. We are very proud of our high quality teaching staff and credit the faculty and staff with the high quality learning that occurs daily in classrooms. 70% of the teaching staff currently hold master's degrees. PSD has 40 teachers trained as professional mentors for newly hired teachers. All teachers are certified by the WI Department of Public Instruction (DPI) and are represented by the Pewaukee Education Association (PEA), an affiliate of Cedar Lakes United Educators (CLUE). PSD's comprehensive three-year induction/mentoring program provides professional and personal support for newly hired teachers. PSD works with 5

union groups representing teachers, paraprofessionals, secretaries, food service workers and custodians. Paraprofessionals must have DPI licenses to serve in PSD. Each union group has a contract specifying salary, benefits and job requirements.

P.1.a.(4) PSD facilities are comprised of the four schools resting on the 65-acre campus. The facilities, valued at over 60 million dollars, are maintained through a comprehensive BOE approved Five Year Capital Projects Plan. This ensures that budgeted dollars are maintained to address the life cycle replacement of equipment and to maintain the building envelope. Fixed asset records are annually reviewed and updated to protect the value of PSD's equipment investment. Planning for future campus needs is accommodated by a Facilities strategy area in the SP Ten Year Campus Plan, and a commitment to an accountable budget process.

PSD is committed to sparking interest in students to compete technologically on a global level. All classrooms are equipped with computers, TV monitor, media playback device, and a telephone. Additional multiple labs in each school serve students and classes. Students have access to over 1,625 computers on campus. Students use this technology to develop 21st century skills emphasizing communication, creation, and collaboration. A technology curriculum benchmarks technology skills that all students will master at given grade levels. A technology strategy area of the SP combined with a Technology Plan directs implementation of initiatives. Teachers and administrators participate in numerous professional development opportunities to improve this skill: via "lunch & learn" sessions, graduate courses offered on campus, and workshops. This, coupled with an innovative spirit, leads to Pewaukee being a leader in the implementation of technology and the integration of technology into the curriculum.

P.1.a.(5) PSD operates in a highly regulated environment. Wisconsin State Statute (WSS) identifies the curriculum areas that PSD must teach. WSS 118 is the framework for most State requirements. A free and appropriate public education in the least restrictive environment to all children eligible for special education is required by the Individuals with Disabilities Act and is implemented with provisions of WI School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Administrative and teacher licensure is guided by the DPI. PSD has consistently met all standards for highly qualified educators as defined by No Child Left Behind (NCLB). Federal and State guidelines clearly define fiduciary responsibility. Furthermore, PSD operates under WSS regulating open records and open meetings laws. Personnel legal/regulatory requirements include the DPI, WI Employee Relations Commission, WI Department of Commerce, Occupational Safety and Health Agency (OSHA), US Department of Education, and Americans with Disabilities Act. Transportation legal/regulatory requirements include the National Transportation Safety Board, WI Department of Transportation, and the DPI. The WI Department of Public Health, US Department of Agriculture, Food and Nutritional Services, American School Food Service Association, WI

DPI School Nutrition Services, and the Waukesha County Health Department govern and influence the delivery of the food service program. The WI Uniform Financial Accounting Requirements (WUFAR) is used for accounting rules and regulations. The WI Department of Commerce and local Village of Pewaukee and City of Pewaukee building codes dictate building and facility regulations.

The WI Knowledge and Concepts Examinations – Criterion Referenced Tests (WKCE-CRTs) are state-mandated tests given to all students in Grades 3 through 10. Students in Grades 4, 8, and 10 take batteries of tests in Reading, Mathematics, Science, SS, and Writing. Grades 3, 5, 6, 7, and 8 are tested in Reading and Mathematics. MAP assessments, a nationally normed examination that provides expedient on-line test results to teachers, are administered in grades 2-9 in Reading, Math, and Language. DBAs are administered in Grades K-12 in Math, K-8 in Reading and 3-10 in Writing. Common assessments are used in classes taught by more than one teacher. PSD has met the state-mandated Adequate Yearly Progress (AYP) standard as guided by NCLB every year on every indicator and exceeds state WKCE performance at every grade level in all batteries.

P.1.b   Organizational Relationships

P.1.b.(1) PSD is governed by a BOE consisting of seven members elected at large to three-year terms. The Board's powers and duties include the broad authority to adopt and enforce all necessary policies for the management and governance of the public schools. The Wisconsin Association of School Boards (WASB) and the National School Board Association (NSBA) are resources to the BOE. The BOE hires, supervises, and evaluates the Superintendent, and holds her responsible for the administration and management of the schools in accordance with BOE policies and directives, and State and federal law. The Superintendent is authorized to develop procedures and rules to implement Board policy and is charged with serving as the Chief Executive Officer (CEO) of the District. The Superintendent, in turn, leads a Cabinet and Administrative Team (AT) *(Figure 1.1-1)* to plan and execute SP initiatives. Principals supervise all faculty, and AT members evaluate respective staff.

The Superintendent, Assistant Superintendent (AS), and Director of C&I attend bi-monthly BOE meetings. The Superintendent assists the BOE Policy Committee Chairperson, and the AS works with the BOE Treasurer in running monthly Business Affairs meetings where PSD expenses are thoroughly reviewed. Other Cabinet members report to the BOE when agenda items arise that call for their expertise.

P.1.b.(2) Key stakeholder groups have been identified and involved in the SP process since its inception in 1992. Stakeholder expectations and commitments are in place for students, parents, community members, teachers, administrators, BOE, and business community. On an annual basis, parents, students, and faculty are surveyed to attain their perceptions about PSD's quality *(Figure 3.1-1)*. A community survey seeks input from residents without

students in PSD. Alumni are now surveyed as well.

P.1.b.(3) Key partners include the Pewaukee Parent Teacher Organization (PTO), Pewaukee Booster Club (PBC) and our Parent Advisory Groups (PAGs) active in each school. These groups provide needed support and feedback for PSD programs. Recently, a partnership between the PBC and the Pewaukee Soccer Club (PSC) raised over $60,000 to fund the lights for the soccer field. Additionally, two successful PBC fundraisers netted over $75,000 in profits to help construct and fill a new fitness center. Over 2,000 vendors supply the District with needed supplies for PSD's world class learning community. BOE policy mandates that expenditures over $3,000 be competitively bid using a minimum of 3 vendors. Key vendors currently include First Student Transportation Services and Taher, providing student bussing and food service respectively on a daily basis. Key vendors support learning by supplying instructional materials to support District-written curriculum. BOE policy and contracts outline District requirements and uphold PSD's commitment to reach our mission.

P.1.b.(4) Communication with stakeholders is richly valued in PSD and has been a key strategy area in the PSD SP since 1995. The District web site is a valuable tool for current and prospective community members. Complete with a seven minute streaming video, the web site also includes Family Access (FA), a communication tool offering parents real time access to student grades, health records, food service data, and more. *Your Personal Tour of the Pewaukee Public Schools* recently won the prestigious Award of Excellence from the National School Public Relations Association (NSPRA). Satisfaction surveys are conducted annually in each school to obtain feedback from identified stakeholders. Direct communication is nurtured with parents, with face-to-face communication being preferable. In addition to FA, multiple teacher conferences and curriculum nights in each school allow parents easy access to student learning information coming directly from teachers. Ease of teacher contact is also encouraged via telephone and/or e-mail. Communication with employees is nurtured though a variety of mechanisms. Due to our small size and campus setting, there is a high degree of personal contact. Principals and administrators talk individually with teachers to problem solve and build a sense of team. The campus concept makes it easy for K-12 teachers to meet as curriculum and assessment renewal committees and technology teams. Principals meet regularly with their staff and also publish weekly newsletters to keep staff informed and involved. Principals also send out newsletters to all parents on a regular basis. A commitment to classroom walk-throughs (CWTs) and 30- and 90-day new employee interviews has strengthened the communication to employees by frequent notes and email. The Pewaukee community receives a wide variety of print information celebrating the education delivered in PSD. *The Perspective* newsletter is sent to each District resident 3 times per year to highlight accomplishments and SP initiatives. An annual report focuses on accountability in both student learning and budgetary spending and is distributed to all stakeholders prior to the annual meeting. This newsletter and annual

report have received recognition on both the State and national level. A very positive relationship exists with parents and community. Parent support and participation at conferences, concerts, plays, sporting events, and curriculum nights is impressive. Student and school community success stories are printed by area newspapers on a regular basis. Contact with senior citizens keeps community members without children active in our schools.

P.2   Organizational Challenges
P.2.a.   Competitive Environment
P.2.a.(1) PSD recognizes the importance of remaining competitive in the education of our future leaders. PSD is meeting this challenge and becoming recognized for the quality education delivered to students. Due to the opportunities that the OE process provides, PSD faces increased competition from not only private and parochial schools within its boundaries, but also from neighboring Lake Country public school districts. Surveyed OE parents report choosing PSD for the safe campus environment, high academic achievement, and wide variety of successful extra-curricular opportunities for students. For comparisons of student achievement on standardized measures, PSD compares data to schools in the WC, Waukesha County, the 7-county region of SEW, Cooperative Educational Service Agency (CESA) #1, and select high performing state schools. PSD continually exceeds state averages on all measures and outperforms most area competitors on a wide variety of measures of student achievement.

The District collaborates with many local and State entities to enhance the education delivered in PSD: DPI, City of Pewaukee, Village of Pewaukee, PBC, PTO, Chamber of Commerce, Kiwanis, Pewaukee Rotary Club, American Red Cross, ProHealth Care, Blood Center, Children's Hospital, American Heart Association, and many local businesses.

P.2.a.(2) Numerous data sources are analyzed to determine success in relation to our competitors including student achievement on state and national tests, student grades, student attendance, graduation rate, dropout rates, expulsion rate, truancy rate, OE trend data, per pupil costs, and % of fund balance. Principals and administrators network regularly with area school officials to share successful program ideas.

A recent SP Environmental Scan (ES) identified many changes taking place that affect PSD's competitive situation. Budget cuts in surrounding school districts are causing greater interest in PSD's OE program. Increasing enrollment in PSD will also have impact on the budget, campus planning, and programming. A review of the funding formula by the WI State Legislature may impact the finances available to PSD. Furthermore, changes in PSD student demographics have prompted senior leaders to investigate gaps in student performance by identified sub-groups and to implement programs to address this.

P.2.a.(3) Comparative data concerning student achievement is readily available on the DPI's Information Network for Successful Schools (WINSS) web site. This along with PPF

data allows access to compare school district to school district using a wide array of success indicators.

P.2.b.   Strategic Context
As part of the SP process, PSD identifies challenges:
Education and Learning:
- How will the education we deliver be transformed to meet the needs of students in 2010 and beyond?
- How do we stay cutting edge?
- How do we maintain our strong class sizes?

Operational:
- Will our funding be negatively adjusted at the State level?
- How do we manage increasing health care costs?
- How do we meet our facility needs for our growing student body?

Human Resource:
- How do we attract and maintain a highly talented teaching faculty with increasing numbers of retirements?
- How do we best offer professional development that enhances the quality instruction for our teachers?

Community-related:
- How do we maintain the high level of support we currently see in our schools?
- How do we better tap the community resources that exist?
- How is our community changing…and how do we best respond?

Sustainability:
- How do we maintain the economic stability we see in PSD now?
- How do we maintain the campus feel that we value and have now?
- How do we continue to build upon the strong community support we hold?

P.2.c.   Performance Improvement System
PSD remains focused upon improvement by its commitment to the SP process. Additionally, as part of a comprehensive employee evaluation system, each employee has improvement goals based upon a review of current status and accomplishments and are connected to the PSD SP. Organizational learning is best accomplished by our commitment to creating PLCs in each school. These teams of teachers focus intently on raising student achievement by working together to analyze student performance, set goals, share successful ideas, and monitor student progress. PSD was one of the first school districts in the area to establish PLCs and provide on-site teacher mentoring training. Continuous Improvement Plans (CIPs) identify goals that result from the SP. In addition, there are many processes that allow us to be strategic in decision-making and streamlined in efficiency: Curriculum & Assessment Renewal, Budget Process, Five Year Capital Projects Planning, Ten Year Campus Development Planning, Annual Assessment Performance Analysis, and the Long-Range Library Info/ Technology Plan. PSD is truly reaching the mission of helping each child open the door to his or her future. We are passionate about academic excellence and dedicated to inspiring each child to achieve his or her highest potential.

1.0   Leadership
### 1.1   Senior Leadership

PSD senior leadership includes the seven-member BOE, Superintendent, and the AT comprised of the Cabinet (3 District Administrators and the Principals of each of the four schools) and all Program Coordinators and Associate Principals *(Figure 1.1-1)*. The Superintendent is hired by the BOE to serve as the CEO of the District. The Superintendent, in turn, charges the AT to lead in working with the facility and staff to carry out the SP goals and procedures to support the policy directives of the Board.

Figure 1.1-1 Key Leaders in the PSD

Board of Education (7 Members)						
Superintendent						
Administrative Cabinet						
Assistant Superintendent of Business Services	Director of Curriculum & Instruction	Director of Special Education	High School Principal	Middle School Principal	Elementary Principal	Elementary Principal
Full Administrative Team						
Dir. of Buildings & Grounds	Human Resources Coord.	Network Engineer	IT Specialist	Nursing Services Coord.	Public Information Coord.	Director of Athletics & Activities	PHS, ACMS & PLE Associate Principal

The BOE normally meets in open session on the second and fourth Mondays of each month. Additionally, the BOE will meet for routine committee meetings, Strategic Planning (SP), learning sessions, negotiations sessions, and hearings as needed. Standing BOE committees include the Business Affairs Committee, Policy Committee, and the Negotiations Committee. The Superintendent meets with the Cabinet weekly and with the full AT two times per month to plan for and monitor the deployment of the SP.

Figure 1.1-2 PSD Visioning Using Strategic Planning

1) Beliefs → 2) Mission → 3) Goals → 4) Strategic Initiatives → 5) Action Plans
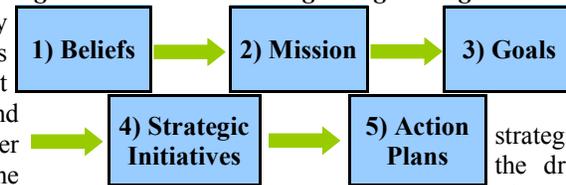
1.1.a   Vision and Values

1.1.a.(1) PSD seniors leaders translate its mission and vision into SP goals, strategies and action plans. Since 1992, the District has used a SP process to create shared mission built upon shared values for the District while setting the long- and short-term direction by developing goals, strategic initiatives, and action plans. Involving stakeholders in the annual development of this plan has been instrumental in the increased academic success and strong community support PSD has experienced. This strategic thinking and planning process defines the beliefs and mission, and then sets the goals, strategic initiatives, and action plans that provide concrete direction to this mission *(Figure 1.1-2).*

In 2009, 2008, and 2004, PSD was honored to be invited to speak at the NSBA about PSD's history with SP and the benefits it has brought PSD and the Pewaukee community.

The participation of key leaders in SP demonstrates the commitment to building and deploying vision and values. The entire BOE along with the Cabinet and members of the AT participate with stakeholders in crafting the SP each year. By having PSD key leaders leading strategy section work teams, key leaders embrace the process and play a vital role along with citizens, community leaders, parents, PTO representatives, teachers, union representatives, students, and support staff in setting the vision for PSD.

While senior leaders play a vital role in the annual SP process, the process does support PSD's belief in *shared* leadership and decision-making. The SP Team, comprised of approximately 40-45 stakeholders, comprehensively represents PSD and the Pewaukee community. *Figure 2.1-1* outlines the SP process utilized. SP Team Members first receive an update from the Superintendent about progress made on the current SP. Mission and beliefs are reviewed to set a foundation for the work to be done. These are re-written as part of the SP process every five years. Following this, the goals, which set long-term direction, are updated, if necessary. Then the large team breaks up into strategy work teams and the strategic initiatives are updated. Following this work, action plans and key measures are then created by the AT to realize the new goals and strategies created by the SP Team. Following the drafting of the entire plan, the Board adopts the SP. Key leaders have created systems to support the implementation of the SP.

Cycles of improvement to the SP process have increased accountability with a process implemented in 2008 whereby each department represented on the AT joins each school in creating a CIP with annual performance goals related to the SP. This CIP is also monitored quarterly and BOE-approved, as is the SP.

The Deployment Chart *(Figure 1.1-3)* demonstrates the commitment senior leaders hold concerning sharing the mission, vision and values of PSD. On-going deployment and two-way communication continue throughout the year to make certain the SP is deployed to the entire faculty & staff, stakeholders, and key suppliers and partners**.** Additionally, each Cabinet and AT member's performance appraisal is aligned with the SP and reflects work accomplished on their CIP.

Figure 1.1-3 Actions Taken to Deploy Mission, Vision and Values with Stakeholders

What	With Whom & How	Frequency
Strategic Planning	Stakeholders offer planning and direction; plan received and approved by BOE	Yearly
Strategy Team Action Planning	Stakeholder teams work with cabinet members to build action plans for strategic plan	Yearly
Continuous Improvement Plans	Administrative team drill downs action plans to school and department level; submits plans to BOE	Yearly; Monitored Quarterly
Administrative Retreat	Administrative team learns together, celebrates teamwork, plans continuous improvement plans/initiatives	Yearly
Satisfaction Survey	Faculty & staff, parents and students share perceptions in an anonymous environment; recommendations for change	Yearly
All Staff Breakfast	Welcome all staff and celebrate mission, honor faculty & staff successes, relay strategic plan	Yearly
Budget Planning Meetings	Cabinet builds budget and plans for initiatives	Yearly
Goal Setting & Performance Evaluations	All employees review expectations, direction, requirements with supervisor; relay satisfaction	Yearly
Annual Report	Share student learning and financial results with all residents & stakeholders; invite feedback and participation	Yearly
Annual Meeting	Obtain stakeholder support for budget and strategic plan initiatives	Yearly
District Newsletters	Inform all residents & stakeholders about the quality education provided; invite feedback and participation	Quarterly
Sport & Coach Surveys	Encourage feedback from students & parents regarding extra-curricular experiences	Quarterly
Meetings with PTO, Booster Club, Parent Advisory Councils	Superintendent & Principals meet to share strategic plan initiatives and continuous improvement efforts; feedback opportunity	Quarterly
BOE Meetings	Reinforces mission with Spotlights on Learning/Teaching; supports policy & initiatives to sustain/reach mission	Bi-Monthly
BOE Minutes	Following meeting minutes shared with all internal and external stakeholders to encourage understanding of actions taken in support of mission	Bi-Monthly
School Newsletters	Principals focus upon continuous improvement plans and mission	Bi-monthly
Administrative Team Meetings	Administrative Team deploys action plans; monitors continuous improvement plans	Bi-monthly
Curriculum Renewal Teams	Faculty focuses upon student achievement gains while improving CIA	Monthly
Cabinet Meetings	Cabinet deploys strategic plan; monitors continuous improvement plans	Weekly
School PLC Meetings	Faculty & staff focus upon increasing student achievement	Weekly
Staff Newsletter	Principal keeps faculty & staff informed	Weekly
Classroom Walkthroughs/Rounding	Connect with faculty & staff; identify successes and concerns; offer reflection & growth opportunities	Daily
Thank You Notes/Recognition Notes	Reinforce mission and express appreciation	Daily
Routine Correspondence	Share mission of district; reinforce values	Daily
One-to-one discussion	Impromptu sharing of expectations, satisfaction, initiatives	Daily
Faculty Meetings	Principals communication with faculty & staff about strategic plan and continuous improvement efforts; encourage feedback	Regularly
Web site	Used as a primary communication tool to relay continuous improvement efforts, District information and mission	Regularly
Computer screens, letterhead, fax forms, coffee mugs	Reinforce mission with branding of logo	Regularly
"WOW" E-mail blasts	Share faculty, staff and student successes with stakeholders	Regularly

Senior leaders demonstrate commitment to PSD's values by role modeling their dedication in daily work. They take an active and personal role in the development and deployment of the SP, and serve as Baldrige section leaders. Most importantly, senior leaders work together to instill our vision and values in our students. Student success is the key measurement of this.

1.1.a.(2) PSD senior leaders demonstrate their belief in the importance of upstanding legal and ethical behavior by first focusing on positive role modeling. The PSD mission validates the importance of positive citizenship; it is not by accident that this concept is embedded in the mission as a core value. It speaks concretely to PSD's commitment to ethical behavior. Citizenship is proactively taught and nurtured in all schools and to all students as it is one of five key strategy areas of the PSD SP. Using the Six Pillars of Character, senior leaders role model trustworthiness, respect, responsibility, caring, and fairness.

The BOE holds the Superintendent responsible for communicating PSD's high ethical standards and maintaining compliance with State law, federal law and BOE policies as they pertain. Communication begins most

formally with new employees. Guided initially by a rigorous process using a standardized application form that seeks disclosure of legal offenses, criminal background checks are then conducted. During the interview process, standards are reinforced in a comprehensive screening and interview process and reference checks are conducted. DPI licenses are required for all certified educational personnel and certified copies of college transcripts are required as part of the applicant file. Key administrative hires have clauses in job descriptions noting the importance of ethical and behavioral expectations. The professional responsibilities section of the teacher evaluation model outlines the high expectations for professional behavior for all faculty. BOE policy addresses ethical behavior with policies on conflict of interest, acceptable use of technology, use of profanity, harassment in the workplace, and random student drug testing. PSD informs all employees of PSD's high expectations regarding legal and ethical behavior and outlines the consequences if violated. All staff members annually review BOE policies via the District web site and sign an affidavit that they have reviewed and will adhere to the policies related to legal and ethical behavior. Moreover, routine professional development is conducted on timely, vital legal topics. AT members are responsible for drafting procedures to support BOE policy and for monitoring breaches of policy that may result in employee discipline. Rarely do these breaches occur. In a cycle of learning, BOE policy now mandates background checks for school volunteers and reviews fiscal guidelines for school support organizations.

Senior leaders emphasize, ethical and prudent use of tax dollars. BOE policy mandates a yearly audit with an accompanying management letter presented to the BOE. Fiscal integrity is also maintained with clear policy and procedures concerning the handling and accounting of funds at the school and District level. To clearly accentuate the importance of fiscal accountability, all members of the Cabinet are also evaluated on their budget leadership and adherence to proper fiscal protocol.

Fiscal accountability is paramount in the District and, thus, senior leaders expect a commitment to ethical behavior from every supplier and collaborator. BOE policy generates contract requirements of suppliers and the use of standardized contract language to support ethical behavior.

This focus on positive citizenship along with clearly identified standards and articulated consequences for illegal or unethical behavior have resulted in a learning community that has very few breaches of ethical and legal behavior. When breaches do arise, however rare in occurrence, senior leaders study the case-by-case circumstances, listen & reflect with an open mind, respond fairly, yet are not afraid to take a stand and uphold these standards. This, too, defines the PSD community.

1.1.a.(3) Senior leaders are dedicated to creating an organization that will sustain. PSD's continued commitment to SP for over fifteen years has not only been the cornerstone of sustainability, it has resulted in dramatic increases in student achievement and community support. The SP

process and CIP processes utilized by PSD and replicated over time have been effective in institutionalizing quality practices. Most importantly, a commitment to go from "good to great" is something that senior leaders are passionate about, and it has resulted in the hiring and retaining of many professionals dedicated to working diligently in the pursuit of excellence. This, too, has had a powerful impact on sustainability. A recently drafted succession plan prepares for administrative turnover.

In addition to the commitment to SP and succession planning, senior leaders have made a commitment to 5 specific initiatives to ensure PSD's sustainability. First, there is a commitment to maintain the economic stability of the District by implementing an accountable and transparent budget process and by enhancing the bond rating and increasing fund balance. For over 10 years, the BOE has committed to add $50,000 to the fund balance taking it from $308,557 in 1993 to $2,589,403 in 2008. This decision has favorably impacted the Moody's bond rating for the District from an "A" level in 1993 to "A1 Favorable Outlook" in 2005. While other school Districts are dipping into fund balance for operational expenses, PSD has remained vigilant and prudent in budgeting for and maintaining the fiscal health of the District. Secondly, the sustainability of PSD's campus setting is also a priority. The BOE has directed the Superintendent to analyze and bring to the BOE any opportunity to purchase land that is contiguous to the 65-acre campus. This has resulted in two land purchases and one lease agreement in the past five years. Having all schools on one campus is viewed highly favorably in the Pewaukee community. In addition to a highly detailed Five-Year Maintenance and Capital Projects Plan, a Ten Year Campus Planning Process has also been instituted to determine what facilities will be needed on campus to best educate students in 2016 and beyond. Third, for high quality learning to occur, a highly skilled teaching force and AT must be in place. Facing a projected increase in teacher retirements, PSD has taken dramatic steps to improve teacher recruitment, selection, retention, and induction programs. PSD was recently honored by ASQ when asked to speak to our quality hiring practices. Once on board, PSD employees participate in a strong professional development program, and PLCs to continue learning on the job. Fourth, PSD has a vibrant SC that reviews policy/procedures and conducts crisis drills to monitor and maintain our safe and secure campus environment. Beginning in 2009, PSD will form a new committee on energy savings that will include faculty & staff, administrators, students, and key partners in problem solving as to how to better use District natural resources. Last, and possibly most connected to the mission, sustainability is sought by the intense commitment to the CIP process in place to raise student achievement. Annually, CIP goals are set to raise student achievement so that the PSD maintains its high student achievement for years to come. There is a concentrated effort to have all facets in place to deliver a high quality education now and in the future.

1.1.b.   Communication & Organizational Performance
1.1.b.(1) Communicating with faculty and staff is valued in PSD. A Communication Plan is part of the SP and updated

annually. PSD's size combined with the campus setting allows for a great amount of face-to-face communication between buildings, staff, and employees. The thorough supervision and evaluation process prompts frank and rich conversations in the goal setting process and in the review and reflection of instruction. At the school level, principals are highly visible and encourage individual conversations with teachers and also hold frequent staff meetings to share information and attain feedback. CWTs further promote reflective dialogue and growth. Each principal also publishes a weekly staff e-mail newsletter for the purpose of recognition, information sharing, and SP updates. High expectations are made clear; faculty and staff find it motivating when these expectations are realized and good work is recognized. A commitment to treating people as professionals and not micromanaging is valued at all levels with a pledge to solving problems at the lowest level of authority. BOE policy guides the Board in addressing complaints only after attempted resolution through teacher, principal and Superintendent.

District administrators also communicate regularly with faculty and staff to inform, motivate, and empower. Following BOE meetings, employees promptly receive minutes via e-mail. Frank conversations often take place at the committee level where curriculum and assessments are updated and the status quo is challenged. Written communication is frequent, both on a formal and informal basis. As part of the SP, e-mail "WOWs" share successes and build a campus culture celebrating excellence. Celebrating the PSD family is something that is routine: a book and warm greeting to recognize the birth of a baby, a congratulatory note on the attainment of a Master's degree, an expression of sympathy upon the death of a parent, a thank you note following a presentation to the BOE. Hundreds of these notes are generated each year. Employees and key stakeholders are also recognized during American Education Week and with a donation to the school libraries at holiday time. At the Welcome Back Breakfast, new faculty and staff are introduced by their principal and veteran staff are recognized by the Superintendent and Board for attaining advanced degrees, outstanding attendance, and years of service. This tradition is a celebration of who we are and what we stand for. Growth also comes from realizing what can be improved and addressing this assertively. To this end, AT members studied the book *Fierce Conversations* in 2006 and *Crucial Conversations* in 2008-09 to learn strategies to best confront values via frank two-way conversations.

Similarly, the BOE values communication. BOE members take a participatory role in welcoming new teachers to PSD, as well as all staff at the beginning of each school year. The BOE creates a connection to teachers while celebrating excellence by holding a Spotlight on Learning or Spotlight on Teaching at each BOE meeting. In these Spotlights, teachers and students relay a successful strategy or program to the Board. All receive a certificate and small token of thanks from the BOE. Following this, a "Salute" section on each BOE agenda allows the Board and Superintendent to publicly recognize work well done. The BOE holds high expectations for the Administration, faculty and staff, and

they are the first to sincerely express gratitude when good work is done.

Students are recognized in many, many ways for their citizenship, participation, and academic success:
- Words of recognition
- Honor Roll published in newsletters and newspaper
- Student assemblies
- Letters to parents from teacher, parents, principals or the Superintendent
- Student of the Month recognition by area service organizations
- Feature stories in area newspapers
- Articles featuring student success in school newsletters and in *Perspective*, calendar, publications, etc.
- Displays of awards recognizing success in athletics and extra-curricular activities
- Pewaukee Scholarship Fund (PSF) scholarships from the BOE and AT

1.1.b.(2) PSD senior leaders are committed to accomplishing the strategic initiatives of the SP. Specific performance measures are monitored through quarterly BOE updates to the SP and quarterly monitoring of the CIP via AT meetings. Accountability is also gained by sharing progress updates with the SP team, faculty & staff, and key stakeholders. Moreover, annual evaluations of the AT address accomplishment of the SP.

Members carefully weigh the importance of SP initiatives to the benefit of student achievement. Will this positively impact student learning? Does this address our Strategic Objectives? Senior leaders are highly reflective of:
- Maintaining class size and programs in an environment of increasing costs and limited revenue growth
- Being fiscally responsible with the tax dollars we are entrusted with to make wise decisions
- Using preventive maintenance strategies and proactive planning to uphold the investment in District facilities
- Noting the organizational capacity due to PSD's small size and limited administration & staff
- Carefully monitoring enrollment growth to balance resident population and OE population.

1.2 Governance and Social Responsibilities
1.2.a. Organization Governance
1.2.a.(1) PSD employs a governance system that fosters sound decision-making and accountability. Management accountability is fostered by:
- A SP and CIP process that fosters deliberate and visionary decision-making for PSD's future
- Extensive BOE policy and procedures addressing legal and ethical behavior
- A rigorous supervision & evaluation process where each employee receives an annual evaluation of work performance
- A thorough annual report featuring progress made on the SP and a detailed review of fiscal operations
- Specific contract language to define management and employee rights and responsibilities

- BOE policy and job descriptions defining roles and responsibilities for senior leaders
- Student handbooks that clearly define expectations and consequences for negative actions
- A commitment to attaining stakeholder feedback

Fiscal responsibility is taken seriously by PSD. Citizens invest greatly in the Pewaukee Schools, and PSD is committed to being responsible in using tax dollars. This is fostered by:

- A comprehensive, independent financial audit of all District funds by an external audit firm conducted annually and specified by BOE Policy
- 28 BOE policies with substantiating procedures to address budget preparation, use of income, handling of expenditures, and account management thereby lessening the possibility of mishandling funds
- A budget process driven by the SP
- A published budget calendar to foster a timely and rigorous decision-making process and a participatory budget development process
- BOE approval of the yearly budget and monthly approval of all expenditures and financial status reports
- A commitment to involve and inform citizens of the budget decisions and to encourage citizen participation at the annual budget hearing
- Meeting timelines in submitting all financial reports to the State
- Evaluation of Cabinet members regarding adherence to budget management and parameters
- Proactive management of debt service to take advantage of favorable interest rate climate
- A commitment to creatively pursuing cost savings strategies such as the recent health care cooperative for the purchase of insurance
- Preventive maintenance strategies and proactive planning to uphold the investment in District facilities

PSD leadership believes in making operations transparent. Senior leaders adhere to all regulations in the State Open Meetings Law. A commitment is made to conduct business in open sessions of BOE meetings with the agenda posted prior to the meeting and the minutes posted in multiple internal and external venues following it. Employees receive e-mails containing BOE meeting minutes following each meeting. WSS requires that a portion of the agenda allow for citizen comments; PSD exceeds this requirement and allows for this 2 times during each meeting. The District web site is also used extensively to allow all citizens to be knowledgeable of PSD operations, initiatives, and key decisions. A new link on the PSD web site informs the public about our CIP processes. Extensive print communication sent to all residents 4 times per year also enhances this commitment to transparency.

Senior leaders take seriously their role in upholding the investment made by Pewaukee residents in the education of students and to the PSD campus. The Board and Administration spend tax dollars wisely, prudently, and remember that our mission is to educate students to reach the highest levels of achievement possible. Annually, the audit firm commends PSD on the smooth audit process and on the clean findings. SP is, perhaps, the highest testament to both transparency and accountability as citizens play a vital role in this process of collaborative mode of decision-making and planning. The Five Year Capital Projects Plan and Ten Year Campus Plan are systems in place to protect the community's investment in the PSD campus.

1.2.a.(2) Evaluation of key leaders is thorough and rigorous with each employee receiving a yearly review. The BOE creates goals annually and evaluates progress made on attainment of those goals *(Figure 1.2-1).* Recently updated in March of 2008, BOE policy 4000.08 outlines the process used to evaluate the Superintendent. The Superintendent evaluates Cabinet members using areas of effective school leadership:

- Knowledge & Implementation of SP
- Faculty/Staff Relations
- Student Relations
- Fiscal Responsibilities
- Use of Technology
- School & Community Relations
- Student Performance
- SP Implementation

Additionally, Cabinet members are given feedback on the following leadership domains:

- Leadership
- Communication Skills
- Planning & Problem Solving
- Organization
- Delegation & Control

The Board monitors and evaluates their communication and effectiveness on initiatives during the "Board Operations" section of each BOE meeting agenda.

There is a commitment to developing leadership and boardsmanship skills of senior leaders via commitment to learning via NSPRA, NSBA, WASB, ASQ, AWSA, WASDA and WASBO convention/workshop attendance and speaking along with a commitment to internal professional development activities via book talks, goal setting & evaluation, administrative retreats, and regular meetings.

1.2.b.   Legal and Ethical Behavior
1.2.b.(1) PSD promotes legal and ethical behavior and looks to be socially responsible in the use of resources. Data is analyzed to determine if students are graduating and becoming productive citizens; this is our highest legal and ethical responsibility and PSD is proud of the high graduation rate *(Figure 7.1-9)* and low dropout rate *(Figure 7.1-11).* The Superintendent and AT routinely review all regulatory, legal and accreditation requirements for PSD. The annual SP process includes an ES and SWOT analysis to keep PSD keenly focused upon possible adverse impacts. These concerns are addressed in the SP.

Safety is also greatly valued and the SC regularly conducts drills to maintain a healthy and safe campus. This committee proactively plans for a potential crisis and has in use a comprehensive Crisis Management Plan. With respect to the

Figure 1.2-1 BOE Goals

Board of Education Goals — 2008-09 School Year
1. Ensure that the Strategic Plan is used to drive the execution of the corresponding action plans identified under each of the following strategic initiatives: • Curriculum, Instruction & Assessment • Technology • Community Connections • Citizenship • Facilities
2. Learn about and evaluate the progress and the status of the Asa Clark Middle School Technology Plan for the 2009-2010 school year.
3. Learn about the systems, process, policy considerations and costs associated with going "paperless" Board documents and to make a decision prior to the start of the 2009-2010 budgeting cycle.
4. Learn about the progress and status of the Wisconsin Forward Award (WFA)/Baldrige Feedback report initiatives and the plans to submit an application for the 2009 Wisconsin Forward Award and the 2009 Malcolm Baldrige National Award.
5. Develop an action plan which includes the process, timeline, and strategies to address the Ten Year Campus Plan and the priorities identified in the community survey.
6. Learn about and evaluate the enrollment trends, staffing levels, and the participation opportunities in the fine arts programs at the Asa Clark Middle School and Pewaukee High School. The presentation should also provide comparison information on the same items for the other schools in the Woodland Conference.

environment, PSD recycles, minimizes the use of chemicals on campus, reduces water use and run off, and maintains green space and a prairie on campus. An active Environmental Club serves both the District and Pewaukee community. PSD has been recognized on the local and State level for student work on the Pewaukee River Restoration Project. Parent, teacher, and student input is sought in yearly surveys concerning the safety of the campus and results are utilized to proactively respond. Parent input is attained via PAGs in each school, and time is also set aside on every Board agenda to address citizen concerns. Direct contact is also encouraged using face-to-face communication, e-mail, or the telephone.

PSD is dedicated to meeting and exceeding all regulatory, safety, and legal requirements. PSD meets all requirements set forth in Section 118 of the WSS. Furthermore, the DPI currently has no late filings or non-compliance findings with 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 contracts with Environmental Management Consulting, Inc. to oversee compliance with State and federal mandated programs which ensures the complete health and safety of all users of our facilities. Moreover, food service contracts with Taher and transportation contracts with First Student stipulate compliance to all federal, State, and local regulations as a condition. Active participation in state organizations (WASDA, WASBO, SWSA, etc.) by PSD

district administrators allow for greater knowledge and understanding of key statewide issues and agility in response.

A commitment to student safety prompts PSD to run many safety drills. Monthly fire evacuations are held along with an annual tornado evacuation. In 2007, lockdowns began to be instituted for the entire campus. PSD also exceeds the standard by conducting emergency response drills to practice AED and CPR use. Additionally, PSD undergoes regular inspections for fire safety, evacuation, and emergency response. A productive working relationship with the Pewaukee Police Departments, Fire Department, and Waukesha County Emergency Management benefits the PSD community. PSD is looked to as a State leader for its commitment to emergency preparedness and crisis management.

1.2.b.(2) The BOE has implemented policies, regulations and training programs to promote ethical behavior. The HR Coordinator monitors the deployment of ethical training and the Complaint Officer (Director of Special Education) or Superintendent responds to ethical violations pursuant to BOE policy. Promotion of ethical behavior begins with hiring. High standards are reinforced and steps are taken to be certain that new employees understand PSD's ethical standards and meet all regulatory requirements. Communication of this commitment to ethics takes many forms. Policy and procedures promote ethical behavior:
- Clear language in contracts address consequences for unethical behavior
- Board members take an oath of office pledging ethical decision-making
- Disciplinary procedures address due process
- BOE policy reinforce consequences for unethical behavior and set forth protocol to handle breaches of ethical behavior
- Training to educate faculty and staff about topics such as harassment and discrimination

While breaches of ethical behavior are few and far between, the Board and Administration are committed to addressing these and not looking the other way or minimizing their result. Ethical behavior is deployed to the school and student level through BOE policy and student handbooks.

1.2.c.   Support of Key Communities
PSD has a strategic priority of strong community communication and support. This is evidenced by the commitment to the community in the PSD Mission *(Figure 2.1-2)* and the involvement of community members in SP and annual perception surveys. Key communities have been identified as the Village of Pewaukee, the City of Pewaukee, and those School District communities touching the PSD borders. Meetings are held with the civic leaders in our key communities 2 times per year and quarterly with the

Figure 1.2-2 Compliance Procedures for Legal Ethical Behavior

Type of Social Responsibility	Management Process	Requirements	Measure/Monitor	Goals/Target
Ethical Behavior	Employment Application	Disclosure of violations; no felonies	Verification by background check	100%
	Background checks	No felony violations	Verification by background check	100%
	Ethics Training	All new employees trained	% trained	100%
	ASBO, BOE & Wisconsin Ethics Code	No violations	# violations	0 violations
	Student citizenship	SP, BOE Policy and Student Handbooks	# violations (suspensions, expulsions, detentions)	Decreasing trend in # of violations
	BOE policy compliance	Adherence to policy	# violations	No violations
	Harassment violations reported to Compliance Officer	Investigations completed on filed reports	# violations	No violations
Stakeholder Trust	Budget approval at Annual Meeting	Successful passage of budget	Vote	Successful passage each year
	End of Year Survey	Parents, students, and staff completion	Completed surveys with above a 33% return rate for all groups	85%
	Community Survey	Stakeholder input		60%
Safety	Fire	Monthly Drill & Inspections		100% evacuated within three minutes
	Tornado Drills	Yearly Drills		Students in safe zone within two minutes
	Lockdown Drills	Semester Drills		No violations
	Bus accident monitoring	Daily		No accident
	Bud discipline monitoring	Daily		Decreasing trend
	Equipment monitoring	Daily/Weekly		Addressed in Five Year Plan
	Accident Reports	Submitted as needed		Decreasing trend
Legal	Issues addressed with BOE attorney	Infrequent		Decreasing trend
	Union Grievances	Infrequent		Decreasing trend
Regulatory	Compliance Management	• NCLB • DPI reporting • Health Dept. • Transportation • Local Ordnances • Facility Inspections	• AYP • WKCE • Inspections • Inspections • Inspections/Reports • Inspections/Reports	• 100% • Minimal • No Violations • No Violations • No Violations • No Violations

superintendents in adjacent school districts to identify key issues and ascertain ways PSD could better communicate and serve the community. Active participation in community organizations such as United Way, Positively Pewaukee, Pewaukee Chamber of Commerce, Kiwanis, PSF, Pewaukee Rotary Club, Pewaukee Area Arts Council, Pewaukee Library, Pewaukee Food Pantry, WCTC Tiny Tech, Pewaukee River Restoration Project allow PSD faculty, staff and students to make a positive difference in shaping the PSD community. Involvement is as small as providing student volunteers for a two-hour community event or as large as having an Administrator serve a three-year term on a non-profit Board of Directors for a community group. All schools participate in efforts where students routinely work with community partners to raise funds for families or local organizations in need. Corporate citizenship is promoted in

the District and all Cabinet members serve as role models by being directly involved in a community leadership role. PSD also makes a commitment to having the community utilize PSD facilities free of charge or at a minimal cost. Many organizations are strengthened by this commitment: Pewaukee Park and Recreation, Pewaukee Basketball Club, Pewaukee Baseball Club, Boy Scouts, and Girl Scouts. PSD is proud to have 100% participation of the BOE and AT in fundraising efforts for student scholarships for the PSF. Participation in United Way is also tracked with the goal of increasing donations from one year to the next. Over the last two years, the BOE and AT members took a leadership role in working with the BC to raise over $75,000 to help fund the construction of a new fitness center for the school community.

Additionally, each year the SP identifies key communities to reach out to. For example, the 2006 SP calls for an increase in senior citizen involvement and the use of community role models/mentors. The current SP and CIP identifies alumni as a key community and facilitates strategies to reach out to this key group. Alumni outreach efforts are beginning with the development of a database that is currently in the process of being compiled to include graduates from 1945 to present. The plan for communication efforts include alumni news through email and/or print publications. Contact with alumni will also include opportunities to inform and invite alumni to be involved in activities and fund raising.

The BOE is committed to listening to stakeholders in the community on issues related to PSD. In 2008 community members were surveyed to ascertain interest in a possible bond referendum to address projects identified in the Ten Year Campus Plan and to benchmark perceptions of school quality. This survey will be conducted again in 2009.

2.0   Strategic Planning
2.1   Strategy Development
2.1.a.   Strategy Development Process
2.1.a.(1) PSD has employed a comprehensive SP process since 1992. Held each year, the systematic and continuous SP process sets PSD's direction. PSD's SP process was featured at the NSBA Convention in 2004 and 2008 and will again be on the agenda in April 2009. Here we share the successful SP process utilized in PSD and relay the gains seen from it. PSD has relied on SP for over 15 years because the process has assisted PSD in its commitment to continuous improvement by:

- Defining the purpose of the organization and conveying this to the community
- Relying on data to make decisions
- Establishing goals, strategic initiatives and action plans consistent with the mission and vision
- Providing a base from which progress can be measured
- Developing a broader sense of ownership of the SP and vision for the District

Key to the SP process is the inclusion of stakeholders in the process. Each February or March, prior to the budget adoption by the BOE in April, SP is conducted so initiatives with implementation costs can be accommodated in the upcoming year's budget. The participation of a wide

representation of stakeholders is viewed as vital by senior leaders. This is an opportunity to listen and respond to stakeholder expectations for PSD and, in doing so, shape a SP that is responsive to these stakeholder expectations. SP Team Members number between 40-45 and include:

- Citizens
- Community Leaders
- Parents
- PTO Representatives
- Teacher Union Representatives
- Faculty
- Students
- Support Staff
- BOE Members
- Cabinet and AT Members

Conducted by an outside facilitator trained in the Cook Model of SP, the SP process is outlined in ***Figure 2.1-1.*** Beginning in 2006, Baldrige criteria were used in Step Three of the process. Dr. Keith Marty, Superintendent in a nearby

Figure 2.1-1 Strategic Planning Process

PSD Strategic Planning Process & Timeline	
Step One	Review of PSD mission and belief statements by all SP Team Members (Spring)
Step Two	Review progress made on identified strategic initiatives and action plans from previous year's strategic plan (Spring)
Step Three	• SWOT Analysis (Spring Environmental scan that identifies organizational strengths, weaknesses, opportunities, threats • Analysis of Environment & SWOT changes from previous year
Step Four	SP Team Members revise goals for the upcoming year (Spring)
Step Five	SP Team Members break into strategy study groups to review and develop strategic initiatives that support the District mission, beliefs, and goals (Spring)
Step Six	Administrative Team develops action plans & designs budget to support identified (April)
Step Seven	Strategic plan & budget approved by BOE (May/June)
Step Eight	Strategic plan deployment plan created and deployed (Created in Summer/Fall/Winter/ Spring)
Step Nine	School CIPs and individual goals incorporate Strategic Plan strategic initiatives and action plans (Fall)
Step Ten	Quarterly, BOE and Cabinet monitor, review and evaluate progress on strategic plan fulfillment; identifies areas for further strategic plan development (Fall/Winter)
Step Eleven	SP Team Members identified; SP organized for upcoming spring (Winter)

school district, has brought consistency to the process as he has served as facilitator for over ten years. The SP process usually takes place over the course of 1-2 evenings and a full weekend day. For continuity, the work sessions aim to be held in a two-week time period.

Each year the SP process begins with a foundational review of the belief statements (which serve as the stated PSD values) and the mission statement. All SP goals, strategic initiatives, and action plans support these beliefs and mission. Every five to seven years, time is added to the SP process to re-ground the mission and belief statements. This five-year re-grounding allows for thorough analysis, thereby facilitating a process to better avoid blind spots while incorporating new strategic initiatives and action plans that respond to environmental trends found in the annual SWOT Analysis and ES. This re-grounding of the mission and belief statements most recently occurred in 2003. *Figure 2.1-2* documents how the PSD mission has evolved over time as part of this re-grounding process. While wording of PSD's mission statements have evolved, the constant is the District's overwhelming dedication to ensure, monitor, and continuously improve student achievement and growth. This commitment is ever-present and sustaining.

In Step Two, the Superintendent presents a review of work accomplished on the goals, strategic initiatives, and action plans that comprise the current SP *(Figure 2.1-1).* This gives all SP Team Members, veteran or new, a framework for understanding the process and a clearer picture of what work still needs to be accomplished. It is also a celebration of the accomplishments that bring us closer to realizing our mission.

So that the SP team can better understand the broader environment in which PSD operates and to better identify possible blind spots, and SWOT Analysis *(Figure 2.1-3)* are conducted in Step Three of the SP Process*.* The 360° of data *(Figure 4.1-2)* is used in this process.

As part of Steps Four and Five of the SP process, team members then refine goals and break up into small groups to set new strategic initiatives to meet these goals. The underlined/italicized insertions demonstrate a cycle of learning in the updating of goals of the SP:

- All students will meet *or exceed* performance expectations on District assessments
- All students will meet *or exceed* State performance expectations on WKCE assessments
- All students will be proficient in the use of technology
- *All students will demonstrate characteristics of good citizenship*

Historically, SP Goals change minimally from year to year as they take many years to achieve. They are far-reaching and long range by intent.

The bulk of the work of the SP Team is conducted in Step Five: Creation of Strategic Initiatives *(Figure 2.1-1).* The identified strategy areas serve as PSD's Strategic Objectives and determine the area of focus that need to be in place for the identified goals to be realized. There are currently five strategy areas in the 2007-08 SP: Curriculum, Instruction &

Assessment; Citizenship; Technology; Community Connections; and Facilities. While the action plans supporting these areas change dramatically from year to year, these five strategy areas have remained fairly constant over the 15+ years the District has been utilizing SP. While the Citizenship strategy was newly added in 2003, the areas of Curriculum, Instruction & Assessment and Technology have been in the SP every year since 1992. The Facilities strand has recently been added to the SP again to better plan for the growing resident student enrollment. The Communication strand has been in the SP since 1995 and is now re-titled Community Connections to demonstrate a commitment to and two-way relationship with our stakeholders. *Figure 2.1-5* documents how the strategic initiatives and action plans have evolved over time and give evidence to the progress made toward excellence in the District. Evidence of this is seen in the Technology strand *(Figure 2.1-4),* where the technology action plans have evolved from a 1997 focus on obtaining technology and technology support staff to a 2006 focus on how technology is used in instruction, to the current reality of technology as a three-pronged instructional, communications, and informational tool.

Step Six *(Figure 2.1-1)* is conducted after the SP meetings have concluded. The AT is charged with creating the specific and detailed action plans that support the identified strategic initiatives of the SP. *Figure 2.2-1* displays one of approximately 35 pages of the current PSD SP. The action plan itself provides accountability by identifying the steps to implement, person/people responsible, timeline, needed resources, evidence of attainment, and staff development needed. It takes roughly one month following the SP Team Meetings for these action plans to be created. The Superintendent refers to the action plans as the "Do List" with these more specific steps to be accomplished in approximately one year's time. The specificity of the action plan ensures accountability along with the quarterly checks by the AT and the BOE.

After the action plans are created, the SP draft is sent back to the each member of the SP Team for input and review. Using this input, the plan is revised and put in final form. Following this, the BOE approves the SP and the Superintendent creates a SP deployment plan *(Figure 1.1-3)* (Step Eight) *(Figure 2.1-1).* SP initiatives are then embedded in the goal setting meetings held in the fall with employees and in the CIP process in all schools and departments (Step Nine) *(Figure 2.1-1)*. Frequent monitoring occurs during the course of the implementation process (Step Ten) *(Figure 2.1-1).* The process then begins again when planning begins in Step Eleven for the upcoming year's SP *(Figure 2.1-1).*

Figure 2.1-5 features the current SP belief statements, mission and strategic initiatives. Other processes are in place in the District that support strategic thinking and the deployment of the SP. This begins with the BOE. Following SP, in the summer the BOE creates Board Goals. Most often these goals arise from the initiatives identified in the SP held in spring. The Cabinet reviews the learning goals set by the BOE in the summer, works with the BOE to refine what method might be best to facilitate this learning, and then

creates Board Learning Sessions to offer the BOE the opportunity to learn more about and accomplish this Board Goal. BOE Learning Sessions in 2008-09 include the ACMS Technology Plan, Paperless BOE meetings, WFA/Baldrige Application Preparation, Ten Year Campus Plan, and Arts Enrollment at PHS/ACMS. BOE Learning Sessions have proved to be very insightful promoting team building activities for the AT and BOE. Some Board Learning Goals are derived as a response to the ES and SWOT analysis. These Board Learning Sessions also provide evidence of the high degree of communication and synergy between the BOE and the Administration, working in tandem to be cognizant of and respond to a changing learning environment. In this way, a focus on increasing student achievement is better attained.

The Director of C&I works with the Principals and coordinators to present the supporting CIPs to the BOE in the fall of each school year. After teams of teachers align the SP to current performance data, each principal or department leader works with his/her staff to generate a CIP. This CIP framework connects the SP directly to improvement efforts through a plan, do, study, act process with action planning, quarterly benchmarking and quality assurance reviews. The action plan resembles the template used in the SP including the Building Goal, Indicators of Attainment, Measures, Target SMART Goals, and Specific Instructional Strategies.

2.1.a.(2) The structure to PSD's SP combined with the long-standing commitment made to the process goes a long way in ensuring quality processes and results.An ES and SWOT

Analysis is conducted annually as part of the SP process. Results are utilized in the creation of the SP.

The BOE has as one of its goals to further investigate PSD's changing environment. A commitment is made to thorough analysis of the broader environment in which PSD operates and to impact its changing nature has on PSD. Senior leaders take pride in staying on top of educational reform via reading, conference attendance, networking, and graduate study. Moreover, regularly scheduled meetings with state and local officials keep PSD abreast of shifts in the regulatory and competitive environments.

SP has addressed major issues of sustainability by creating a succession plan for the AT and having processes to address proactive budgeting; cost savings planning; facilities and their maintenance; curriculum, instruction, and assessment; technology; and communication. Specific action plans have addressed live vaulting of data, crisis response, mentoring of new teachers, succession planning and many more topics that prolong PSD's commitment to planning for the future and emergencies.

The ability to implement the SP plan is proven by the long-standing commitment to the process and the plan's deployment. PSD has been utilizing a formal SP process for over 15 years. The commitment to the process has been clearly conveyed from the BOE to the Superintendent and AT, and it is clearly understood that this process is a hallmark of how business is conducted in PSD. One needs

Figure 2.1-2 Evolution of PSD Mission Statement

Mission Statement	
1994	The Pewaukee School District, in partnership with its stakeholders, will provide for students a strong educational foundation which will enable them to be life-long learners and responsible citizens
2002	The Pewaukee Public Schools, in partnership with the community, will provide students a strong educational foundation enabling them to be life long learners and responsible citizens.
2003-2006	Through our unique all-school campus setting, the Pewaukee Public School District will open the door to each child's future. Our school community delivers an innovative and progressive education. <u>We are:</u> • Passionate about academic excellence • Committed to fostering positive citizenship • Dedicated to inspiring all students to flourish

only to look at the strides made to understand why there is deeply held commitment to the SP process.

PSD continues to utilize the SP process because it provides a systematic process to decision making and has produced positive results for PSD.

2.1.b.   Strategic Objectives
2.1.b.(1) The strategic objectives identified by PSD are termed "goals" and "strategic initiatives" and they are developed as part of the SP process and identified in *Figure 2.1-5.* Strategic initiatives and action plans are written to support attainment of the goals. Timelines for accomplishment are included in both the action plans and CIPs. Action plans are deployed with a deployment plan identified in *Figure 1.1-3.*

2.1.b.(2) Goals, strategic initiatives and action plans tightly address identified strategic challenges posed in the Organizational Profile because the challenges identified were a result from the SWOT Analysis and ES conducted as part of the SP process. The SP Team addresses these challenges by designing specific goals or strategic initiatives for the SP. The current PSD SP encompasses the major areas identified as challenges: Education and Learning, Operational, Human Resources (HR), Community, and Sustainability. For example, to address the challenge *How do we meet our facility needs for our growing student body?* the SP Team added a Facilities strategy area to the SP and created the Ten Year Campus Plan vision for the facilities needed on the PSD campus for 2016.

2.2   Strategy Deployment
2.2.a.   Action Plan Development and Deployment
2.2.a.(1) Following the SP conducted each spring, the AT reflects upon agreed strategic initiatives and creates action

plans that support the accomplishment of the strategic initiatives. The action plans become the "Do List" of what is to be realized in the upcoming year to accomplish the strategy. Accountability is gained by publishing a grid that

Figure 2.1-3 Strategic Planning SWOT Analysis 2007

Strengths	Weaknesses	Opportunities	Threats
Quality Visionary & Instructional leaders with high standards	Lack of diversity	Size & campus setting allow for communication and greater agility	Funding on the state and national level
Parent & Community Commitment	Limited time for collaboration and learning	Growing Quality reputation of PSD	Fear of Complacency
Commitment to Strategic Planning	Increasing non-parent population in community	Commitment to professional development and PLCs	Student enrollment growing - losing small identity

charts the steps to implement, person responsible for implementation, timeline, needed resources, evidence of attainment, and the staff development needed to accomplish each action plan. The action plan is reviewed by the SP Team Members who worked on the sub-group to draft that Strategy. Equally important, the AT drafts the action plans with an eye on what is truly needed to meet both short-term and long-term goals. Principals and Program Coordinators then work with their faculty and employees to design CIPs that support the action plans. Quarterly monitoring by the BOE and AT supports deployment.

Deployment of the BOE-approved SP is monitored by the creation of a deployment plan that monitors how the SP is shared with all stakeholders *(Figure 1.1-3)*. The deployment plan includes placing the plan on the PSD web site, sharing key portions in the annual report sent to all PSD constituents, giving a copy of the SP to all employees, and the branding of the mission in multiple forms.

2.2.a.(2) Adequate financial resources are made available to fund the SP because the needs are clearly identified in the "Resources Needed" section of the action plan. Moreover, SP is conducted prior to the creation of the subsequent year's budget so that the identified costs can be incorporated in the budget planning and allocation process.

The AT works very hard to anticipate and create relevant and necessary action plans to support the SP strategic initiatives. During the creation of action plans, the AT determines if PSD has the resources to address this strategy and contemplates the risks associated with placing it in the SP. Determining what is to be placed in the budget is, indeed, a balancing act, yet PSD has a comprehensive budget development process that allows for deliberate and reasoned decision-making. Moreover, as SP occurs on a yearly basis, PSD mitigates the need for multiple shifts in direction due to unforeseen circumstances. That is the benefit of institutionalizing the SP process on an annual basis rather than having the process take place every 2-3 years. There is a high degree of likelihood that what is placed in the PSD SP addresses current and future identified needs and can be accomplished in the allotted time.

2.2.a.(2) Despite our efforts to create and adhere to our action plans, there are times when action plans must be modified or unforeseen action taken. This flexibility is encouraged when needed. As an example, the BOE elects to consider additions to the PHS course schedule that occur outside of the curriculum and assessment review cycle that is embedded into the SP process. Every five years, as part of the published cycle, a curricular subject area is identified in the SP for intense curricular review, needed revision,

Figure 2.1-4 Technology Strategies and Action Plans

Strategy Area: Technology		
Year	**Strategy**	**Action Plan(s) Supporting Strategy**
1997	Pewaukee Public Schools will integrate technology	• Create and staff a district-wide technology support department such that we will maximize the potential of our technology investment.
1999	Pewaukee Public Schools will integrate technology into instruction.	• Explore the implications of a district-wide classroom set-up with five multimedia computers and one color printer per room.
2001	Pewaukee Public Schools will integrate technology into all aspects of the District.	• Create, implement, and assess a Comprehensive Technology Plan to define and design our technology needs as they relate to improved instruction and student learning.
2006	Pewaukee Public Schools will utilize technology and information resources to improve our ability to educate, communicate, and access information.	• Provide remote access to network files for students • Implement on-line registration • Create plan for wireless solution at PHS
2008	Pewaukee Public Schools will utilize technology and information resources to transform teaching and learning, enhance communication and provide access to information.	• Develop an instructional implementation plan to support full classroom integration of the 1:1 laptop initiative at the middle school • Provide professional development for Grade 8 teachers (effective teaching & learning, software, classroom management, basic troubleshooting) to support the 1:1 initiative

assessment update, and new materials purchases. That being said, when needed, the BOE will consider course additions outside this pre-determined curricular review cycle. Recently, for example, the Administration was committed to offering an AP Chemistry course at PHS and added this class outside the traditional SP/Curriculum schedule. Similarly,

PSD uses a Five Year Capital Projects Plan, but if needed, this plan is modified to address emergency repairs or replacements that would save the District money. For example, if contractors are on site and can accomplish work at a reduced cost for an item identified for future completion, PSD may take advantage of the cost savings and modify the

Figure 2.1-5 PSD SP Beliefs, Mission, Goals, and Strategic Initiatives

Mission	Goals
Through our unique all-school campus setting, the Pewaukee Public School District will open the door to each child's future	• All students will meet or exceed performance expectations on District Assessments • All students will meet or exceed state performance expectations on Wisconsin Student Assessment System (WSAS) tests • All students will be proficient in the use of technology • All students will demonstrate characteristics of good citizenship

Belief Statements	Strategic Initiatives

• We believe in all students achieving their potential
 	
• We believe in providing a safe learning environment
 	
• We believe students learn best when engaged, challenged, and respected
 	
• We believe student learning is our responsibility
 	
• We believe in modeling and teaching the qualities of good character
 	
• We believe in motivating every student to mature intellectually, socially, and emotionally
 	
• We believe teachers and staff are vital to student learning
 	
• We believe that the professionalism of all staff is a critical component of student success
 	
• We believe in welcoming and involving families and the community in the education of students
	• CIA - Provide rigorous and relevant curriculum and program options delivered by high quality educators who use innovative, research-based teaching strategies to prepare students to compete successfully in a global environment.
	  ○ Ensure the delivery of rigorous and relevant curricula & program options to improve student learning.
	  ○ Develop and implement quality assessments to improve student learning.
	  ○ Implement highly effective instructional strategies to improve student learning.
	• Technology - Pewaukee Public Schools will utilize technology and information to transform teaching and learning, enhance communication and provide access to information.
	  ○ Provide a robust infrastructure to support the needs of the District
	  ○ Facilitate authentic application of technology for instructional purposes
	  ○ Utilize technology to effectively communicate & provide broader community access to information and resources
	• Community Connections - Pewaukee Public Schools believe and is committed to building and strengthening community partnerships in order to ensure the long-term success of the District and to enhance the quality of life for all community members.
	  ○ Create and encourage opportunities for positive interactions between the District and Pewaukee School District alumni
	  ○ Create and encourage opportunities for positive interactions between the District and the community.
	• Citizenship - Pewaukee Public Schools will promote, model and integrate the characteristics of good citizenship.
	  ○ Provide experiences that inspire citizenship
	  ○ Embed service learning
	  ○ Assess and act upon the facility needs of the stakeholders in a fiscally responsible manner
	• Facilities - Pewaukee Public Schools will provide dynamic facilities that fulfill the changing needs of its stakeholders while protecting the community's investment in our campus through responsible utilization of resources.
	  ○ Update and enhance existing safety and security systems throughout District
	  ○ Provide appropriate access to facilities for community stakeholders

plan. Similarly, for safety reasons, items may be elevated in their need for accomplishment. This calls for quick action, not the adherence to a plan. The BOE encourages leaders to be agile and responsive in decision-making if the intent maximizes student learning or responds to an immediate health and safety concern.

2.2.a.(4) Short-term objectives in the SP are the action plans. A sample action plan is presented in *Figure 2.2-1.* Longer term objectives are the goals and strategic initiatives. PSD writes action plans that can be and are intended to be accomplished in one year; thus, all could be termed "short term." That being said, the strategy area of the action plan may be in the PSD SP for multiple years with each year focusing on a specific aspect to be accomplished. For example, the concept of wireless technology has been a specific action plan supporting the Technology strategy area for multiple years. Initially, the action plan called for a wireless solution to be *investigated*. In a subsequent PSD SP, it called for a wireless plan to be *created*. Following this, the action plan called for the wireless solution to be incorporated into the Technology Plan. It then reached a funding and implementation stage. It is common for the PSD SP to evidence long-term commitment to identified strategy areas with specific action plans that show progress to that end. The PSD SP supports long-term planning by having goals and strategic initiatives that span multiple years supported by action plans that support accomplishment of those goals and strategic initiatives in a shorter timeframe. There is a synergy in this process as well as cohesion *(Figure 2.1-5)*. A deployment plan details how these action plans are shared *Figure 1-1-3*.

Using the SWOT Analysis *(Figure 2.1-3)* and ES that is part of the SP process for multiple years, PSD has anticipated and planned for many market and stakeholder changes:

- An increase in student enrollment
- An increase in the number of high achieving students needing more rigorous course offerings and more gifted and talented services
- The need to expand the repertoire of teaching strategies needed by the PSD faculty to meet student increasing differing student learning needs
- Using technology as a powerful tool that ever-growing numbers of students, administrators, teachers, parents, and citizens utilize
- The projected retirements of current faculty causing the need to attract and mentor new teachers
- Addressing performance gaps in student achievement
- Expanding curricular offerings to better meet student needs: full-day kindergarten, the current exploration of 4K, elementary foreign language instruction, expanded technology education offerings, on-line course availability for curricula not offered at PHS.

All of these challenges were identified as part of the SP process and have been addressed with action plans in the PSD SP.

In reviewing recent SWOT Analyses and ES, PSD Administration anticipates that the upcoming 2009 SP will consider the following market trends:

- Best practices needed to better serve a growing number of students who do not speak English as their primary language
- Plans to address disparate performance by gender; current data shows females outperforming males on many analyzed measures
- Added programming and facility needs to remain competitive in the new WC (a plan to add tennis facilities and a women's golf program)
- The rapidly growing number of OE students requesting to attend PHS
- Consideration of campus facility needs to maintain a campus identity and meet the needs of students fifteen years from now

2.2.a.(5) PSD key leaders recognize that education is a human endeavor. The faculty working with students to maximize learning on a daily basis 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. To that end, the hiring processes utilized by PSD have been refined to help make better all-important hiring decisions:

- Implementation of background checks for all school volunteer and new hires
- Incorporation of a writing sample into the interview process
- Incorporation of a teaching lesson into the interview process for all teaching candidates
- Structured interview questions used for all candidates that addresses SP mission, goals, and strategic initiatives
- Incorporation of a committee approach to interviewing candidates thereby allowing input by more stakeholders
- Use of structured screening tool used for all support staff hires

Once hired, the following occurs:

- All new employees are placed on a formal evaluation schedule with a supervisor/ administrator
- New initial educators are assisted with their PDP
- All new educators are assigned a formal mentor to ensure that they learn the culture and expectations of the District

Longer Term:
The following analysis occurs to find trends of successes in hiring and provide better methods for future hires:

- Turnover reports, staffing logs, recruitment reports

2.2.a.(6) Progress on action plan deployment can be easily tracked because of the concrete measures built into the published action plan. By planning proactively and placing the person/people responsible for working on this action plan, identifying the timeline, and the needed resources along with needed staff development, PSD anticipates what must be in place for the action plan to be realized. *(Figure 2.2-1).* This makes the plan easier to implement, thereby increasing the likelihood of realization. Additionally, by listing the evidence of attainment in the action plan, PSD Administration has a concrete benchmark to determine if the action plan item has been accomplished.

Figure 2.2-1 Sample Grids of PSD Strategic Action Plan

Steps to Implement	Person Responsible	Timeline	Resources	Evidence of Attainment	Staff Development
Strategy One: Curriculum, Instruction, & Assessment **Action Plan 1 of 3**					
Identify essential concepts and skills in all core subject areas	Administration Teachers	June 30, 2009	Materials to support systematic essential skills identification	Department/grade level essential concept/skills documentation	Administrative training Staff training Use of professional development time
Strategy Two: Technology **Action Plan 1 of 3**					
Provide grade 8 teachers with laptops	IT Department	August 2008	Laptops PCs @ $28,000	Teachers are able to utilize laptop as resource for teaching & learning	Training for teachers in personnel and classroom use of laptops @ 300 hours
Strategy Three: Community Connections **Action Plan 1 of 2**					
Develop a proposal for an alumni connections program	Public Information Coordinator Alumni Volunteers	January 2009	Alumni Service Firm: Harris Connect selected @ $3,500	Plan presented to Superintendent; contract signed	Training on database use @ 6 hours
Strategy Four: Citizenship **Action Plan 2 of 2**					
Conduct a student-led campus-wide community service learning activity	Building Principals Students Teachers	June 2009	Promotional Materials	Event Held	None
Strategy Five: Facilities					
Implement ID badges for all school personnel	Dir. of Bldgs. & Grounds IT Department Network Engineer	Fall 2008	Purchase of ID badges & materials @ $5,000	All employees badged by first day of school	Letter to employees initiated

Quarterly reports to the BOE and similar updates with the AT keep key leaders focused on attainment of the action plan. Action plan progress is also reported at the initial session of SP each year.

2.2.b.   Performance Projection

SP goals and strategic initiatives *(Figure 2.1-5)* serve as the longer-term performance measures. Projected accomplishment of Goals and Strategic Initiatives can be charted using the following scale:

> ► A – Close to Attainment (may take 1-2 years)
> ► P – Making Progress on Attainment (2-3 years)
> ► I – Initial Implementation (3-4 years)

- Goal #1 on DBA performance: A
- Goal #2 WKCE performance: A
- Goal #3 on technology use: P
- Goal #4 on citizenship: I

Strategic initiatives that support the goals can be analyzed in a similar manner:

- Strategy #1 on Curriculum, Instruction and Assessment: P
- Strategy #2 on Community Connections: A-P
- Strategy #3 on Citizenship: P-I
- Strategy #4 on Technology: A-P
- Strategy #5 on Facilities: I

Action plans that support the goals and strategic initiatives are meant to be accomplished in one year and are on track for accomplishment. This meets the benchmarked projection for completion. Last year, PSD met 92% of the action plans in the SP. This is an increase from 85% the prior year.

Due to the commitment to SP, PSD exceeds the ability of competitors to accomplish SP initiatives and implement new programs. This has been enhanced due to PSD's financial status that allows funding for new initiatives. Area school districts with declining enrollment are experiencing a decline in program funding that PSD is not realizing. PSD remains committed to attaining the goals, strategic initiatives, and

action plans set forth in the PSD SP. The 2008-09 budget will present challenges as PSD anticipates a tight budget year with minimal new dollars to work with. This will need to be kept in focus when SP occurs in 2009.

3.0   Student, Stakeholder, and Market Focus
3.1   Student, Stakeholder, and Market Knowledge
3.1.a.   Student, Stakeholder, and Market Knowledge

PSD makes it a priority to provide effective communication in an all-inclusive manner with market segments including students, employees, parents, alumni, citizens who do not have students in PSD, those who reside outside district boundaries, families with children birth to 3 years of age, and families who have children in private or home school settings. A Communication Plan guides this work.

The PSD mission of opening the door to all students is supported by five SP strategy areas that include a priority on community connections. It is recognized that communication is a two-way endeavor in which PSD actively encourages through surveys, focus groups, a 24/7 web suggestion box, and many other avenues intended to provide two-way communication. To support this, the current SP now refers to the Communications strategy area as Community Connections.

3.1.a.(1) Communication with stakeholder groups without children in PSD begins with invitations to participate in BOE meetings; the annual meeting; annual SP; and fundraising, health fair, and extra-curricular and community events held on the PSD campus. Every resident household in the community is provided with 4 direct-mail PSD publications annually. These publications, in addition to featuring the successes and achievements of students, include targeted information on SP initiatives. In a recent community survey, citizens without children in school noted that these District publications were the primary vehicle for receiving PSD news. This is a marked increase in comparison to the 2000 community survey where it ranked fourth. Other communication vehicles include 2 local news publications, one printed twice weekly on a subscription basis, and the other printed on Saturdays and delivered to all households. A third source for information is the daily *Milwaukee Journal Sentinel* which includes a section for Waukesha County. PSD sends press releases to these news agencies on a weekly basis. A press release report is shared with the BOE at every meeting noting what has been sent to the press and what has been published in print media.

The web site is another highly successful vehicle to reach these groups. Markers of success found on the web site include newspaper articles, newsletters, photos, specific school linked sites, district improvement efforts, and links to State standardized test scores and the school performance report. It is a priority to update information on the web site. A valuable tool accessed directly off the web site is the nationally-award winning DVD, *A Personal Tour of the Pewaukee Public Schools,* a virtual tour of the District. All printed materials are available through links, and each school

has a homepage. A link to FA gives parents and students real-time access to individual students' grades. Parents and guardians are also able to check assignments, absences, food choices made as part of our school lunch program, and other items that vary according to grade level. A new CIP link features our SP and CIP commitment.

The PSD approach to identifying educational programs for student and market segments consists of annual student and parent satisfaction surveys, alumni surveys, citizen surveys, engagement with parents and students through focus groups, involvement with local and regional business organizations, and direct contact through school to work coordinator's efforts to prepare students for trade and technical occupations. PSD pursues short- and long-term innovation educational programming primarily through SP but has instituted processes such as the Curriculum and Assessment Renewal Cycle to institutionalize this vital process.

Much rich data is received by end-of-the-year surveys given by each school to students, teachers, and parents. These surveys have been in place in PSD for ten years. Survey results are analyzed by the AT, summer data retreat teams, and PLC teams. Results are shared with all parties via the school newsletter, and reviewed by the BOE in the fall. Data from the surveys has influenced curricular and operational programming. A sample of the survey results is given in *Figure 3.1-1.* While most national data indicate a 75% satisfaction level in most of these indicators, we are pleased that our stakeholders view PSD more positively. Our target is to consistently have an 85% satisfaction level on all indicators.

In a cycle of learning, the greater PSD community was again surveyed in 2008. It had been eight years since the Pewaukee community was surveyed and now a commitment is being made to conduct a larger scale survey of this nature every four years. 2008 respondents were primarily residents without children in PSD. Only 2.5% rated PSD negatively.

The community at large is an integral part of market focus benefiting PSD with fundraising support for PSD projects. PSD fosters relationships with the business community on a continual basis through the PSF, Rotary, Kiwanis, and Chamber of Commerce. This positive relationship is extremely beneficial. Printed materials for students and and events are supported by area businesses, which results in several thousand dollars annually. 4 fundraisers held through the PBC have resulted in $35,000-$40,000 being raised annually for enhancements to the PSD campus so that students can be better served. Businesses normally support publications of athletic programs and a school calendar featuring student art and writings.

The needs of the PSD student body are integral to the decision-making process regarding future programs, offerings, and services. Ensuring each child a quality education that meets the needs of that individual is of primary importance to each and every staff member at PSD. Program offerings are determined after a thorough evaluation of student needs. Curricular enhancements emerge from:
- SP goals, strategic initiatives, and actions

- Student involvement in SP
- Curriculum and Assessment Renewal Process which analyzes area benchmarks, state and national standards, and best in class student achievement
- PSD student performance
- Data analysis by PLCs
- Discussion with representatives from higher education institutions and businesses
- Student, staff, parent, and alumni input & focus groups

3.1.a.(2) PSD actively pursues relationships with students and stakeholders with multiple modes modes used to listen and learn from stakeholders *(Figure 3.1-2)*. Annual SP meetings bring many stakeholders together to assess overall operations and provide direction for PSD.

PSD is proud of the fact that the SP continues to drive efforts to provide students with an outstanding education. Adding rigor to the curriculum is a strategy that has emerged from the SP work in the last few years. Many curricular enhancements have been made to respond to this initiative including: increased acceleration opportunities, additional AP courses, a partnership with Northwestern University, and upgrades to assessment and instructional practice.

Future educational programs, course offerings and services are largely determined through the curriculum, instruction, and assessment component of the SP. Trends in education are examined and committees evaluate local needs. One example is the addition of on-line courses offered to PSD students through Northwestern University's Learning Links Program. The smaller size of the student body in PSD makes it challenging to offer the diversity of advanced courses for the limited number of students in need of them. This unique partnership has expanded opportunities for students.

In addition to end-of-year surveys given at each school, a new SP initiative calls for greater connections with PSD alumni. An outside firm was hired to evaluate and benchmark PHS alumni opinions and suggestions for the class of 2007. PSD's participation rate exceeds this. Respondents answered questions concerning demographics, subject evaluation, preparation, extra curricular offerings, and graduate satisfaction. Alumni were also asked to provide narrative responses. The survey clearly identifies customer satisfaction and dissatisfaction.

The results were evaluated and *Figure 7.2-9* shows data from several areas of this alumni survey. Responses have been evaluated and are informing the work of the AT and Curriculum and Assessment Renewal committees.. Evaluation of responses added support for taking steps towards an emphasis on non-fiction writing and the increase in the level of critical thinking. A commitment has been made to continue attaining this valuable feedback with the class of 2008 completing a similar survey which will be evaluated in 2009.

As part of the curriculum and assessment renewal process, teachers annually contact higher-education institutions in the surrounding area to stay current on changes in majors offered

and align courses with higher-education institutions that offer additional college credit. An example of this is the courses offered in health care occupations at WCTC. Students enrolling in Introduction to Health Occupations and the new course, Medical Terminology, may seek college credit for these courses through WCTC. Several courses are articulated for advanced standing with WCTC.

Additionally, PSD administrators work with the WC County Higher Education Coalition. PSD is working to help address the shortage of trained professionals in the following careers in our county: engineering, information technology, health care, teachers, and skilled trades. In November 2008, the PSD BOE approved 7 new courses in 2008 to help students explore many of these career options. The courses, to begin in Fall 2009, include Video Production, Medical Terminology, Principles of Engineering, AP Chemistry, and Digital Photography. Additional avenues of career exploration for PSD students exist in extracurricular clubs that offer experiences in information technology, FIRST Legos, Robotics, and Graphic Arts. Addressing climate concerns, an AP Environmental Science course was added in 2007.

The engineering program Project Lead the Way (PLTW) was developed with the input of many higher-education institutions in SEW. The first PLTW course was added at ACMS in the 2007-08 and the second PLTW course, Introduction to Engineering Design, began this fall at PHS. According to the WC Action Network, employers indicated a need for high school graduates to have stronger foundations in science, technology, engineering and mathematics. Over the past 5 years, PSD has annually added courses to the curricula at the middle and high schools that addresses these concerns. In addition, developing engineering skills is encouraged through the ACMS elective course, LEGOS, and the PHS Robotics Club.

A 5 year cycle guides the determination of which curricular subject area is selected for renewal in a given year *(Figure 4.1-3)*. In 2006, for example, Science was reviewed. The BOE approved the addition of AP Environmental Science which is now being offered. In Spring 2007, the entire K-12 Science curriculum and materials were reviewed by the BOE and approved for implementation for Fall 2008. This system allows PSD to continually update curriculum and assessment after a thorough investigation of student performance, as well as a review of recent and educational reform initiatives.

Educational programs and services are supported by unique partnerships with the Village of Pewaukee and corporate sponsorships (*Figure 3.1-3*).

A POI *(Figure 6.1-2)* in each school identifies needs individual students have and coordinates with a systematic plan to offer them increasing levels of academic assistance. An assessment program piloted in the fall of 2004 and now fully implemented for Grades 2 through 9 is MAP testing. MAP assessments change the way individual student needs are met. The test reflects a knowledge level rather than a grade level and is individualized for each student's ability.

Figure 3.1-1 PSD Survey Results – 2007 – 2008 School Year

2007-2008 SCHOOL SURVEY RESULTS	PHS Students	ACMS Students	HORIZON Students	PLE Students	PHS Parents	ACMS Parents	HORIZON Parents	PLE Parents	PHS Teachers	ACMS Teachers	HORIZON Teachers	PLE Teachers
When I have concerns, the principal listens and follows through.		55%	71%	N/A		77%	99%	52%		91%	100%	90%
The principal is visible and accessible.	98%	86%	74%	N/A	100%	85%	67%	80%	100%	85%	92%	83%
In addition to family access, staff communication to me is appropriate and timely regarding my child's progress.	79%	87%	94%	N/A	91%	100%	90%	95%	96%	94%	100%	100%
Secretaries in the school office are welcoming and helpful.	82%	75%	94%	N/A	87%	85%	99%	93%	98%	94%	100%	100%
I am well informed about important dates, activities, and events at school.		79%	89%	N/A		92%	99%	99%		100%	100%	97%
Classroom teacher lessons are interesting and challenging.		67%	85%	N/A		100%	94%	98%		82%	100%	97%
Teachers have high expectations for my child.	96%	69%	93%	N/A	91%	100%	89%	98%	100%	91%	100%	97%
My child is provided with extra help when he/she struggles.	82%	81%	82%	N/A	91%	85%	80%	82%	100%		100%	100%
My child has the opportunity to learn in a variety of ways.	84%	77%	88%	N/A	97%	100%	94%	98%	94%	97%	100%	100%
I am satisfied with the behavior of the majority of the students at SCHOOL.	75%	65%	67%	N/A	97%	92%	94%	96%	98%	100%	100%	90%
Contributions and accomplishments of the students are recognized.	80%	81%	85%	N/A	97%	100%	92%	97%	96%	97%	96%	100%
Teachers at SCHOOL treat students with respect.	89%	83%	88%	N/A	97%	100%	98%	99%	100%	100%	100%	97%
Students at SCHOOL are respectful.	75%	62%	66%	N/A	97%	92%	92%	96%	100%	91%	92%	94%
Disciplinary issues at SCHOOL are handled appropriately.	82%	66%	80%	N/A	90%	69%	68%	71%	100%	51%	73%	87%
My child is accepted and feels a part of the school community.	90%	76%	88%	N/A	91%	100%	94%	99%	92%	91%	100%	100%
I am pleased with my child's experiences at SCHOOL.	90%	83%	88%	N/A	93%	100%	99%	99%				
Teachers effectively use technology to enhance learning.		82%	90%	N/A		92%	91%	97%		88%	92%	83%
When I have concerns, the teachers listen and follow through.	86%	77%	85%	N/A	88%	92%	88%	96%				

Results for each subject are returned within 24 hours of completing the test. Instruction can then be tailored for individual or group needs. At the high school level, students' educational needs are analyzed by department. The Education for Employment Plan, under the direction of the School-to-Work Coordinator, is an example of a service provided to high school students interested in technical careers. A close relationship with WCTC has impacted the technical educational program at PHS. Several students are currently in a training program through the Workforce Investment Act.

An intense effort is made to inform every community member of changes, achievements, needs, and programs in PSD through the web site, *Perspective*, the media and the annual report. Newspaper articles appear regularly in local

Figure 3.1-2 Listening and Learning Methods

Listening and Learning Method	Frequency	Information Exchange	Used by and Used for
Segment: Students			
End of Year Survey	A	Feedback	Admin., BOE/School Improvement
Focus Groups (IT, Curriculum, Hiring)	AN/M	Feedback	Administrators
WKCE/WAA Testing	A	Achievement	Admin., BOE/School Improvement
MAP Testing	SA	Individual Achievement	Admin., Teachers/Classroom Instruction
AP, SAT, ACT Results	A	Achievement	Admin., Teachers/BOE/Community Trends in Achievement
IEP; POI	A/AN	Individual Plan	Admin., Teachers
Segment: Alumni			
Evaluation Surveys	A	Feedback	Administrators
Two/Four Year Higher Education Results	A	Achievement	Admin./College Readiness
Waukesha County Higher Education Coalition	A	Learning	Admin., College Readiness
Birth to Three			
Preschool Screening	3 x A	Child Development	Special Education
WCTC Tiny Tech Partnership	AN	Child Development	Special Education
Preschool Phonology Program	AN	Speech	Speech Therapist
Parents and Guardians			
End of Year Survey	A	Feedback	Admin., BOE
Focus Groups (IT, Curriculum, Hiring)	AN/M	Feedback	Administrators
Spotlight on Learning/Teachers	Q/AN	Goal Setting	Student Achievement Goals
Committee Participation	AN	Feedback	Hiring, Technology, Strategic Planning
Staff and Board of Education			
End of Year Survey	A	Feedback	Admin., BOE/School Improvement
Spotlight on Learning	M	Learning	BOE/Sharing Classroom/Grade Level Instructional Practices
Learning Together Segment	M	Learning	Administrative Team/Best Practices/Organizational Skills
BOE Meeting Participation	M	Input	Citizens, Teachers, Students: Input on decision-making
Community			
News Coverage	3 x M	Successes	All Stakeholders
District-wide Newsletter	Q	Successes & Goals	All Stakeholders
Annual Report	A	Successes, Goals, Financial	All Stakeholders; District Report Card, Financial Information, Invitation as Required by State Statutes
Community Email Notification	AN	Invitation	Effort to Reach Seniors in Community: Information given on drama productions, concerts & special athletic events
BOE Meeting Minutes/Information	M/AN	Operational Information	District Web Site Contains Information

M=Monthly, Q=Quarterly, A=Annually, SA=Semi-Annually, AN=As Needed, papers showcasing the achievements of PSD students. If space permits, students who live outside the boundaries of the PSD are welcome to become a part of the PSD through OE to benefit from programs they may not otherwise find in their home school District or private schooling. The number of OE students open enrolling in PSD has dramatically increased since the program began in WI in 2001 with demand to enter PSD school far exceeding availability (***Figure 3.1-4 and 7.2-7***). This is one powerful positive indicator of the District's reputation. To compliment this, there are considerably fewer outgoing OE students.

PSD recently gathered information for a community-wide perspective on possible campus facility projects that are part of a Ten Year Campus Plan. This plan anticipates needs of the school community and community at large. In an attempt to listen to the voice of the customer, the community-at-large in this case, PSD hired an outside vendor to produce a community sentiment study. The March 2008 study polled by phone, randomly selected PSD residents in a proportional sampling based upon household counts in four census tracts falling within the PSD boundaries. This community survey concerning possible SP action demonstrates the commitment senior leaders hold to attaining feedback and listening to community input. Importantly, strong commitment and support was shown for campus expansion projects. This is driving implementation of the Ten Year Campus Plan.

The BOE and Administration support opportunities for teachers to expand their experience through non-traditional means. A PHS MUN teacher returned this fall from a two-year leave to teach in Germany. Teachers may also apply for grants for summer travel to enhance their teaching. The administration looks at these opportunities as a way to offer students and instructors opportunities for professional growth that will enhance the overall educational experience.

3.1.a.(3) Stakeholder input is sought through a variety of means in addition to SP. ***Figure 3.1-2*** documents these modes of input. A concrete example of PSD's commitment to stakeholder input occurred when the IT Team created focus groups to prioritize technology needs including wireless

Figure 3.1-3 Program /Relationship with Stakeholders

Programs / Relationship with Stakeholders	
PROGRAM	**PARTNER**
Project WET (environmental)	Village of Pewaukee
Transcripted Credit Agreement Drafting (CAD) • Graphic Arts Firefighter • Emergency Management System (EMS) • Automotive Fundamentals	Waukesha County Technical College (WCTC) and Pewaukee Fire Department
Youth Apprenticeship • Health Services • Machinist • Drafting/Engineering (U.S. Filter)	Waukesha County Technical College (WCTC)
Middle School Career Days	Partners for Education, Local business and industry
High School Construction Course	Waukesha County Technical College (WCTC), Village of Pewaukee Local Community
Career related speakers/field trips	Local business and industry Junior Achievement
ASA Enterprises (middle school business class)	Local business and industry
Business Skills Olympics	Waukesha County Technical College (WCTC)
Graphics/Printing	Local Community
Model United Nations	Pewaukee Rotary Club
Robotics/LEGO League	GE Medical

technology, hardware, software, training, and courses. ACMS and PHS students, teachers, parents and guardians were asked to provide input into the creation of the Technology Plan that was being developed by the District Technology Planning Committee in accordance with the Technology strand of the PSD SP and State mandates.

In response to the voice of the customer, parents in this case, PSD began offering 4K in fall 2008. Parents began requesting the addition of a 4K program in 2002. In 2007 and 2008, investigation and implementation became a part of PSD's annual SP strategic initiatives. A survey indicated 88% of parents would support 4K. Teachers, administrators, parents, and daycare/preschool providers formed a task force to study the options of a program and presented recommendations to the Board of Education who passed the initiative for implementation in the 2008-09 school year. 4K was partially funded with a WI DPI grant that PSD pursued. 4K education extends beyond the walls of PLE in a partnership with area daycares and preschools to share curriculum. Parents may elect to have their child participate in 4K either at PLE or in 1 of 3 daycare provider sites where wraparound childcare is offered.

3.1.a.(4) Student, stakeholder, and market listening and learning methods are kept current with educational needs and directions and changes in the educational community through the annual SP process and by affiliations with a number of community and educational connections. Administrators are active in community and statewide organizations. The Superintendent, Director of C&I, and AS are active members/

attendees of weekly/ monthly meetings of the Rotary and Chamber of Commerce. All Cabinet members are involved in local organizations. As a way to keep the local business community in touch with the educational aspects of the community, the Superintendent attends, participates, and presents regularly to community groups. Strong alliances with area institutions of higher learning inform and support our curriculum renewal process. We offer two graduate programs on site.

Additionally, all administrators and the BOE are active in regional, statewide, and national educational organizations. Membership and participation in these organizations keeps key staff aware of changes and trends in the educational community. A sample of some of these affiliations include: the WASB, NSBA, WASDA, WSPRA, WASBO, ASBO, ASCD NSDC, WI Forward, ASQ. PSD senior leaders are often speakers at the state and national conventions for these groups.

Continuous group educational sessions are valued by the BOE and AT. Board Learning Sessions allow the BOE to investigate new issues. Moreover, a "Learning Together" segment on every AT agenda allows for book and article

Figure 3.1-4 Open Enrollment—Surrounding Districts

Open Enrollment - Third Friday Count 2008-09 School Year		
School District	**Incoming**	**Outgoing**
Pewaukee	131	48
Oconomowoc	89	250
Menomonee Falls	238	55
North Lake	28	17
Elmbrook	380	54
Mukwonago	65	98
New Berlin	216	48
Lake Country	82	7
Muskego-Norway	104	38
Kettle Moraine	106	46
Sussex-Hamilton	73	59
Waukesha	1019*	286
*943 -incoming to Waukesha IQ Academy Online Course		

study, reflection, and discussion.

As part of the Curriculum and Assessment Renewal Cycle, teacher teams, in addition to reading and researching curricular reform, also make site visits to schools of excellence in a given subject area. Recently, a team of PSD educators, representing all 4 schools, are currently involved in American Productivity and Quality Center's (APQC) PLC Benchmarking Process which began in September 2008. This process involves webinars and in-person site visits to member schools effectively using PLCs. Recently many PSD senior leaders visited schools in Schaumberg, IL and Lincolnshire, IL. Additional webinars allow PSD AT members to learn from these schools of excellence and better serve PSD PLCs. By June 2009, all subject areas will be analyzed for essential skills for students to achieve. This initiative is geared at improving measuring of academic outcomes for all students.

3.2 Student Stakeholder Relationships and Satisfaction

3.2.a Student and Stakeholder Relationship Building

3.2.a.(1) PSD enhances student performance and exceeds expectations for learning by developing curriculum through the Curriculum and Assessment Renewal Process that keeps current with the constantly-changing educational climate. Several mechanisms are in place to enhance student performance by identifying areas of need through performance measurement tests (MAP and WKCE/WAA), the analysis of essential skills for every subject, the move to a block schedule in both the middle and high schools, and the Fall 2009 addition of numerous new PHS courses that address shortages in technical and healthcare occupations.

Groups that build on relationships and nurture student and stakeholder satisfaction and loyalty include the PTO, PAG, Student Councils, PBC, and the SP Team. Strong ties are also made with youth sports clubs in the District. The community is invited to become involved in planning and participating in these activities and groups.. Information comes through school publications, *Perspective* newsletters, an annual report, principal newsletters, and news articles resulting from press releases. Additionally, strong relationships are forged with the Pewaukee Rotary Club, Kiwanis, Chamber of Commerce and PSF as they each offer student scholarships for PSD students. PSD leaders are members or serve on the Boards of these organizations. Since 2005 Junior Achievement (JA) volunteers from area businesses present JA curriculum in PSD schools. Many

Figure 3.2-1 Volunteer Hours

	PLE	Horizon	ACMS	Totals
02-03	3,668	697	1,896	6,261
03-04	9,237	1,119	249	10,605
04-05	9,002	1,378	751	11,131
05-06	8,088	3,488	1,499	13,075
06-07	8,105	1,366	461	9,932
07-08	10,054	2,044	431	12,529
TOTAL	**48,154**	**10,092**	**5,287**	**63,533**

PSD senior leaders serve as JA instructors teaching units or speaking on topics such as business ethics.

PSD parents have high expectations and take an active role in the education of PSD students. The level of commitment is apparent when considering the amount of volunteer hours parents give (*Figure 3.2-1*). This commitment is also evident in the annual fundraising events. The thousands of dollars raised and the many volunteer hours that make these events possible, show a strong relationship between families and PSD.

Through a SP initiative, a relationship with the senior members of the PSD community has been cultivated through several connections with senior living communities. Two computer classes were offered for senior citizens desiring to learn more about web use. A survey of the participants revealed that the class was beneficial and requests were made to offer more classes of this type in the future. Since this class, participants are actively contacted through regular email invitations. Senior citizens receive special invitations and reduced admission costs to many PSD events. Special email invitations and flyers to senior living neighborhoods have increased attendance at concerts and plays. Seniors now are a viable volunteer base in PSD schools, often serving as readers and tutors to elementary students. This has resulted in the development of positive relationships between senior citizens and PSD students.

Students are encouraged to reach out beyond the school community. For example, students in all schools held fundraisers for the Pewaukee Public Library. Students also actively support the American Heart Association, raising a total of $6,743.56 during the 2007-08 school year. Older students are involved in hands-on community outreach activities: Bell ringing for the Salvation Army, adopting a family through the Christmas Clearing Council, and providing childcare for families during the holidays. MUN students raised awareness for "Invisible Children" a group that assists internally displaced children in Uganda due to a 22 year civil war. Students in all four schools donate thousands of items to the local Pewaukee Food Pantry. Many fundraisers and charity collections are initiated by students to support community organizations; this is supportive of the citizenship component of the PSD SP. This has the benefit of not only demonstrating good citizenship for students, but strengthening the bond between PSD and its stakeholders.

The relationship with area realtors has been proactively nurtured and is a positive one. PSD works with realtors to provide information to those outside the school boundaries to learn more about PSD. Phone calls are made in fall to deliver new PSD promotional materials and inquire if realtors need additional information. Tours and informational sessions are offered to realtors and prospective residents. Realtors repeatedly provide feedback that their clients with children are interested in living within the PSD boundaries.

3.2.a.(2) Most communication on the PSD campus takes place with one-to-one communication as the campus setting prompts more of this valuable mode of communication.

Additionally, each school has set up multiple opportunities for parents to meet with teachers on a regular basis. Other modes are also utilized. Key access mechanisms for students and stakeholders to connect with PSD for information, common purposes and complaints include the PSD web site, contact through phone/voicemail, email to all staff (directory on web site), in person/appointment, and by fax machine. Information is disseminated to students and stakeholders primarily by School Messenger (SM), a phone/email system that reaches all parents for emergency notification, the web site (District and each individual school site), classroom teachers, each principal's daily announcements, community email (invites the public to concerts, plays, and special athletic events), individual school newsletters, and District publications to every resident in PSD boundaries. A BOE policy outlines a chain of command regarding citizen input when concerns arise. The Superintendent reinforces that responses to citizen concerns should be responded to within 24 hours. Because of the size of the campus and the effort made by administrators and teachers to build personal relationships with stakeholders, much feedback is attained via conversations with employees, parents and students. PSD senior leaders greatly value this input.

The most commonly used comprehensive method to receive input is the end of year surveys conducted by each principal (*Figure 3.1-1)*. In place for over ten years, this survey has been a valuable tool in informing SP, creating CIP goals, and guiding PLCs and PAGs. In spring 2008 surveys in all four schools were developed to ask more common questions throughout the District. Surveys are used by principals and by a core group of teachers who meet in the summer for the annual data analysis workshop. Survey results are presented to the BOE and are shared with all employees and parents in the fall.

3.2.a.(3) PSD BOE Policy and procedures cover everything from curriculum concerns to student harassment. BOE policy guides stakeholders and students to follow a complaint procedure designed to have the complaint resolved at the lowest level, first at a classroom level with the teacher involved. Next a principal may intervene, followed by the Superintendent and then the BOE. PSD takes pride in the fact that few complaints rise to this final level. For the last three years, only one complaint per year has been brought to the BOE for resolution*.* A tracking system is used to track these complaints at the site and District level. Each school tracks complaints annually, the business department tracks bus service complaints, the web master tracks user complaints, however the number is small and ranges between two to three complaint reports for each school and department per year. PSD is proud of the commitment to proactive resolution of community concerns.

Citizens are encouraged to participate in BOE meetings and the annual meeting. Citizens have more opportunity to voice their opinions on Board agenda items than is traditionally offered during a typical BOE meeting. Two opportunities, are provided for citizens to offer additional input. Informational brochures are available at every meeting to inform citizens of the BOE agenda, Board representatives

and procedures for taking part in the meeting.

3.2.a.(4) Perceived needs are assessed through annual surveys of students and stakeholders, including alumni, at each school. Administrators and staff also learn from neighboring school districts through affiliations in professional organizations, through the county higher education coalition, and attendance at national/regional conferences. University course work, reimbursed at District expense, keeps staff current and aware of successful programs. Lastly, SP meetings in spring are the primary source for input from the community in planning future direction. Clearly, PSD has responded to parent and community requests to use technology as a communication tool. Thus, PSD made a commitment to upgrade the web site, add Family Access, and, beginning in 2008-09 utilize SM as a phone or e-mail communication tool that quickly contacts all parents and employees.

3.2.b. Student and Stakeholder Satisfaction Determination

3.2.b.(1) Stakeholder input has guided improvements in how PSD educates students. Following parent response on the end of year survey concerning playground discipline at HES, the school formed a task force to generate a consistent playground program discipline plan. Staff implemented the plan to reinforce safe play on the playground. The survey response resulted in steps being taken to ensure more positive playground behavior and a safer environment resulting in fewer discipline referrals. A second example highlights a concern in surveys from 2007-08 school year about a safe and orderly environment at ACMS. In the student advisory focus group, the school guidance counselor made this concern a top priority. Meeting with eight randomly picked students monthly to address this topic and other student concerns, the guidance counselor strives to understand and implement change whenever possible, to address students' concerns about the physical environment of their school. Suggestions from students are brought to the Building Leadership Team (BLT**)** meetings to make decisions on whether these can be used and implemented.

Figure 3.2-2 Complaint Management

Customer	Receiver/Cycle	Resolution
Parent/Guardian	1. Teacher 2. Principal 3. Superintendent 4. BOE	• Resources • Policies • DPI regulations
Student	1. Teacher 2. Guidance 3. Principal	• Resources • Policies
Staff	1. Principal 2. Union/HR 3. Superintendent 4. BOE	• Resources • Policies • State/Fed laws
Citizen	1. Web Master 2. Superintendent 3. BOE	• Policies • BOE

Parents and students have the opportunity to submit an on-line survey analyzing specific athletic activities at the end of every season. Survey results are used as a tool in the evaluation of coaches. School administrators evaluate all extracurricular activities using this input.

Complaints are registered through receivers and acknowledged within 24 hours. **Figure 3.2-2** illustrates the complaint management process model for PSD.

3.2.b.(2) Key stakeholders drive the process of change, setting higher academic standards for achievement, and adding components to the educational process to better meet the needs of a changing society. The annual Communication Plan identifies methods to share the SP initiatives with stakeholders. Examples include changing to the block schedule in middle and high schools, adding a citizenship component to SP goals, setting technology goals, and recommending course offerings. Additionally, each building's survey gauges responses regarding the success of change initiatives.

3.2.b.(3) Principals share perception survey results in their newsletters with all staff, parents, and BOE members. Results are used annually in a review of student achievement, and CIP and SP goals and initiatives address concerns raised or trends seen in the surveys. Information on the results or action taken is also provided in District community newsletters, annual reports, and on the District web site. Services provided by competitors are identified through collaborative projects, shared in-services, and participation at state and national conferences.

The WI DPI School Performance Report offers comparisons for attendance and behavior in several areas related to school satisfaction. Annually, WC principals share data related to student participation and student success in both academic and extra-curricular opportunities. Recently, superintendents in Waukesha County committed to sharing satisfaction/school perception data, so a new opportunity will be available to benchmark in this all-important area.

The POI in each school is the most concrete way we alter services to meet student needs. Each school has a concrete plan to respond to situations when students are not making sufficient academic progress and need intervention assistance to succeed. This is the most concrete and powerful way PSD responds..

Benchmarking also occurs in the curriculum and assessment renewal process where best in class organizations are analyzed for the methods employed to increase student achievement.
A commitment to greater benchmarking propelled the District to contract with a firm for alumni surveys that would allow PSD to compare itself with 9 school districts across the nation. Out of 12 subjects offered at PHS, ten were ranked higher than the average 9 school districts.

Over 40 District leaders including teachers and principals, meet each summer for a data retreat to discuss current student achievement and create CIPs. In this process the teams review best practices in the public and private sector.

3.2.b.(4) PSD continually seeks new approaches to determine stakeholder satisfaction through a variety of survey methods. All schools and the District Office use a survey software to produce, calculate and tabulate information gathered from teachers, parents and students. Results are shared with the BOE and stakeholders.

SP has prompted changes in approaches concerning obtaining input from stakeholders. A commitment to broaden the base of stakeholder input has prompted recent initiatives to listen and learn from alumni and Pewaukee residents without students in school. Moreover, PSD has responded to stakeholder input to increase the use technology as a device to obtain input. Thus, many steps were taken to respond: Zoomerang was purchased so surveys could be taken electronically by stakeholders, FA was added so communication with faculty could occur more easily using technology, and the PSD web site now has a 24/7 web suggestion box for citizen input. PSD is committed to responding to citizen feedback with agility.

4.0 Measurement, Analysis and Knowledge Management
4.1 Measurement, Analysis, and Improvement of Organizational Performance
4.1.a Performance Measurement

4.1.a.(1) PSD SP identifies key actions that drive the selection, collection, alignment, and integration of data and information for analyzing student learning, daily operations, and overall organizational performance. Data collection methods occur on a daily, weekly, monthly, quarterly, and annual basis and are used on a short- and long-term basis to monitor progress toward achieving goals in the following categories: student achievement, financial, curricular, organizational effectiveness, perception, and HR. Student achievement data is gathered using local and state assessments. State assessment results are gathered using WINSS and WSAS-ORS Turnleaf and are uploaded into the District's SPSS data warehouse for faculty access. DBA results are captured and uploaded into the SPSS warehouse through teachers and data clerks for faculty access. At the classroom level, teachers are responsible for collecting and uploading EC-12 student achievement data. District financial data including expenditure, accounts receivable and payable are collected and maintained through the school management software, Skyward. Each school division is responsible for collecting, disaggregating, and disseminating organization effectiveness data including survey, audits, and feedback loops. Perception data is collected using automated survey software, *Zoomerang.* The HR division collects and maintains staff data including education level, work experience, salary, attendance and demographic information. Staff development data is captured and maintained in the curriculum and instruction office. The District utilizes the following criteria in conjunction with the PSD SP process to determine the data relevant to evaluating progress towards District strategic goals and initiatives:

- Availability of data

- Relevance of data to student and District needs
- Validity of data
- Relevance of data to District goals
- Availability of world class benchmark data

Figure 4.1-1 shows the extensive use of data to track and monitor student learning and organizational performance. **Figure 4.1-4** is our balanced scorecard to more deeply look at monitoring frequency and collection methods.

Figure 4.1-1 Data Tracking Tools of Effectiveness

Student Achievement
Grades, WKCE, MAP, ACT, DBA, graduation rate, higher education admissions
Financial
Program expenditures, instructional expenditures, support service expenditures, revenues
Organizational Effectiveness
Employee performance evaluation, program audit / analysis, accident / injury reports, Wisconsin Forward feedback, continuous improvement model
Perception
Graduate survey, employee satisfaction survey, parent satisfaction survey, student survey, community survey, student enrollment trends
Human Resources
Faculty turnover rate, workman's compensation, number of advanced degrees, staff development participation rate, time to fill rate, attrition rate, highly qualified support staff, awards and commendations, staff attendance
For more detailed information refer to **Figure 4.1-4**

4.1.a.(2) In an effort to benchmark organization progress, PSD utilizes a variety of sources for comparative data and information. These sources include state, county, regional conference, peer districts, and Baldrige award winning districts. Appropriate comparative information is selected based on similar student populations (demographic, economic, and geographic). WKCE-CRT comparative data is used to monitor longitudinal student performance data. MAP, a nationally normed student assessment system, provides internal and external comparative data in reading, math, and language arts in grades 2-9. The District also uses information from the PPF Regional Report, as well as the PPF's SEW School District Rankings publication, to gather comparative data and information from the academic community.

Data review and analysis is conducted on an on-going basis at meetings including but not limited to teacher teams, PLCs, targeted student interventions, parent conferences, and data retreat meetings. Data review results are disseminated externally through newsletters, webpage, email, and District publications. PSD uses **Figure 4.1-2** as a framework to review results and create actions and CIPs. The 360° of data provides our stakeholders a framework for comparisons, decision making, and innovation.

4.1.a.(3) Quarterly review of the PSD SP allows PSD to keep the performance measurement system current with

educational service needs and directions. In addition to the SP process, many school teams review data related to strategic initiatives and report their findings to the Superintendent and the BOE during the course of the year. Involvement in local, state, and national professional organizations assist us in being proactive in improvement efforts.

PSD keeps our performance measurement system current through quarterly and annual reviews and reports. The AT designs and executes an annual data retreat where school improvement teams review system results and recalibrate goals and benchmarks. Using the CIP model and SP process, the District ensures rapid response to internal and/or external change. Evidence of this rapid response to change can be found in all corners of PSD. Specific examples include rapid response to dramatic enrollment growth in kindergarten population and student achievement concerns at the secondary level. On August 18, 2008, an additional section of kindergarten was added and a teacher was hired within five days. After reviewing data at the secondary level and noticing a downward trend in student achievement, PSD developed and implemented a resource model designed to provide additional academic support.

4.1 Measurement, Analysis, and Improvement of Organizational Performance
4.1.b Performance Analysis, Review, and Improvement

4.1.b.(1) PSD reviews its performance and capabilities through on-going systematic data collection and analysis. In accordance with federal No Child Left Behind laws, the State of WI implemented mandated WKCE-CRT in Reading and Math in Grades 3 through 8 and 10, as well as Language, Math, Science, and Social Studies testing in Grades 4, 8, and 10. The District receives test results from the State on an annual basis; results are reported to the public in comparison with other schools throughout the State. Annual Yearly Progress (AYP) criteria include number of students taking the test, students scoring proficient or above in tested subject areas, subgroup performance, graduation rate, etc. State performance expectations increase every three years. In addition, comparative data is obtained from student participation in ACT, AP, and PLAN testing each year.

At the District level, performance indicators include DBAs in writing and math, as well as MAP testing in Language, Reading, and Math at the beginning and end of the each school year. DBAs in writing and math are aligned with local curriculum while MAP testing provides nationally normed data within 24 hours. Data results are reported to the BOE in a yearly report including both district-wide and school analysis of results. In a cycle of learning, the assessment reports now synthesize the analysis and present the data and report using technology, instead of print form.

CIPs identify school and department goals for the year and provide action plans for implementation. Quarterly benchmarks enable the organization to review progress in a timely fashion and make real-time adjustments due to changing organizational needs. The PSD SP is the foundation

foundation for the development of the yearly District budget. Beginning in the 2008-09 school year, central office departments joined the schools in developing CIPs derived from the goals in the PDS SP and a needs assessment/data inquiry. Each school and department benchmark progress on target goals every 6 to 8 weeks. The CIP includes quarterly benchmarks for increasing frequency of monitoring. Each plan consists of action plans, which include delineation of responsibility, current resources, resources needed, professional development, and action step completion date.

Data analysis and building goal setting begins at the District's summer data retreat and continues throughout the year within each building's PLC. PLCs identify struggling students in core academic areas and other targets student groups for instructional focus. An online student database tracks longitudinal data for each student in each grade from the time they enroll until they graduate. The comprehensive data warehouse includes local and state assessment performance, classroom grades, attendance, and is used to guide instruction, identify needed support services, and report to parents.

The curriculum and assessment renewal process prompts review in identified subject areas (*Figure 4.1-3*), analysis of best instructional practice research including power standards and essential concepts, comparison of programming options offered in other schools, innovative technology, and needs for new course offerings. SP teams, PLCs, PAGs and PTOs in each school, as well as District committees such as the District and schools Technology Planning Committees, provide valuable perspectives regarding the District's performance and future direction.

In addition to student achievement data, PSD reviews performance in the following areas: financial, organizational effectiveness, perception, and HR *(Figure 4.1-1)*. On a weekly, monthly, and quarterly basis, District leaders analyze expenditure and revenue trends and report to the BOE Finance Committee. Employee performance evaluations, program audits and analysis, and accident/injury reports are several ways PSD evaluates organizational effectiveness. On an annual basis, perception data is analyzed at the school and District level with results driving improvement goals throughout the district that are measured quarterly. Using

weekly staffing reports to annual reviews, the HR department analyzes data to respond rapidly to changing needs and challenges.

4.1.b.(2) PSD encourages continuous improvement through administrative and staff participation in state and national professional organizations, as well as local educational committees and civic organizations. Collaboration with these organizations, including technical colleges and four-year universities, assists with PSD's organizational alignment efforts.

Performance results are shared with faculty, staff, parents, and community through a variety of media reports and publications including the District's Annual School Performance Report, state assessment results posted in local newspapers, and District and school newsletters. Comparative school data including assessment performance, graduation rate, advanced course offerings, etc., is available to the community through the DPI web site (WINNS). Parents in PSD also have immediate online access from home to a variety of information for their student including classroom grades, attendance, disciplinary actions, and lunch choices via FA. Teachers have online access to MAP performance data for their students, as well as access to longitudinal data for each student via the District's SPSS database. Teachers and students have online access from home to PSD school files.

Principals and their team leaders are members of the District's summer data retreat team, yearly curriculum review teams, BLTs, and PLC teams. They share organizational results and initiatives with the larger faculty and staff. Department chairpersons and grade level team leaders share communication with their colleagues at regularly scheduled meetings focusing upon continuous improvement. School schedules have been modified whenever possible to provide collaborative team time on a regular basis for purposes of sharing data and promoting effective decision-making.

4.1.b.(3) PSD developed the CIP template for schools and departments to use as a vehicle to develop plans, based on the District SP, for implementation in the 2008-09 school year. The CIPs are benchmarked every 6-8 weeks for progress made on the goals. On an annual basis, performance reviews

Figure 4.1-2 360° of Data

DEMOGRAPHICS
Indicates change in context

SCHOOL PROCESSES
Show how classrooms change

Allows the prediction of actions/ processes/ programs that best meet the learning needs of all students

PERCEPTIONS
Tell about orr environment (school community)

STUDENT LEARNING
Info on student performance
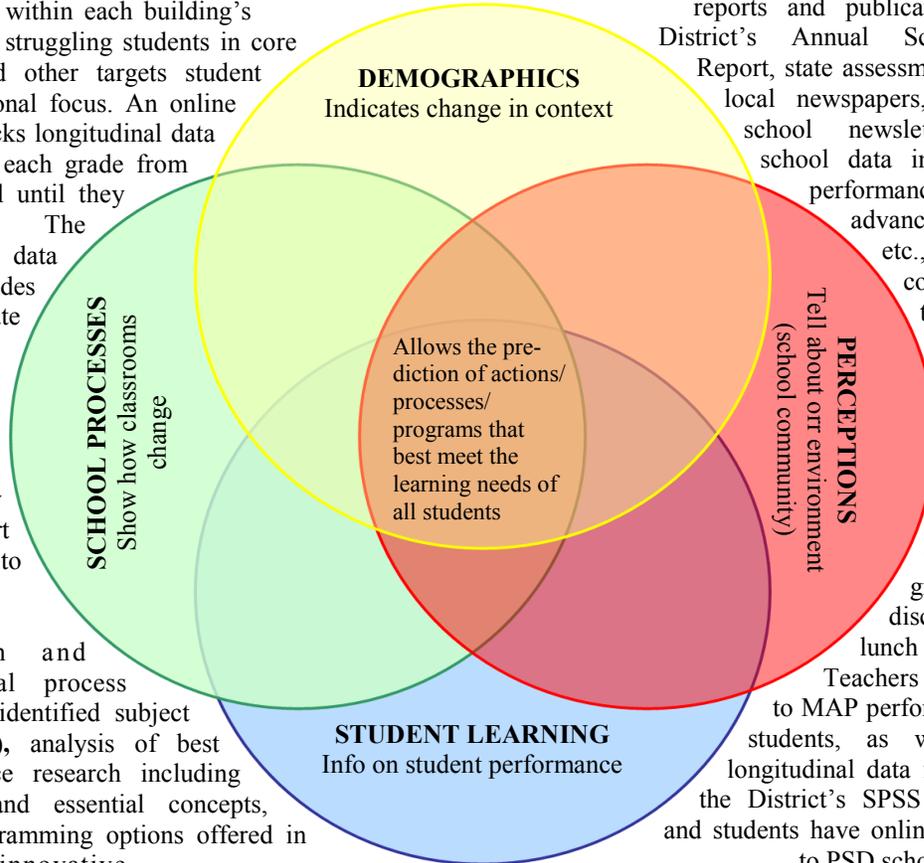
Adapted from 1991-2008 Education for the Future Initiative, Chico, CA

help direct systemic change as evident by HES. In the spring of 2008, school leadership and staff identified a weakness in allocated time to work on school improvement efforts. Consequently, the staff endorsed a concept that banks time to enable them to meet 60 minutes one day a week for the purpose of collaborating around goals, objectives, and outcomes.

4.2 Management of Information, Information Technology, and Knowledge
4.2.a Management of Information Resources
4.2.a.(1) PSD provides access to data via a campus-wide network. The network consists of 1550+ network computers that communicate to centralized servers via wired 100Mb client connection or 54Mb wireless connections that feed in to a gigabit fiber network. Access to data is made available to each participant based on what is appropriate for student, teacher, administrator, staff member, or parent. The goal is to make the technology as accessible as possible to the degree it is useful to the user.

Information is provided externally to stakeholders and partners via the District web site, school web sites, and electronic mail communication. E-mail 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. This product ties into PSD's school management software (SMS) allowing for real time viewing of attendance, grades, tests, discipline, health, and lunch information.

Information is constantly evaluated and used to drive decisions. It was determined in the process of performance monitoring that our existing help ticket tracking software would not produce the data necessary to make quality decisions in some key areas. The weakness of the data was evident and new software was identified to remedy the problem so that our data continues to be meaningful in driving our performance monitoring. In addition, SPSS provides a warehouse for internal stakeholders to analyze data.

4.2.a.(2) Software acquisition is streamlined by having the staff member do the initial investigation and then generate a request for preview. The IT Department reviews its compatibility on the network. Software is then deployed for further evaluation. If the software meets the desired need, it is then deployed. Most frequently, this occurs during the curriculum and assessment review cycle.

Software applications are packaged for deployment to the desktop with Novell's Zenwork's product. Snapshots are used to push applications to the computers on campus with limited technician involvement. The application installation (snapshot) can be verified (self-healing) to make certain that the application will run efficiently. Computer hardware reliability is handled through the submission of help tickets via nService software. This software allows the IT staff to keep track of calls and allows the user to check on the status of their request. During the summer, hardware is rotated out of production on a 5-year rotation policy. This prevents computers from becoming outdated and allows current versions of software to be run. All general use computers are cleaned and re-imaged annually.

4.2.a.(3) Data back-up occurs each week. Backups occur nightly and weekly on various systems. Nightly backups are performed on our library media database to keep it as current as possible. Full backups of other servers happen during the off hours of the weekends. Data is streamed via a disk to disk backup. Data from our SMS, our most critical system, is backed up locally and streamed nightly to an off-site location. In the event of a hardware failure on the SMS system, PSD has several options depending on the severity of the problem. In the event of a partial failure, parts would be replaced. In the event of the data center not being able to function, remote data can be restored by a local vendor (ISCorp) who has a service for taking PSD remote data and putting it on to their server and making the data available via a thin client session. In the event of a catastrophic facility failure (loss of the data center), the offsite backup would be restore data to newly purchased hardware in the new remote facility.

4.2.a.(4) PSD's planning process goes a long way toward helping us plan for the refresh of technology. PSD's SP

Figure 4.1-3 Curriculum and Assessment Renewal Cycle

Curriculum Renewal and Design Cycle			
YEAR	**EVALUATION, INVESTIGATION, INSTRUCTION**	**CURRICULUM DEVELOPMENT**	**IMPLEMENTATION**
	• Research World Class Programs • Site Visit to Exemplary Schools • Benchmark current practices to World Class • Essential skills alignment • Identify External Partner • Completion of External Partner Report	• Identify Essential Skills and Concepts and write curriculum • Align curriculum to career pathways • Develop tools to assess student learning • Materials review & selection • Identify 21st Century Technology needs	• Launch staff development for new Curriculum • Complete assessment system • Acquire all needed material • Integrate technology
2008-2009	Social Studies Technology Education	Art World Languages	Business Education
2009-2010	Math Music	Social Studies Technology Education	Art World Languages
2010-2011	Language Arts Physical Education/Health	Math Music	Social Studies Technology Education

Figure 4.1-4 Balanced Scorecard

Key Goals	Success Measures	Frequency	Collection Method	Contact / Responsible
Curriculum and Assessment (World Class Achievement)	WKCE / CRT (Grades 3-8 & 10)	Yearly	Fall testing - State mandated	Director of C & I
	WCKE (4,8,10)	Yearly	Fall testing-State mandated	Director of C & I
	DBA Math	Quarterly	Classroom testing	Director of C & I
	DBA Writing	Quarterly	Classroom testing	Director of C & I
	ACT	Yearly	College prep testing	High School Principal
	AP	Yearly	College prep testing	High School Principal
	PLAN	Yearly	College prep testing	High School Principal
	Career Inventory	Yearly	PLAN Test	Guidance Counselors
	ACCESS Testing	Yearly	Winter testing – State mandated	ELL Coordinator
	MAP	3 Times per year	Fall, winter, and spring testing	IT Specialist
	Grades – Report Cards	Quarterly	Student Information System/Skyward -EA+	Principals, Teachers
	Summer School Program	Yearly	Enrollment count	Associate Principal
	Extra/Co-curricular offerings	Yearly	Participation count	Principals/Athletics & Activities Director
	Graduation rate	Yearly	Credit completion	High School Principal
	Academic Yearly Progress(AYP)	Yearly	State Report	Director of C & I
	Intervention exit rate	Quarterly	Program reports, CIP	Program coordinators, Director of C & I
Instruction (High Performance Work Force)	Teacher Satisfaction Survey	Yearly	Survey	Principals
	New teacher training / inductions	On-going	Meeting agendas	Director of C & I
	Teacher Training / Highly Qualified Teachers	On-going	Certifications	Human Resources Coordinator
	Highly qualified Support Staff	Yearly	Certifications	Human Resources Coordinator
	New teacher mentoring	Yearly	Attendance/agendas	Director of C & I
	Teacher turnover / retention	Yearly	Human resources data	Human Resources Coordinator
	Teacher/Administrative Recognition/number	Yearly	Awards, commendations	Principals
	Teacher Attendance Report	Quarterly/Yearly	Attendance records	Business Office
	Professional Learning Communities	Quarterly	Attendance/Agendas/Minutes	Director of C & I
	Number of staff with advanced degrees	Yearly	Human resources data	Human Resources Coordinator
	Workshop attendance	On-going	Human resources data	Human Resources Coordinator
	Graduate Credit classes	On-going	Human resources data	Human Resources Coordinator
	Leadership effectiveness	Quarterly	Building walk-throughs, evaluations, stakeholder surveys	Superintendent
Citizenship	Community Outreach	On-going	Senior citizen volunteer, library partnership, River Keepers, Pewaukee prairie project, Village well, Key Club, NHS volunteer program	
	Inter-school volunteer program	Quarterly	Tiny Tech WCTC, Champions, high school volunteers, parent volunteers	Various staff
	Community collections	On-going	Food pantry, HAWS, supplies for troops in Iraq, Christmas Clearinghouse, Hats & Mittens for Waukesha County, Nike Reuse-A-Shoe, Coats for Kids, Hoops for Heart, Jumprope for Heart, Ronald McDonald House, Luekemia-Lymphoma Society	Various staff
	Student recognition	Quarterly	Sign-in sheet/quarterly report	Secretaries
	Student leadership opportunities	On-going	Quarterly report	Secretaries
	Guidance curriculum	Yearly	Student Council	Advisors
	Disciplinary report	Yearly	Student Information System/Skyward	Associate Principals
	Model UN	On-going	End-of year report	Secretaries
	United Way	Yearly	Donations	Superintendent

Key Goals	Success Measures	Frequency	Collection Method	Contact / Responsible
Technology (Aligned and Integrated Management System)	Network Reliability	On-going	Server reports/logs	Network Engineer
	Technology Effectiveness	Yearly	Achievement of goals	IT Team
	Technology Integration	Yearly	Educator Proficiencies/survey	IT Specialist
	HelpDesk Tracking	On-going	TrackIt software reports	Network Engineer
	Infrastructure Reports	On-going	3Com Network Supervisor	Network Engineer
	Asset Inventory	Yearly	Contracted	Assistant Superintendent
	Hardware Inventory	Daily	OCS Management Report	Network Engineer
	Educator Access	On-going	Student Information System/Skyward	IT Specialist
	Telephone reporting	On-going	Tapit/AT&T reports	Network Engineer
Communica-tion (Connected Learning Community)	Parent satisfaction	Yearly	School Satisfaction Survey (paper)	Principals
	Student satisfaction	Yearly	School Satisfaction Survey (online)	Principals
	District Web site visits/reporting	Monthly	Webspy	Network Engineer
	School Web site visits/reporting	Yearly	ClassList	Principals
	Grade level/Teacher Web site visits/ reporting	Yearly	ClassList	Classroom Teachers
	Open enrollment	Yearly	Student Information System/Skyward	Comptroller/Administrative Asst. to Superintendent
	Volunteers		PTO	Principals
	Family Access	Yearly	Student Information System/Skyward	IT Specialist
	Newsletters/District	3x/year	Publication	Public Relations Coordinator
	Newsletters/School	Monthly	Publication	Principals
	School Performance reports	Yearly	Publication	Public Relations Coordinator
	District Calendar	Yearly	Publication	Public Relations Coordinator
	School Messenger	Daily	Database report	Principals, Secretaries
	Community/Service organizations	Monthly	Rotary, Chamber of Commerce, Positively Pewaukee, Library Foundation	Administration
Management (Caring, Safe, and Orderly Learning Environment)	Student perceptions of safety, caring, orderliness	Yearly	Exit survey	Principals
	Staff perceptions of safety, caring, orderliness	Yearly	Exit survey	Principals
	Parent perceptions of safety, caring, orderliness	Yearly	Exit survey	Principals
	AED / CPR Training	Yearly	Training log	Nursing Services Coordinator
	Health Fair Data	Yearly	Log of participants	Nursing Services Coordinator
	Number of claimable accidents	Per event, annually	WC300 Annual log, accident report form	Human Resources Coordinator
	Number of bus conduct notices	Per event	Student Information System/Skyward	Principals/Associate Principals
	Number of student accidents	Semester	Student Information System/Skyward	Nursing Services Coordinator
	Drug and Violence report	Yearly	Student Information System/Skyward	Associate Principals
	Material Safety Data Sheets	Updated as needed	EMC (consultant)	Director of Buildings & Grounds
	Disciplinary count	Semester	Student Information System/Skyward	Associate Principals
	Health Reporting	Semester	Student Information System/Skyward	Nursing Services Coordinator
	Revenues vs. expenditures	Yearly	Budget management review	Assistant Superintendent
	Custodial Effectiveness	Monthly	TruTime	Director of Buildings & Grounds
	Bus on time	As needed	Communication with bus company	Assistant Superintendent
	Lunch program effectiveness	Yearly	Student Information System/Skyward	Director of Food Service
	Strategic Planning / effectiveness	Yearly	Review process	Superintendent
	Maintenance program effectiveness	Monthly	Preventive maintenance logs	Director of Buildings & Grounds
	Aggregated school concerns by category			
	Attendance reporting	Yearly	Student Information System/Skyward	Building secretaries
	Book circulation and collection	Monthly	Follet System Information	LM Specialists
	Building Usage report	Daily	Completed forms	Athletics & Activities Director
	Health/Fitness Tracker		Polar HR Analysis/Fitness tracker	PHS PhyEd Staff

process, long-range technology plans, and the review of curriculum and assessment via a routine cycle allow us to look at and plan for the addition of technology in all the areas served. Information from stakeholder groups, including both students and parents, is solicited in a variety of ways. Students are involved in the SP process, as well as the development of the long-range technology plan. Student forum discussions are held to elicit input on current and future technology initiatives as part of the long-range technology plan development. Parents and community stakeholders also provide input to the IT Department via quarterly discussion forums held after hours.

Each school has a technology committee that makes recommendations for technology improvements for instructional and communication purposes. Technology committees maintain a budget for the purchase of software and peripherals. The IT Department works closely with school committees to identify and fund major hardware and software licensing purchases.

4.2 Information and Knowledge Management
4.2.b Data, Information, and Knowledge Management
4.2.b.(1) Organizational data and information is stored on internal servers. The integrity, security, and confidentiality of data and information are protected through the use of passwords to enter the computer system. Confidential information is housed on an internal server using Skyward software. Parents are provided external access to confidential information via FA using an individualized, secure login and password. The District uses Novell GroupWise e-mail software in conjunction with anti-spam gateways from Barracuda Networks for both inbound and outbound filtering of mail. Barracuda provides anti-virus and anti-spam hueristics, as well as custom filtering options. The network is protected by a Sonicwall firewall that does standard port filtering as well as providing deep packet inspection capabilities, internet content filtering and intrusion protection. Timeliness of data is ensured by the use of real time data systems, including the SMS, Educator Access gradebook, and FA. A District data clerk enters all testing information into the SPSS database for internal staff access and provides on demand reporting.

4.2.b.(2) Organizational knowledge is managed through the use of the District web site and Skyward SMS, the primary technological tool for the transfer of knowledge. PSD's web site has District, school, and teacher information, subject/ grade level program information, and course information. Skyward Educator Access enables staff to electronically post grade information for students in Grades 2-12. A variety of methods are used to transfer information to faculty and staff such as: e-mail, shared network drives, professional staff development meetings, PLCs, newspaper articles, online surveys, online videos, an internal IT Resource site, and the District web site.

Many of the same methods are used to communicate with students, parents, and community partners using the PSD web site. Parents can access student information (grades, lunch account, attendance, emergency card, health) through FA. Parents also have the ability to e-mail staff. HES sends the

weekly parent newsletter via e-mail. Job openings, on-line applications, and BOE agendas, and policies, as well as student handbooks are posted on the District web site. The Director of C&I is primarily responsible for the rapid identification, sharing, and implementation of researched–based instructional strategies (best practices). Weekly Cabinet meetings are held to identify, plan, and further develop plans to educate and support teachers regarding best practices and to make plans for updating the curriculum and assessment based on the curriculum and assessment renewal cycle. As part of the District's effort to increase student opportunities for knowledge sharing, students in grades 7 and 8 will begin piloting the use of the District's email system for communication with teachers and peers in January, 2009. In addition, PSD will begin full implementation of *Moodle,* a learning management system, in the Fall 2009 to increase collaboration and knowledge sharing opportunities between teachers and students.

Quarterly benchmarking using the CIP model allows for the identification of relevant knowledge for use in the SP process. All schools and central office departments provide progress reports on target goals and action plans prior to SP, allowing the District to assemble relevant knowledge and data for use in the SP process.

5.0 Workforce Focus
5.1 Workforce Engagement
5.1.a. Workforce Enrichment
5.1.a.(1) Open communication at all levels of PSD are important to ensure workforce engagement and satisfaction. In order to determine key factors that affect both workforce engagement and satisfaction, time is allotted at each school in the District to determine student, teacher and employee needs. Organization and management of work and jobs, including skills to promote cooperation, initiative, empowerment, innovation, and the organization of culture is primarily accomplished through collaborative teaming that is promoted by PSD's commitment to PLCs. Overall, school and individual student needs and concerns are addressed during this time as well as common planning and assessment creation to promote consistency within the departments. These needs are communicated at building level to principals who, in turn, have time at faculty or AT meetings to openly communicate work needs through all levels of the District. Student achievement is tantamount in PSD's SP and the collaborative teaming of PLC's illustrates and instills best practices in the classroom focusing on each student's achievement. On an annual basis stakeholder satisfaction surveys *(Figures 7.2-3-6)* are also utilized throughout the District in order to provide additional data to measure workforce engagement and satisfaction decisions.

5.1.a.(2) Our organizational culture is committed to high performance and a motivated workforce. One way this is accomplished is through the regular cycle of curriculum and assessment renewal involving a diverse cross section of individuals from each school and multiple grade levels. This allows for collaborative sharing of ideas in the design of curriculum and assessment and selection of instructional materials. It also fosters teacher leadership, as curriculum

committee members present curriculum revisions to the BOE and, most importantly, to their colleagues. Finally, it provides for alignment of the curriculum EC-12 to provide the structure and consistency of what is being taught in each classroom. This participative curriculum & assessment renewal process fosters a high degree of curricular alignment between classrooms.

The District's staffing plan is carefully analyzed each year to ensure that its qualified staff is fully utilizing their talents, capitalizing on their strengths beyond their certification. Due to PSD's unique campus setting, PSD is able to effectively share staff resources easily between schools as well as grade levels. In this way, the talents and licensure of the faculty can be optimally used in multiple settings, grades, and/or teams.

PSD work systems capitalize on the initiative of each stakeholder by providing the opportunity for self-empowerment. Individually, each staff member is responsible for presenting and aligning individualized goals with his/her direct supervisor. They are held accountable on a personal level for the achievement of these goals and ensuring that they provide individual input towards each school accomplishing their annual goals. Near the end of the school year, each individual meets to discuss the progress/ achievement of their annual goals again with their direct supervisor. Parents participate in SP and on PAGs in each school. In addition, student groups such as the Student Council and Leadership Club provide valued input. PSD prides itself in strong student leaders and encourages citizenship beyond the classroom. Having PSD faculty & staff, administrators, and students involved in community outreach projects is also something the District values and promotes.

While collaborative team time allows for effective communication and skill sharing among staff, staff meetings and the school open door policy also ensure communication and sharing across departments. The campus setting greatly enhances these sharing opportunities. PSD's networked computer system allows for efficient sharing of information among all departments and buildings. Bi-monthly AT meetings and weekly Cabinet meetings also provide opportunities to further discuss implementation and refining of SP action plans to accomplish the school district mission and to facilitate on-going communication of successes and opportunities for improvement. An example of the implementation of an effective educational strategy is the PSD CWT system. This process provides reflective prompts for all teachers to individually grow as professionals and develop their workforce skills for maximum efficiency.

5.1.a.(3) PSD's faculty and staff performance management system reinforces and supports high-performance work and workforce engagement by recognizing staff for quality performance. As part of a comprehensive evaluation system, goals are set at the start of each year with every faculty member and then goals are evaluated at the end of the year after observations have been conducted. Professional observations are conducted periodically in each building throughout the year and immediate feedback is given on the

quality of the lesson and overall classroom management skills. An evaluation cycle is tracked for each employee in the District so that each staff member receives regular and consistent formal feedback. This is essential to ensuring that each staff member is focusing on accomplishing the goals of the District's SP and their individual development. Continuing education is supported by the District through course and workshop reimbursement and salary schedule advancement. The recently implemented CWT process also provides all teachers the opportunity to reflect frequently on their own practices. This allows for intrinsic empowerment towards becoming a high performing classroom instructor. PSD also supports high performance and recognition with the District-wide welcome back celebration breakfast and meeting to celebrate the start of each new school year. This is an important event to formally recognize years of service to the District, outstanding attendance, attainment of advanced educational degrees and introduction of new staff. The Superintendent also relays the SP initiatives for the year and reinforces the mission for all staff.

PSD embraces a comprehensive training and mentor program for all new teachers that involves on-going feedback for both mentor and mentee, as well as opportunities for collaboration and sharing. A PDP identifies meetings and topics that all initial educator licensed teachers need to acquire to improve instruction, assessment strategies, or understanding of new curriculum.

Senior leaders are focused on achieving the goals, strategic initiatives, and action plans established at the annual SP meetings. The SP shapes the CIP and department goals based on their particular role in the District. Each teacher bases their individual goals on their department and CIP goals. These are expressed as effective teaching practices to achieve student academic achievement goals. This entire process provides for alignment of all action plans throughout the organization which in turn provides the final measurement of student academic achievement while involving all stakeholders in the process.

5.1.b. Workforce and Leader Development
5.1.b.(1) PSD's use of PLCs helps all teachers collaborate in identifying world class learner outcomes for students. The unsurpassed commitment to faculty and staff professional development in PSD is vital to the success the District has attained in staff performance. An individual PDP is created yearly to address the particular learning needs of each faculty member. In PSD every teacher employed by the District must develop and execute an annual plan for professional growth that outlines the teacher learning annually while directly linking to the SP and CIP. In addition to the individual learner needs, the District executes a robust continuous improvement process that includes data mining, organizational goal setting, benchmarking, and annual reporting. Both of these flow directly into the District's SP, our road map to excellence.

Each of these CIPs is a focal point of PLC time in each of the buildings and departments. A needs assessment and goal development are established for each CIP. Target goals have

been written for both short- and long-term outcomes. Quarterly benchmarks are set to establish continuous feedback on the outcome of the goals. In 2008-09, CIPs for each school focus upon identifying power standards in all curricular areas, measure the use of non-fiction writing, and to weigh the level of critical thinking in all assessments to determine a benchmark level. A PDP for the District annually sets the deployment of a wide array of learning opportunities for PSD staff.

For the 2007-08 school year three other SP initiatives were initiated to support academic achievement for students. Implementation of the new 4K program this school year came after an extensive study of program options, research review, and analysis of the needs of the community. The Task Force viewed this early intervention program as vital in helping all children learn and reach academic and readiness goals with a greater level of success. The BOE approved a 3-year pilot of the 4K program. PSD will be collecting and measuring student achievement data to analyze the program's effectiveness.

The implementation of a wireless laptop program using computers on wheels (COWS) has allowed PSD to move forward with providing increased access to technology as well as integrating innovative technologies into the instructional program. Most recently PSD has established SP and CIP goals related to the successful implementation of a 1:1 student laptop initiative at the middle school.

PSD also embraces a comprehensive training and mentor program for all new teachers that involves on-going feedback for both mentor and mentee, as well as opportunities for collaboration and sharing. The mentor program pairs trained teacher mentors with all teachers new to PSD to support professional learning needs of each teacher in their stage of the career cycle. State mandates require a three-year PDP process for initial teacher certification. PSD provides intensive support to these initial educators so that they are able to access the resources they need to become professional educators.

5.1.b.(2) Communication with stakeholders is highly valued in PSD and has been a key strategy in the PSD SP plan since 1995. PSD has a commitment to both disseminating and receiving quality and meaningful messages. Satisfaction surveys are conducted annually in each school to obtain feedback from identified stakeholders (*Figures 7.2-3-6)*. Direct communication is nurtured with parents, with face-to-face and/or one-on-one communication being preferable. Multiple teacher conferences and curriculum nights in each school allow parents easy access to student learning information presented directly by teachers. Additional teacher/parent contact is also encouraged via telephone and e-mail.

The District web site is a valuable tool for current and prospective community members. Complete with a seven minute streaming introductory video, the web site also features FA, a communication tool offering parents real time access to student grades, health records, food service data, and much more.

Communication with employees is nurtured though a variety of mechanisms. Due to our small size and campus setting, there is a high degree of personal contact. Principals and administrators talk individually with teachers to problem solve and build a cohesive team. The campus concept makes it easy for EC-12 teachers to meet as curriculum committees and technology teams. Principals meet bi-monthly with their staff and publish weekly newsletters on-line to keep their staff informed and involved. Principals also send out newsletters to all parents on a regular basis. Department leaders meet regularly with their staff for training, feedback, and goal setting.

5.1.b.(3) PSD's faculty and staff performance evaluation system supports high-performance work and contribution to achievement of the SP by recognizing staff for quality performance. Goals are set at the start of each year with every faculty member, and then goals are evaluated and discussed at the end of the year. Evaluations are tracked for each employee in the District ensuring that each staff member receives regular and consistent formal feedback while accomplishing the goals of the District's SP (*Figure 7.4-10).*

5.1.b.(4) The PSD has drafted a comprehensive succession plan for the organization. All members of the AT are addressed as part of this plan. It will be BOE approved during the 2008-09 school year with a review on an annual basis.

Tracking of certification and licensure is centralized at the District level in HR with an online database. Along with the new PDP requirements under the NCLB, all certified staff members are expected to keep their licensure current as a requirement for continued employment. PSD is at 100% compliance for licensure for certified staff.

5.1.c.(1) Workforce engagement is assessed through the use of formal tools such as employee surveys, performance evaluation and goal setting meetings. For all employees, attendance/absenteeism is tracked and recorded via an online payroll tracking system. Each supervisor remarks on attendance on each employee's evaluation on an annual basis. Retention/turnover statistics are tracked on a District-wide basis and is trending down in all areas of the District *(Figure 7.4-3-4).* Safety is a shared responsibility between Buildings and Grounds, Nursing Services and HR with regular SC meetings held to discuss successes and address PSD's critical and ongoing safety needs.

District strategic initiatives and CIP strategies are shared with each employee group and/or school. Goal setting for each employee is then linked with the goals of both the department and the District. Open dialogue is encouraged during evaluation meetings to assess employee engagement and to assure the employee understands the expectations and has the tools and resources he/she needs to succeed. The PSD culture is that of service to students, parents and the community. Teachers and paraprofessionals directly serve the learning and social needs of the students, but support staff such as custodians and food service staff also are assessed based on their level of service to customers. Staff is encouraged to get to know students by name and greet them with a smile.

Custodians and food service workers are expected to greet and assist staff and parents as needed beyond their immediate cleaning responsibilities. District office staff personally walks visitors to their destination.

5.1.c.(2) Through the performance evaluation system, each manager assesses employee results towards the achievement of the department and/or school CIP. The manager tracks progress toward the initiatives on a quarterly basis and reassess the strategies of the CIP to guide progress toward the achievement of the goals. All CIPs are presented and evaluated by the Board of Education on an annual basis to assess their relevance with the SP. Assessment of employee engagement and organizational results then is both a top down and bottom up effort with each employee, department, and school all tied toward CIPs that track progress toward the District strategic goals. The annual SP is used as a time to measure overall progress, set new strategies and the CIP process is adjusted accordingly.

5.2 Workforce Environment
5.2.a Workforce Capability and Capacity
5.2.a.(1) Staffing levels and workforce allocation are analyzed on an annual basis as part of the comprehensive budgeting process used in PSD. Projections are made based on student enrollment and fiscal monies available. As part of the budgeting process, class sizes, special needs of students, changes in instructional delivery and other factors are all considered. Then the current staffing model is compared to the upcoming year's needs and adjustments are made based on licensure, skill sets, and needs of the department and building. Because of our unique campus setting, PSD is able to utilize shared staff between buildings allowing for more versatility in staffing. This also ensures that the District is making effective and efficient use of personnel throughout the entire District.

5.2.a.(2) Once the budget has been BOE-approved and staffing levels determined, Administrators and HR assess the vacancy needs based on resignations, retirements and the need for new positions. All openings are approved via a staffing requisition process. All vacancies are posted internally and externally by HR using a wide variety of electronic recruitment sources. Equal opportunity is stressed in all postings to attract diversity in the hiring pool. PSD's hiring process is structured and rigorous including elements to ensure the hiring of qualified top candidates. Teacher candidates are initially screened using The Teacher Insight, an online assessment administered by The Gallup Organization. The candidate pool is then narrowed by using a multiple step interview process including the building Administrator, peer interviews, behavioral questioning, teaching an actual lesson to students and a final interview with the Superintendent to assess fit with the PSD culture. PSD works hard to retain all new staff via the use of trained mentors, structured orientation program and careful monitoring during probationary periods. Coaching, counseling and self reflection are offered along with an open door approach to management. Performance expectations are high for the PSD culture as are the expectations of our parental community for student achievement.

5.2.a.(3) At its core, all processes leading up to the evaluation process that are currently in place are designed to provide management and organization of the workforce to accomplish the mission of the PSD while reinforcing and exceeding expectations of all stakeholders. The annual SP process provides the foundation for analyzing current data and constructing action plans to accomplish goals for the entire district ranging from student level, to school level, to district offices into the community.

During an annual data retreat, school teams break down academic data, and CIPs are created based on best practice pedagogy knowledge and research. This allows PSD to analyze student academic achievement and success against benchmarks of excellence. District and building administrators work with teams of teachers from each school to establish CIPs. The plans that are derived at the data retreat are shared with all staff for implementation at department level and classroom level. Each teacher takes personal responsibility for meeting and/or exceeding performance expectations they establish during their goal setting meetings. The entire evaluation process provides the necessary measurement of quality through anecdotal, formal, and summative observations of teachers, school administrators and support personnel to monitor that the action plans set forth by the SP process and the data retreats are accomplished throughout the District.

5.2.a.(4) PSD education and training is a job-embedded staff development approach that promotes ongoing learning and grade/department level engagement of teams in review of best practice instructional research, self-study and reflection, and team action planning for the improvement of professional practice. Professional development is framed by a PDP that is developed yearly to support new initiatives derived from the SP, CIPs and curriculum and assessment renewal process.

PSD also embraces a comprehensive training and mentor program for all new teachers that involves on-going feedback for both mentor and mentee, as well as opportunities for collaboration and sharing. A PDP identifies meetings and topics that all teachers will learn to improve instruction, assessment strategies, or understanding of new curriculum. The mentor program pairs trained teacher mentors with all newly hired teachers to support professional learning needs of each teacher in their stage of the career cycle. State mandates require a three-year PDP plan for initial teacher certification.

The new teacher program includes a one-year orientation process that includes the following components:
- All newly hired teachers complete an initial four-day orientation including health and safety and technology training, school, campus and community orientation
- Extensive self-assessment on the WI Teacher Standards as well as in-servicing on differentiating instruction to meet the needs of individual students
- Quarterly new teacher seminars with reflection logs and continuing dialogue about specific teacher standards
- Monthly and weekly coaching sessions one-on-one with

an assigned teacher mentor
- Monthly dialogue sessions with other assigned mentors as needed
- Attendance at WI PDP Team Review training
- Attendance by team leaders at monthly or bimonthly PLCs and at the summer data retreat where student achievement data is analyzed and CIPs drafted and deployed
- All new teachers participate in an extensive induction program designed to relay the philosophy of the District. The Superintendent incorporates the SP process and current SP initiatives in this orientation process.

The contract with the PEA allows for four opening days, three early release half days during the school year, and monthly team meetings devoted to the improvement of instructional practices and the implementation of team protocols specific to improvement of instruction and the development of leadership strategies to improve instructional decision-making.

Staff development with other employee groups occurs regularly on topics identified as being in need. The organization balances short and longer term objectives with faculty and staff needs for development, ongoing learning, and career progression through the team CIPs that are aligned with school improvement plans and with the PSD SP.

The PDP created annually is designed to support SP initiatives. The plan is implemented for all teachers through a multi-pronged approach:
- PLCs
- Graduate classes available on-site
- Reimbursement for graduate study
- Workshop attendance
- Induction program
- Delivery of education and training. A comprehensive PDP is coordinated by the Director of C&I guided by input and planning of the AT.
- Principals meet regularly with team leaders for input in the delivery of the program. Principals conduct CWTs on a regular basis and conduct quarterly team reviews to determine whether staff are properly prepared to deliver effective learning-centered strategies.
- The Director of C&I meets with every grade/department level team quarterly to coach teams in an improvement process to assess professional learning needs and to identify appropriate instructional strategies to meet those needs. The effectiveness of staff development and training is evaluated through formal year-end staff evaluations. Student performance data is used as a major indicator in determining performance effectiveness.
- New knowledge and skills are reinforced on the job through the continuous work of the PLCs that meet quarterly in team review and coaching sessions to consolidate learning and improvement efforts. Periodic refresher sessions are provided in key skill areas such as Guided Reading or Six Trait Writing through Academy classes after school as well as off campus workshops.

5.2.b Workforce Climate

5.2.b.(1) PSD places a strong emphasis on providing a safe, healthy, and secure environment for all employees, students and visitors. The District has an established SC composed of key District employees, outside safety consultants, and public safety members that help to review and address any health and safety concerns. The SC is proactive in workplace health and safety and has established policies and procedures that are updated on a regular basis. Annual training on safety measures such as first aid, AED, CPR, and lockdown procedures occur regularly.

Beginning with the 2007-08 school year, each employee is issued an identification badge to be worn during all working hours and at school-related events. All visitors must register at the school office upon entering the building. The use of security cameras throughout the District ensures a higher level of security. Currently all cameras are linked to the District computer network. This allows remote access by the emergency response team (ERT). The entrance to the schools after hours requires the use of a fob system. This system allows for identification and tracking of individuals entering the building during non-working ours.

All safety accidents and incidents are logged and investigated promptly. The District has two full-time licensed Registered Nurses (RNs) on staff supplemented with a pool of certified RNs and Licensed Professional Nurses (LPNs) that serve in health rooms. Visits to the health room are charted in the school's management system. Depending on the severity of the visit, follow through procedures are implemented for notification to parent/guardian. Staff wellness initiatives are in place including a walking program, blood pressure and weight monitoring and heart risk assessments. Regular safety training on issues such as bloodborne pathogens, proper lifting techniques and Material Safety Data Sheets (MSDS) are given to all staff as appropriate to their positions. In addition to mandated Occupational Safety and Health Administration (OSHA) injury tracking, PSD is proactive in examining any trends for injuries and manages each employee lost time incident to ensure effective return to the work place. PSD ensures workplace preparedness for disasters or emergencies through a trained ERT. This team is responsible for responding to any large emergencies or disasters. In addition, the District has directional mapping, onsite supplies, disaster simulations, off-site safety training, and governmental grants. The District has a campus-wide evacuation plan with a communication plan for parents in place. As part of the crisis manual, emergency procedure flipcharts are placed in each room for easy reference with clear, specific directions. This flipchart covers subjects such as fire, tornado, electrical/chemical spill, bomb threat, violence, intruders, etc. To better enhance our ability to respond in a possible crisis, in 2008-09 all AT members became NIMS certified.

5.2.b.(2) PSD is proactive in updating BOE policies on a regular cycle. Policies that are 5 years or older are brought forth to the BOE Policy Committee for review. This committee meets monthly to review existing policies and to determine necessary updates in addition to determining if

new policy is needed. School handbooks are in place at each school. Pertinent BOE policies and procedures are included in these handbooks. Employee benefits are centrally administered through HR. The needs of the workforce are regularly analyzed based on demographics such as age, gender, and family data. Benefit plans are adjusted and negotiated to ensure they are meeting the needs of the District employees *(Figure 7.4-7).*

6.0   Process Management
6.1   Works Systems Design
6.1.a.   Core Competencies
6.1.a.(1) The process of developing PSD's core competencies is rooted in the continuous improvement efforts embedded in District processes. To support this commitment, PSD began using the Baldrige Criteria for Performance Excellence in 2006 as a tool to enhance our continuous improvement efforts and to better identify those core competencies that best serve student learning and our overall efficiency of operations. The feedback report from our 2007 WFA site visit further allowed us to validate the strengths of the District and test those core competencies that have been identified over time via the SP SWOT Analysis. These core competencies are discussed through our annual administrative retreat, summer data retreats, and conversations at our frequent AT and BOE meetings. The CIP process has been enhanced with commitment to improving PSD's accountability and enhancing core competencies. PSD's core competencies are: 1) utilizing the unique campus setting to enhance the talents of PSD staff and more effectively serve students, and 2) the commitment to optimizing continuous improvement efforts.

These core competencies are reflected in the PSD mission because the mission propels us to work as a school community – as part of the unique campus setting – to pursue excellence so we open the door to each child's future. This mission is at the heart of the continuous improvement efforts and the wording of the mission reflects core competencies. Core Competency #1 has been identified as a unique strength by PSD stakeholders who have validated the campus concept in surveys and in multiple SP meetings. Simply said, as PSD is the only EC-12 campus in WC, competitors know PSD's size and campus concept is an advantage in how we develop campus identity and efficiently serve PSD students. The growing number of OE students validates this as an advantage people are seeking. When surveyed, OE parents site three main reasons for desiring a Pewaukee education for their child: high standards & quality results in student achievement, campus concept, and the ability for students to participate in activities due to the size of PSD in comparison to other schools in the area. Core Competency #2 is a part of PSD's organizational culture: PSD is driven to improve and create systems that support this improvement. This is seen most notably in PSD's commitment to the Baldrige, SP, and CIP processes. PSD's commitment to continuous improvement is concretely evidenced by it's recognition at the Mastery level in 2007 by WFA. PSD is the first EC-12 school district in WI to be bestowed with this honor. PSD's dedication to this process is seen as a competitive advantage as it is seen as being particularly strong at creating work systems that support student achievement. These are continually improved via the action plans that support the SP.

6.1.a.(2) The foundation of all work processes is the District's commitment to SP. For over fifteen years, SP has been the main tool PSD uses to vision the future of the District and to guide the work to achieve mission and goals. The strategic initiatives and action plans then more directly guide the work processes of PSD.

The primary work system in PSD is found in the SP since its inception in 1992: a continuous commitment to improving curriculum, instruction, and assessment. These 3 areas are paramount as they are the most vital in supporting our SP mission and goals direct PSD to maximize student achievement. This work is guided by 5 key questions that unify these 3 important linked areas:
- What do students need to know? (Curriculum)
- How will they learn it? (Instruction)
- How will we know they've learned it? (Assessment)
- What will we do if they don't learn it? (POI)
- What will we do if they already know it (TAG)

In a cycle of learning, the 2007 SP now integrates the 3 strands of CIA into one strategy area in the SP. This speaks to the profound link that is now forged between these three all-important areas that powerfully impact student achievement.

This commitment to CIA propels a work system where the entire AT joins forces with our faculty and staff to achieve. This work system supporting CIA involves all faculty and staff. PSD employs a systematic and comprehensive review cycle to evaluate and upgrade curriculum and assessments and to maintain quality Board-approved curricula, as mandated by WSS *(Figure 4.1-3).* Led by the Director of C&I, the review process provides a systematic procedure to study existing curriculum and assessments. The aim of this EC-12 process is to ensure that each PSD student has access to a common, high quality, rigorous learning experience in every subject area sequenced throughout their entire experience in PSD. Alignment to the Wisconsin Model Academic Standards is ensured in the process as this presents the framework for the body of knowledge and skills that each student must master. Within a 5-year period all curricular areas are evaluated. A curriculum renewal team is formed for the subject areas under study and begins a two-year study. This team spends time investigating:
- Existing standards and benchmarks
- Current program strengths and limitations in curricular scope and sequence
- Student performance data for the subject area
- Optimal articulation K-12
- Applicable State and national standards
- Best in class programs, curricula, and technology
- Best practices in instruction and assessment
- Student interest and feedback

Once this analysis process is complete, the curriculum review team begins drafting the curricula. The standards based curricula is written with the following components:

Course Description, Units of Study, Wisconsin Model Academic Standards, Power Standards, Essential Understandings – Knowledge, Essential Understandings – Critical Thinking Skills, Assessments/Performance Tasks, Materials, and Technology. Assessments are then written or revised to support the curriculum. This systematic approach to curriculum and assessment evaluation has raised achievement for PSD students.

The PSD SP recognizes that teachers need highly developed instructional skills for students to achieve at the levels specified in the SP. The strategic initiative in the SP that fosters this says PSD will "provide rigorous and relevant curriculum and program options delivered by high quality educators who use innovative, research-based teaching strategies to prepare students to compete successfully in a global environment." The supporting action plan calls for

PSD to identify and implement innovative, research-based teaching practices to improve student learning. To meet this, each year a PSD PDP is created to assist teachers in optimizing this strategy. Topics for professional development are generated from SP initiatives. The 2008 PDP is designed to meet teacher professional development needs related to the SP and CIP process and focuses professional development on power standard identification, increasing critical thinking in assessment, and the use of non-fiction writing in the learning process. CIPs are not the only thing guiding the PDP. It is also features a wide variety of technology learning opportunities designed to meet the goals of the SP Technology strand. Teachers take part in professional development through a multi-faceted array of opportunities: PLCs, Contractual Time in the Teacher Calendar, Academy classes, Staff Meetings, and Workshop/ Conference Attendance.

Figure 6.1-1 Strategic Plan

Work Processes	Action Plan Strategic Plan	Work Systems Responsible Party	Key Requirements & Measures
Develop rigorous and relevant curriculum and program options	1.1.1 1.1.2 1.1.3	• Admin Team • C & I Dept.	• CIP plans • WI DPI standards • PDSA cycle • Satisfaction compliance surveys • CWT data • DBA results • Curriculum rotation review
Utilize innovative re-search-based teaching strategies	1.3.1 1.3.2 1.3.3	• Admin. Team • C & I Dept.	• CIP plans • CWT data • MAP data review & implementation
Assessments	1.2.1 1.2.2 1.2.3	• Admin. Team	• CIP plans • Blooms taxonomy • Use/satisfaction surveys
Utilize technology to transform teaching and learning	2.1 2.2 2.3	• Admin. Team	• CIP plans • Technology plan • 1:1 initiative plan • Staff proficiency assessment
Strengthen community partnerships to improve quality of life for com-munity members.	3.1 3.2	• Admin. Team • Public relations	• CIP plans • Web site utilization • Community surveys • Quarterly newsletters • Alumni surveys
Promote model and integrate characteristics of good citizenship	4.1 4.2	• Admin. Team	• CIP plans • Media publications • Newsletters • Staff training
Provide dynamic facili-ties that meet the changing needs of stakeholders	5.1 5.2 5.3	• Admin. Team • Finance Dept. • B & G Dept.	• CIP plans • Five-year plan • Ten-year plan • Inspection results • Bidding results

As guided by PSD SP Goal #1 *(Figure 2.1-5),* DBA development is initiated in conjunction with the curriculum and assessment renewal process. This begins with a clear understanding of the purposes of varying types of assessment (standardized, benchmark, common classroom assessments), differing data obtained from formative vs. summative evaluations, and effective and efficient use of data to inform students and parents as well as to guide instructional practice.

Teacher leaders work with the Director of C&I through the course of the year to develop common DBAs for core subjects according to the curriculum rotation cycle. These formative assessments are administered at designated times throughout the year to provide teachers, students, and parents with information about student achievement and future instructional needs.

Preparing teachers to use data effectively to guide instruction and improve student achievement is an on-going process addressed in the PDP. The District is presently focusing on assisting teachers to integrate the gathering, analyzing, and sharing of student achievement as an integral part of PLC time.

Teachers are adept at interpreting standardized test performance. Teachers in all buildings were trained to access and interpret on-line MAP results, as well, and are becoming increasing skilled at using MAP data to group students for differentiated instruction and to identify individual student's instructional needs. All standardized and district assessment data is recorded in SPSS, a powerful database that allows us to disaggregate assessment results along with other sources of data such as grades as requested by teachers and administrators. This allows PSD to be effective at analyzing the student performance in segments that represent AYP categories. This information is collected and retained each year that the student remains in the District and allows teachers to view student achievement longitudinally.

The other vital work systems in PSD support the longstanding strategy areas of the SP:
- Technology
- Community Connections (formerly Communication)
- Financial Stability
- Facilities

These work systems, defined by the strategy areas of the SP, are deemed highly important to reaching PSD's mission and goals and, consequently, these are internal to the organization. PSD will contract for services for those things deemed less connected to the SP, such as food service and transportation, so that we can focus more intently on CIA.

The work of our organization is accomplished through a commitment to SP, goal setting and data analysis. This is accomplished in collaborative PLC meetings at all schools, weekly Cabinet/AT meetings, the development of a CIP model with quarterly benchmarks, annual events such as a data retreat that involves regular education as well as special education staff and administrators, and an administrative retreat that involves all AT members. Our collaborative culture and constant review of data are the driving forces in the development of our work systems. As a result, our work systems are especially agile and adapt quickly to the ever-changing needs of our organization. In 2008, for example, the CIP process became more integrated with a more robust CIP that has all departments joining schools in developing a detailed CIP to address targeted areas of growth. These plans support the action plans of the SP. AT meetings drive the process of managing the implementation of the CIPs.

6.1.b.   Work Process Design
6.1.b.(1)   PSD has identified its key work processes as depicted in *Figure 6.1-1.* It is not by accident that these key work processes represent the longstanding strategy areas that support the SP and guide the work of the District toward continuous improvement and represent are equally supported by our key work systems. The SP strategy areas are foundational in helping PSD reach our mission and goals. Our approach to continuous improvement is considered a core value within the organization and is embedded as part of our culture; all work processes also relate to the core competencies. The small size and campus concept of PSD allows us to support work systems that have many members of the AT work on multiple areas of the SP. This promotes continuity and a sharing of understanding about PSD's SP

and its relation to our continuous improvement process. PSD's key work processes are:
Foundational Processes:
- SP
- CIP
- Financial Stability
- Performance Evaluation System

Curriculum, Assessment & Instruction:
- Curriculum and Assessment Renewal
- Professional Development to enhance Instruction
- POI
  - SPED
  - TAG
  - Other Interventions

Community Connections:
- Communication Plan
- Listening & Learning

Technology:
- Instructional Technology
- Network Maintenance
- Communication

Facilities:
- Planning for the Future
- Maintaining the Campus Facilities & Equipment
- Maintaining a Safe and Healthy Environment

Annually, SP teams review the mission and vision for PSD during the SP process; this is the foundation for determining future direction. The ES and SWOT Analysis provide a foundation in identifying strategic challenges for the future. It is here where questions of sustainability and maintaining competitiveness in the market are addressed. The outcomes of the SP process create a system where all members of PSD speak a common language and work from a common platform.

Use of the PDSA cycle embedded in the CIP process across all of our work processes creates a environment where all participants have an active role in the decision-making thereby leading to the of sustainability of the processes.

6.1.b.(2) PSD has multiple sources of information to determine key work process requirements with the goal of obtaining input from a wide and rich variety of stakeholders. This is identified in *Figure 3.1-2.* In PSD we define our key requirements for all work processes as 1) requires agility 2) must be flexible to meet the needs of all the students in the district 3) process must be measurable to gauge effectiveness 4) address sustainability.

The most important work of the District is to be agile in meeting the needs of students, each and every one differing in his or her learning rate, ability, and style. A commitment to differentiating classroom instruction has been a longstanding element in the SP Plan strategy area of Instruction. A comprehensive POI is the most concrete way PSD proactively and systematically plans to meet the needs of students who are in need of greater assistance in the learning process. The POI has increasingly intensive resource availability made available for students in need of

Figure 6.1-2 Pyramid of Interventions
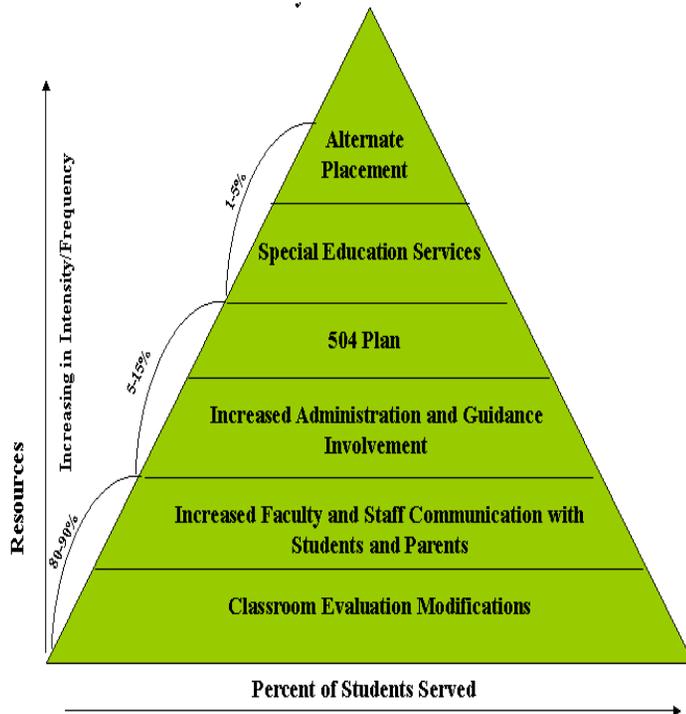
assistance. Teachers utilize PLC time to determine the scope of intervention needed for given students and student resource time is a key time for interventions to occur (*Figure 6.1-2)*.

For students on the other end of the spectrum, those who demonstrate mastery of the curriculum and meet learning goal readily, the TAG program offers an array of programming options for students identified as talented and gifted.

Each year as part of the summer data retreat, teachers and administrators analyze student achievement by the following segments as recognized in AYP: special education, ELL, gender, ethnicity, and economically disadvantaged. This segment analysis has greatly informed SP initiatives and work systems in the District. Programmatic changes, staffing additions and moves, and professional development have been addressed 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. Our smaller size and campus setting allow us to drill down to this personalized level with greater ease. Additionally, receiving MAP test results in real time allow classroom instruction to be impacted more quickly and with greater agility.

6.1.b.(3) The SP and CIP process best determine the steps for work processes by setting goals, determining strategic initiatives, and putting action plans in place to meet any gaps in the identified requirements. These CIPs must be based on best practices, review of current educational literature, and the utilization of technology to assist in the delivery of the plans. The AT regularly reviews these action plans to ensure progress is being made throughout the year. CIPs are developed by every school and department with quarterly

benchmarks to measure progress. Within the action plans that support the SP and the CIPs that support agility during the school year, measures for cycle time, productivity, cost control and other effective and efficient criteria are built into the review process. Technology is used in all phases as CIP, the SP, and all data is stored on our technology system.

6.1.c.   Emergency Readiness
Leaders in PSD serve as vital members of the District SC. This committee also utilizes the expertise of outside officials including local law enforcement, fire department, insurance representatives, and environmental management company managers. Through the efforts of this team, PSD has developed a comprehensive Crisis Response Plan to address emergencies on the campus. The SC utilizes the PDSA cycle to continuously review the components of the plan. Moreover, we have subjected this plan to review by the Center for School, Youth & Citizen Preparedness Homeland Security and School and Youth Initiatives, a third party under the umbrella of Homeland Security. The plan is continuously reviewed by the outside experts with needed modifications determined at the regular meetings of the SC. The activities of this committee are implemented in drills at all levels to ensure adequate preparedness for emergencies and disasters. Drills are conducted on a monthly basis to prepare for tornado, fire, and a crisis that would precipitate a campus lockdown due to an internal or external threat. These drills are monitored by local enforcement officers and targets for evacuation are set and monitored. In an effort to further ensure emergency preparedness, all AT members have completed NIMS certification covering mitigation/prevention, preparedness, response and recovery. The faculty & staff and student body are extensively trained in grades in CPR and AED with key personnel trained in each building. All buildings are equipped with at AEDs for emergency response.

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

6.2   Works   Process   Management   and Improvement
6.2.a.   Work Process Management
6.1.a.(1) PSD utilizes its unique campus setting to facilitate maximum collaboration and professional development relative to internal processes. With the use of our internal work systems, PSD is able to work efficiently yet remain agile for innovation to take place. In PSD we proudly operate under highly systematic work systems. Operations at the school level as well as the district level function efficiently due to the collaborative culture and the ability to communicate adeptly using PSD's size and proximity to the District's advantage.

At the school level, principals foster teacher leadership and a

Figure 6.2-1 Requirements, Measurements and Standards

Requirements, Measures, and Standards				
Support Process	**Requirements**	**Measures**	**Standards**	**Control Strategies**
Student Transportation	• On Time Delivery • Bus Discipline • Bus Accidents • Routes & Schedules	• On time delivery monitored daily by supervisors • Discipline accidents reported to District immediately • Parent & Student Surveys	• Wisconsin Motor Vehicle Department • DPI • Pewaukee City and Village Requirements • Student and Parent Satisfaction	• Contract with First Student Transportation, Inc.
Food Service	• Provide nutritional, healthy meals • Run a cost effective program • Provide appealing food selections	• Accurate and timely production records • Student participation rate • Parent and Student Surveys • Waukesha County Health Department Inspections • DPI and USDA Requirement Compliance	• Federal and State Mandates • Local Wellness Standards • Waukesha County Health Department • Student and Parent Satisfaction	• Daily production records • Menu • Nutritional Analysis • In-house Food Preparation • Staff Meetings to address findings, learn new techniques • Employee Evaluation
Custodial/ Maintenance	• Provide clean, safe, and functional environment in which to work and learn • Maintain District property & facilities through preventive maintenance, monitoring regulatory compliance, and systems for work order monitoring	• Routine inspections of cleaning areas • Benchmark efficiency against other comparable Districts • Parent and Student Surveys	• Federal/State Regulatory Agencies • Local Building Codes • User Needs and Expectations • Student and Parent Satisfaction	• Regular monitoring by Administration • Staff meetings to address findings, learn new techniques • Employee Evaluation
Technology	• Reliable network infrastructure • Responsive technical services • Implementation of appropriate technology	• Server uptime reports • HelpDesk tracking • Reaching PSD Strategic Plan Goals, Strategies, Action Plans • Stakeholder Input • Parent and Student Surveys	• PSD Strategic Plan • Technology Long Range Plan • Yearly Goals • Input from Building Technology Team	• IT Manager • 3com Network Manager • Compaq Network Management System • OCS • Web based management & reporting
Health Services	• Coordinates and provides a multi-strategy, multi-agency system of health care services for all students and staff. • Promote the health, wellness, and safety of students and staff	• Comprehensive health care services at school that allow students and staff to participate fully in their school and educational experience by preventing, removing, reducing, and accommodating for health-related barriers that interfere with development, learning & performance • Safety training including PAD Program and AEDs • % of staff and students trained in AED use and CPR for emergency response • Staff and student attendance	• WSS • DPI • Federal, State and Local Regulations • Department of Health and Family Services • Department of Public Health • American Red Cross • American Heart Association • Student and Parent Satisfaction	• Compliance with State vision and hearing screening • Compliance with immunization mandate • Daily documentation of heath room visits • Accident reporting • Treatment and medication logs • Staff meetings to address findings, learn new techniques
Accounting	• Compliance with federal and State regulations • On-time, accurate payment of bills • Efficient processing of orders	• Accurate vendor records • Expenditures within budget limits • BOE approval of posted expenditures on monthly basis • Annual audit and management letter of positive financial performance findings	• DPI • US Department of Education • IRS • BOE Policies • GASB	• Annual Audit • Staff meetings to address findings, learn new techniques • Monthly reconciliation of accounts
Human Resources	• To comply with federal and State regulations and BOE policies • Manage an effective hiring process • Address contract issues	• Accurate recruitment, turnover, retention and staffing records • Accurate personnel and medical records • Accurate documentation of licensure/ certifications • Negotiated contracts in place in timely fashion • Successful management of contract • Completed annual evaluations for all employees	• Federal/State Regulatory Agencies • DPI • Local bargaining units • BOE Policies	• Annual report • Independent Audit of DPI Licensure • Staff meetings to address findings, learn new techniques

shared decision-making model. PLCs and BLTs are the foundation for this shared decision making. Teachers meet minimally on a weekly basis to discuss student achievement while sharing curriculum, assessment data, common lesson plans, best practice relative to instruction, student needs and specific interventions to meet those needs. In each school, department or grade level teams manage a POI for students needing more assistance to learn. Each school's POI has a method of systematically identifying the needs of students functioning at any level and a plan to provide a continuum of services to meet their needs. POIs assist in the evaluation of programs, allow students to access a variety of resources to enhance their educational experience, create an advisor/advisee relationship with individual students and in providing a tool for tracking interventions used to help student learn. In addition to teachers in all schools working collaboratively under a PLC model, elementary and secondary buildings all operate with a BLT. This team is comprised of a representative from each grade level or department, a special education specialist, an allied group specialist, guidance counselor, Principal and Associate Principal. Outcomes of every meeting are communicated back to the team that they represent. Building decisions can be made at this level without consuming the time of all staff every week. It is an efficient and effective process positively impacting student achievement.

PSD is committed to celebrating the excellence of our staff and often uses staff expertise for professional development opportunities. During staff meetings, it is common for teachers to present information gleaned from conference attendance, best practices, or professional development opportunities.

The SP process provides valuable input from stakeholders and partners in the development of work processes. Throughout the work process PSD uses input from external experts in specific areas. These may include suppliers, auditors, higher education representatives, and outside agency reviewers.

Quarterly reports to the AT on outcomes, MAP testing data, state and federal standardized test results, and stakeholder feedback are in-process measures taken systematically to control and improve the work processes.

6.1.a.(2) Each of the team leaders as well as the AT work to ensure consistency in delivery of the curriculum and instruction as well as all assessments given to check for student learning. PSD's campus setting is an asset; having all teachers teaching the same grade level in close proximity to each other, we lessen the likelihood of variability in CIA at the classroom level. We prevent variability by a commitment to common assessments at the classroom level. Our teachers use PLC time to heighten the cohesion in CIA throughout the grade level or department. This is further monitored by CWTs, our evaluation system, common textbook adoption, the creation of articulated EC-12 curriculum, and publishing CIPs of all departments along with the minutes of the regular meetings.

As a District electronic media is utilized in order to minimize paper and copying cost. For example, curriculum guides are published electronically and placed on a shared drive accessible to all staff. More recently, PSD has begun utilizing public HTML to communicate information within the district and to our various stakeholders. Increasingly, we use less hard copy to share data. Errors and re-work are prevented by having a simplified system of checks and balances built into the framework of the CIP process.

6.2.b. Work Process Improvement
The method used for work process improvement throughout the organization is the CIP process. Each school and department creates CIPs that are based on the data and goals established in the SP process. The first step in CIP development involves a needs assessment and data inquiry. During this step in the process, each department uses 360 degrees of data to guide the assessment. The second step is to develop a long range goal that reflects a two to three year range and must be supported by data from ther 360 Degrees of Data chart. The third step in the process is to establish target goals and measures. These must also be supported by data and be based on the academic and operational needs. Target goals are formatively assessed every quarter and during the summer months for advancement. Each target goal requires action plan steps including persons responsible, resources available, resources needed, professional development focus, action step and completion date. Lastly, quarterly monitoring and presentation of the implementation status per department are reported to the AT. This allows the plans to be re-grounded or adjusted to meet the changing within the stakeholder groups. The progress on all CIPs is posted to the shared drive on the district's internal webpage and the web site accessed by the public. When developed, these CIPs are presented to the BOE to assure understanding of our improvement efforts throughout the organization.

All identified PSD work systems also have published requirements, measures, and standards to better inform the work *(Figure 6.2-1).*

PSD's campus setting, commitment to PLCs, and AT meeting structure allow us to share lessons learned with great ease. This ability to frequently meet face-to-face combined with powerful and articulated work systems allow us to positive drive organizational learning, innovation, and, in doing so, impact student learning – our very mission.

7.0 Results
7.1 Student Learning Outcomes
7.1.a. Student Learning Results
The PSD mission references "Opening the Door to Each Child's Future." This mission is supported by belief statements, goals, strategic initiatives and action plans that demand academic excellence, continuous improvement, citizenship, and management by fact. *Figures 7.1-1* through *7.1-8* show the state and federally mandated NCLB assessment results. Although the State re-normed and reclassified scale score category definitions, PSD far exceeds state averages in all categories. As part of benchmarking, PSD uses the high performing Waukesha County aggregate

as a comparable. In spite of state re-norming, PSD maintains its position of excellence regardless of comparison group. The PPF presented a *Regional Report of the Productivity of Wisconsin Schools* in September 2008 that uses 2006-07 & 2007-08 data provided from DPI to rank the 50 school districts in SEW: Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, and Waukesha Counties. State averages are also presented. For the purposes of Section 7.1.a., all comparisons to competitors and comparable organizations use the data provided by this PPF report. PSD is proud that in all measures presented in Section 7.1.a., PSD

Figure 7.1-1 Grade 3 WKCE Reading
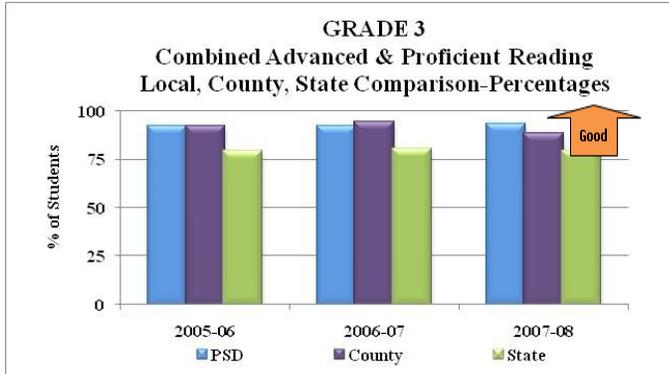
exceeds the scores/averages/percentages for the State. In discussing test performance in this section, a ranking is based upon 50 school districts in SEW as referenced in the PPF Report.

Figure 7.1-2 Grade 4 WKCE Reading
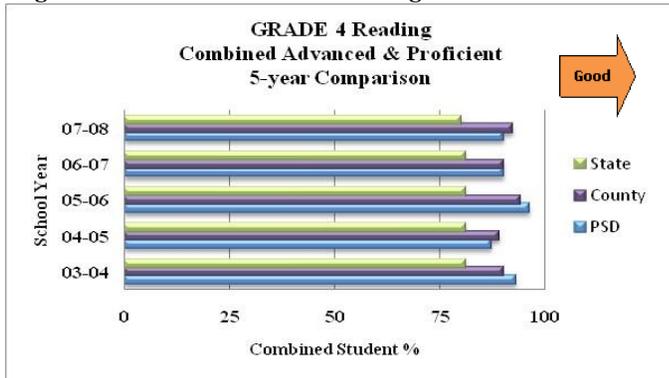
Figure 7.1-3 Grade 4 WKCE Math
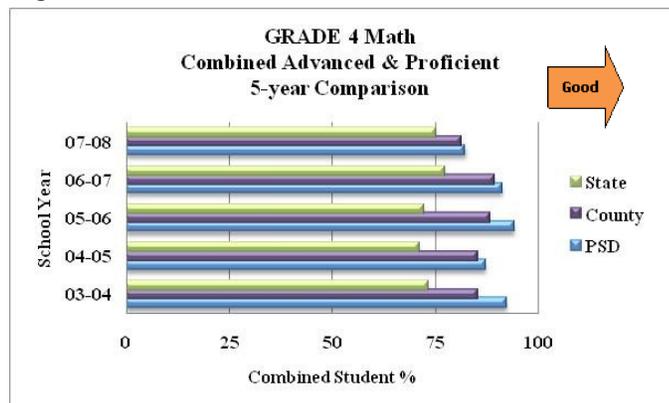
For the purpose of this analysis, only 2007-08 WKCE-CRT Reading scores are presented in *Figure 7.1-1*. Of the 50

districts ranked, PSD Grade 3 students ranked 7th in SE Wisconsin while 2nd in the high performing Waukesha County area.

Figure 7.1-4 Grade 8 Reading WKCE
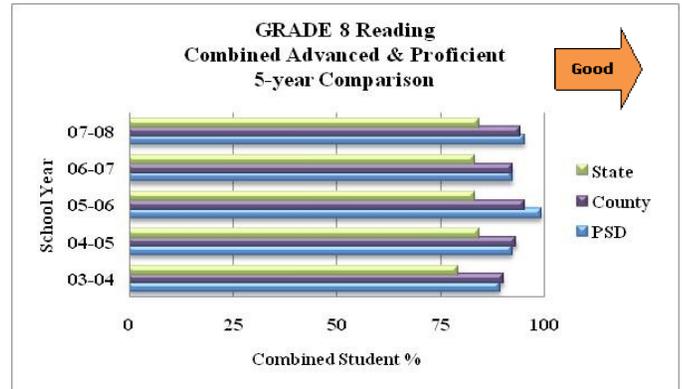
90% of PSD Grade 4 students were Advanced or Proficient in Reading with only 2% of students not reaching PSD's identified goal of having no students in the Minimal category as shown in *Figure 7.1-2.* 91% of students reached the highest two proficiency levels in Math, with only 5% in the Minimal category as shown in *Figure 7.1-3.*

Figure 7.1-5 Grade 8 Math WKCE
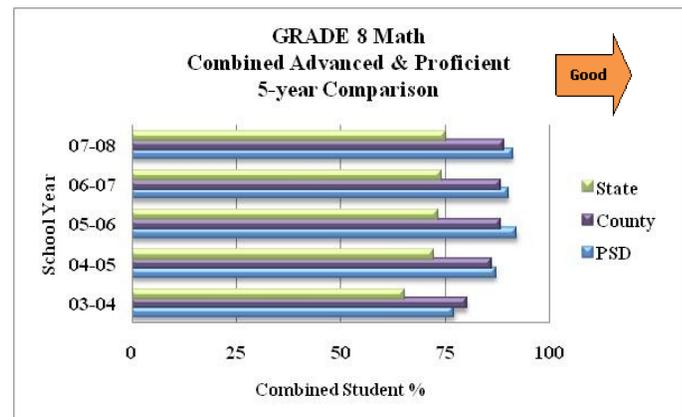
For the purpose of this analysis, only 2007-08 WKCE-CRT Reading scores are presented in *Figure 7.1-4*. Of the 50 districts ranked, PSD Grade 8 students ranked 8th in SEW while 4th in the high performing Waukesha County area. 95% were Proficient and Advanced with less than 2% not meeting the SP goal by performing in the Minimal category. *Figure 7.1-5* shows PSD Grade 8 students performing at 91% in math and in the top two categories with 1% testing at the Minimal category. In an effort to raise student achievement for all, student data is disaggregated to analyze the performance of both individuals and groups of students.
At the high school level there was a gap in the performance, with males performing less proficiently than females. *Figure 7.1-6* reflects this gender gap. At the start of the 2005-06 school year, the achievement gap was greater than 10 points and PHS took steps to address this issue and interventions were put in place. Trend results show steady progress towards closing that gap. Although PSD regularly monitors segmented student populations by race, ethnicity, and economic status, the subgroup size is mathematically below the State reporting level.

Figure 7.1-6 Grade 10 WKCE Gender
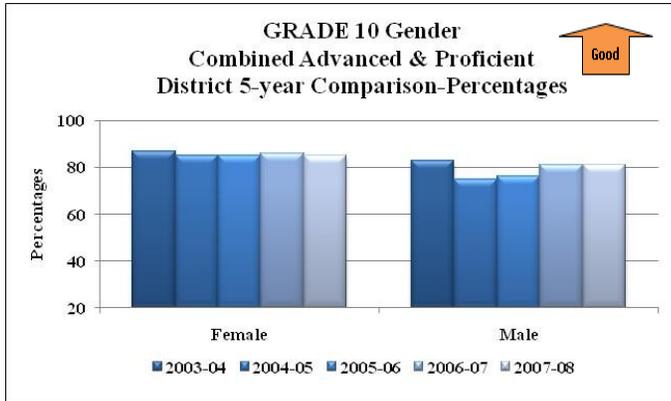
Another SP goal has students successfully performing on DBAs. This, too, is measured and analyzed longitudinally and presented to the BOE. Data cannot be compared to other school districts as these assessments are developed by PSD teachers. These assessments are developed by teachers in accord with BOE-approved curricula. DBA data results are used to assess individual student acquisition and retention of essential knowledge and skills at a prescribed point of time, thus allowing for focused follow-up instruction. Such data is student specific and, therefore, is not comparable to data from other schools. Results, however, are used by the department/ grade level instructors as an indicator of the effectiveness of instruction for that benchmark period of time. DBA results are also reported to the Board of Education on an annual basis.

Figure 7.1-7 AP Scores
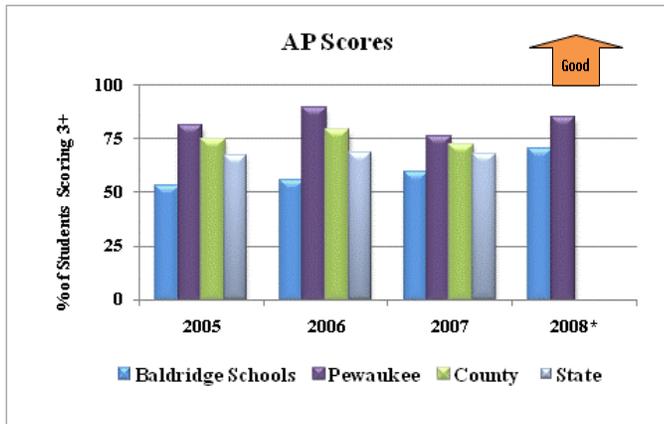
07-08 data for county and state will be available March, 2009

Many other indicators are used to ascertain student learning results. As shown in ***Figure 7.1-7,*** AP local trend data is very positive for PSD. The College Board's AP Program offers students the opportunity to take college-level courses while in high school. Approximately 90% of U.S. colleges and universities give credit and placement to students passing the AP examination. PSD compares favorably to local, state and world-class organizations in advanced placement results. While tripling the number of tests taken, we have maintained one of the highest pass rates in local, state and Baldrige comparables. The ACT test is another indicator of a student's preparedness for higher education, examining aptitude in math, reading, English, and science on a nationally normed standardized test. Colleges use ACT scores as one of the

determining factors in college entrance. Each of the four areas are scored separately using a 1-36 scale, with 36 being the highest score. A composite score is also given. In 2007-08, PSD students scored a 23.4 as compared to a composite of 22 in SEW and 22.1 for the State. This is the highest score in PSD history, and it demonstrates the trend to higher performance over the past five years. In 2005-2006, PHS began addressing ACT scores in its CIP. As a result of this continuous improvement effort, interventions positively influence ACT scores as evidenced in trend data ***(Figure 7.1-8).***

Figure 7.1-8 ACT Scores
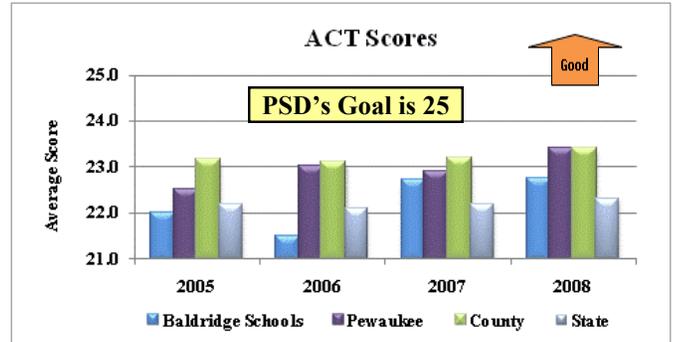
*07-08 data for county and state will be available March, 2009

School districts can also be compared using data that is not generated from test performance. Factors such as the graduation rate, truancy, drop-out rate, and attendance can be utilized to judge overall school effectiveness. In each of these measures PSD demonstrates exemplary performance:

- Consistently over the last five years, the PHS graduation rate tops 99%. This places PSD in the top ten of SE Wisconsin Schools ***(Figure 7.1-9).***
- PSD holds the lowest truancy rate in SE Wisconsin with only 0.05% of PSD students not attending school on a regular basis ***(Figure 7.1-10).***
- PSD is also in the top ten of SEW schools with a dropout rate of .27% ***(Figure 7.1-11).***
- Trend data shows consistent attendance rates equal to or exceeding county, State and Baldrige comparables ***(Figure 7.1-12).***

7.2   Student- and Stakeholder-Focused Outcomes

7.2.a.   Student and Stakeholder Focused Results

Figure 7.1-10 Truancy Rates

	2005	2006	2007	2008
Baldridge Schools	0.01	0.02	0.02	0.05
Pewaukee	0.10	0.40	0.00	0.00
County	1.74	1.32	2.02	1.67
State	9.50	9.80	9.20	10.10
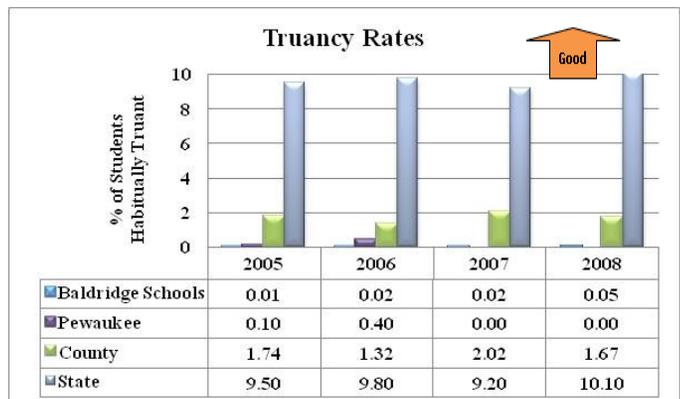
Figure 7.1-11 Dropout Rates
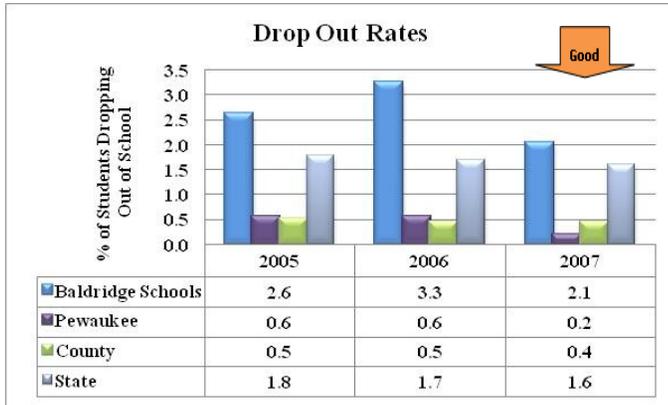
7.2.a.(1) For over ten years, PSD has measured stakeholder satisfaction using annual surveys at each school. Surveys are given to students in Grades 4-12, all parents, and faculty & staff. When possible, survey questions mirror each other for the three groups surveyed. Survey results are analyzed in the summer, used in determining areas in need of improvement, addressed in CIPs, with the results shared with the BOE and stakeholders. PSD has been conducting these types of surveys for many years and longitudinal data is readily available. This survey data cannot be compared to other schools as it is locally generated by design; however, national school perception data commonly ranks in the 75th percentile. PSD tops this in most indicators, and targets an 85% satisfaction rate on all measures. It should be noted that PSD surveys ask approximately 30 questions; a small portion of data results are represented in this analysis. *Figure 3.1-1* shows full school surveys. Highlights from 2008 survey respondents include the following:

Figure 7.1-12 Attendance Rates
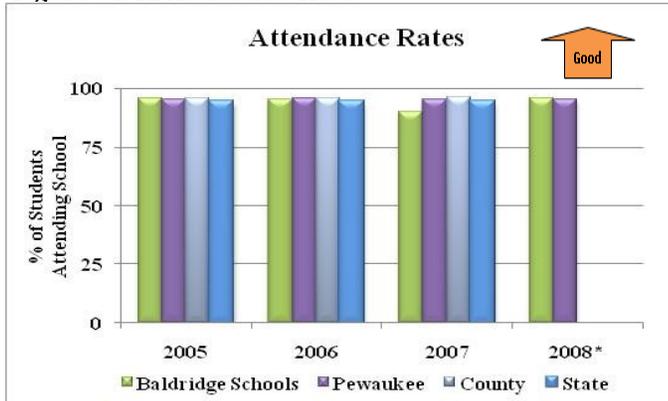
***07-08 data for county and state will be available March, 2009**

PLE:
- 90% of all teachers report the principal follows through with their concerns
- 99% of parents are pleased with their child's experiences at school
- 99% of parents believe their child is accepted and feels they are a part of the school community

HES:
- 99% of parents say the principal listens to their concerns and follows through
- 93% of students say their teachers have high expectations for them

ACMS:
- 100% of all teachers say they are well informed about dates, activities and events at school
- 100% of all parents are pleased with their child's experiences at school
- 86% of all students say their principal is visible and accessible

PHS:
- 100% of all parents say the principal is visible and accessible
- 96% of students say their teachers have high expectations of them

Figure 7.2-1 documents the percent of students who are satisfied with their school experience.

The graduation, truancy and drop out rates given in *Figures 7.1-9-11* are also measures of student satisfaction as they demonstrate high degrees of student persistence. Within the PSD school community, administrators, teachers, and parents place a very high regard on the education of students. As a whole, the level of commitment to students and allocation of resources to assist them in achieving success is evident through the support and involvement of PSD stakeholders.

Figure 7.2-1 Student Survey
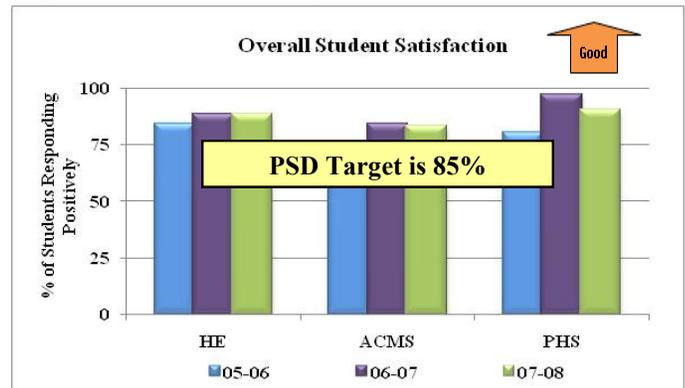
Another way student satisfaction is measured is by the involvement of students in extra-curricular activities that include opportunities such as football, golf, drama, robotics, choir and many more school sponsored clubs and activities. On average, PSD students who participate in after school program opportunities, elected to take part in more than one extra-curricular activity. The participation rate for academics, athletics, and music show that student involvement continues to be very high. The variety of offerings, combined with the PSD philosophy of exploration at the middle school level, have played an integral part in student interest and success at the high school level *(Figure 7.2-2)*.

Parents are key stakeholders. *Figures 7.2-3-6* document parent perceptions regarding the welcoming climate of the schools, a safe and orderly environment, school communication, and their overall satisfaction. A high percentage of parents feel welcomed to the schools. In 2007-08, all schools had an average of 94.5% of parents answering favorably when asked if they were greeted warmly *(Figure 7.2-3)*.

Figure 7.2-2 Extra-Curricular Activity Participation

*Figure 7.2-5 Parent Satisfaction—Communication*
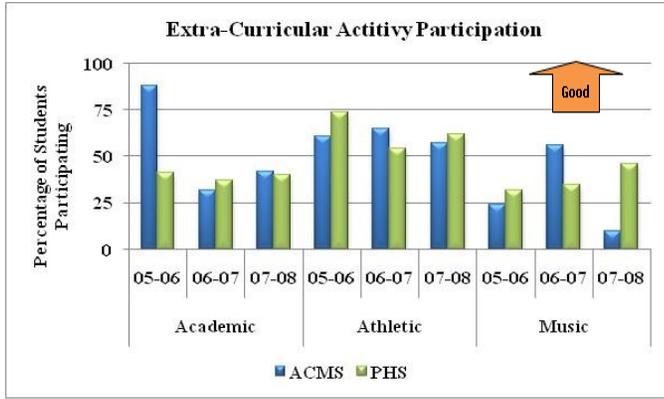
When asked if they felt PSD provided a safe and orderly environment, the result was again very positive. The elementary schools reported an average of 97% favorable. PHS and ACMS parents reported an average of 98.5% favorable on the same question, which indicates a great level of confidence among stakeholders *(Figure 7.2-4)*.
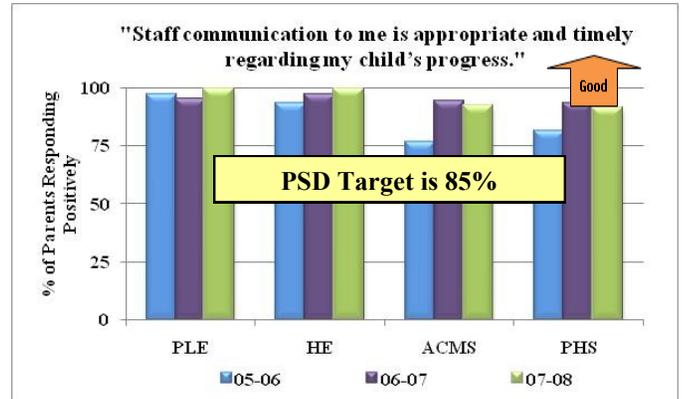
Figure 7.2-3 Parent Satisfaction—Welcoming Climate
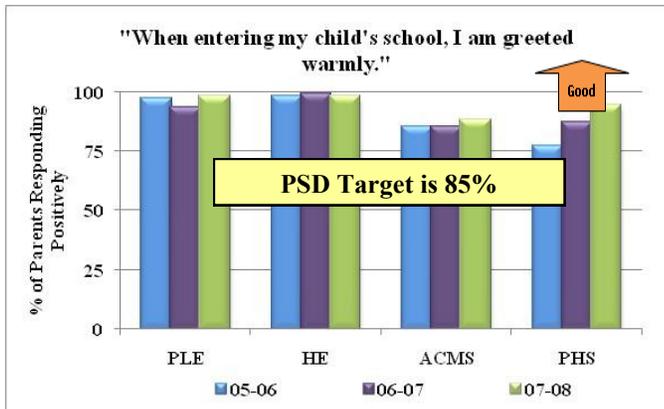
Parents also commented very favorably concerning home/ school communication. 95% of all parents, regardless of school, indicated there was good communication from school to parents. This is key since communication between home and school is a critical component of student success and the PSD SP *(Figure 7.2-5)*.

Figure 7.2-4 Parent Satisfaction—School Safety
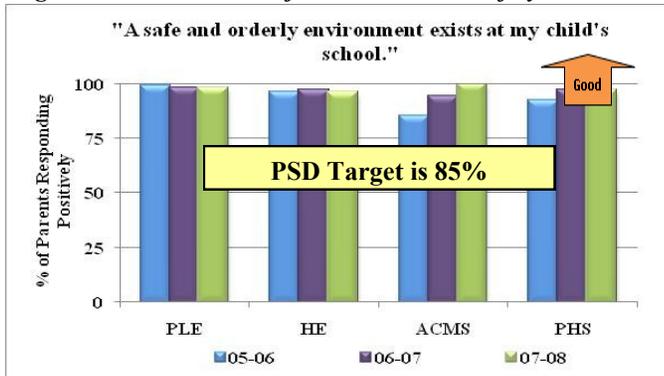
Overall parent satisfaction is very high. The survey question regarding how parents feel overall indicates approval ratings of at least 97.8% in all schools. This is a true testimony of how PSD stakeholders value the education delivered in PSD

and how they perceive PSD is reaching its mission *(Figure 7.2-6)*.

7.2.a.(2) A measure of perceived value can be found in PSD's ability to attract and retain students under OE. OE is a quality indicator as well as a measure of parent and student satisfaction with the educational experience. PSD has experienced a dramatic increase in the number of non-resident parents who desire to have their child attend PSD schools. The difference between students leaving PSD versus

Figure 7.2-6 Overall Parent Satisfaction
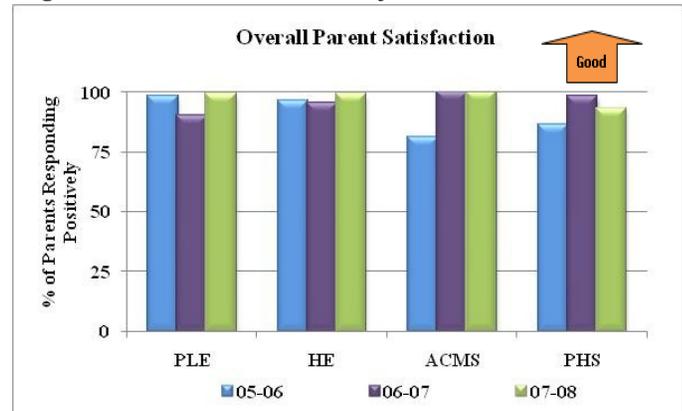
students entering PSD speaks volumes to the quality education experienced in PSD (*Figure 7.2-7*).

Another measure of the public's perception of PSD is the vote of citizens to approve the budget, taken at the Annual Meeting in August. PSD's ongoing goal is to provide a

Figure 7.2-7 Open Enrollment History
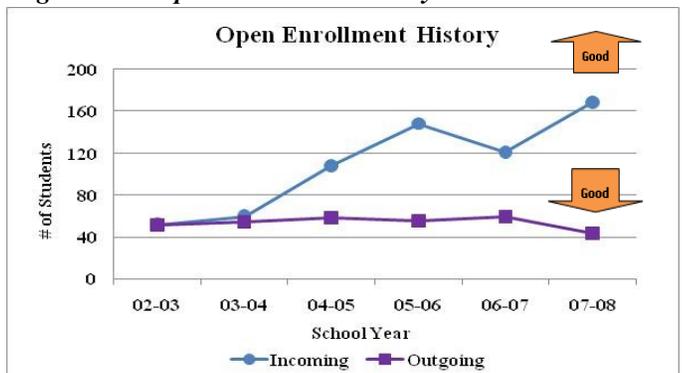
quality educational program while continuing to be fiscally responsible. The PSD's Annual Meeting represents a time for the District to present to resident citizens a report of the educational programs. Residents are then asked to approve the proposed tax levy. In the last four school years, 100% of community members in attendance at the annual meeting have approved the District's educational program and proposed tax levy *(Figure 7.2-8)*.

Figure 7.2-8 Tax Levy Vote
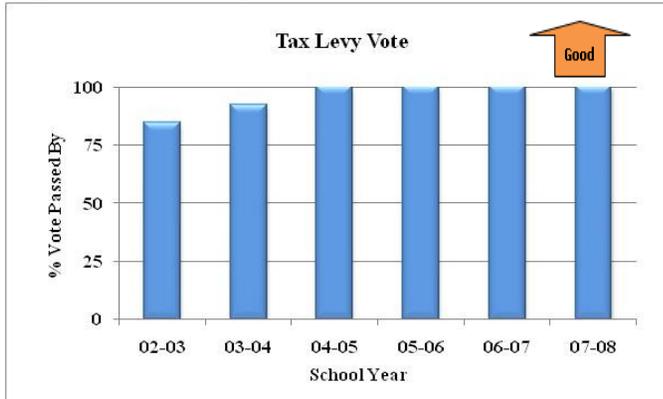
Community stakeholders also demonstrate their support of PSD by committing to partnerships with students in PSD schools *(Figure 3.1-3)*. The true value of the educational experience at PSD is measured in how prepared students are for life after high school. An alumni survey shows students were helped by math and English more than any other subject. When compared to nine similar districts nationwide, the PSD graduates rated math a full 2.4 percent higher than other schools *(Figure 7.2-9)*. The math program has become increasingly challenging at PSD, offering higher level courses to students at younger ages.

Figure 7.2-9 Alumni Survey 2007
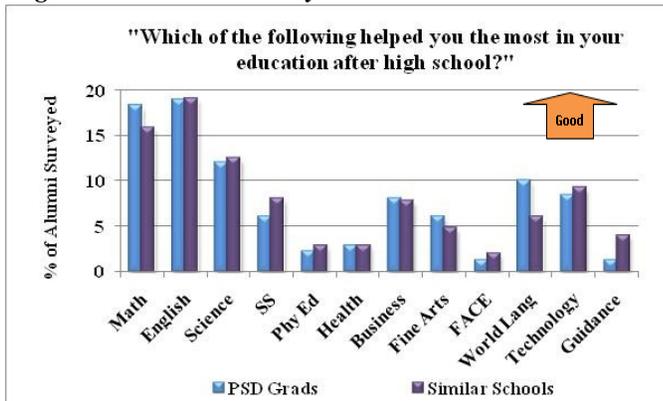
The 2007 alumni survey *(Figure 7.2-10)* shows respondents choosing four-year college or vocational college at 93.64%, this number is a full 15.77% above the nine similar school district comparison.

Twelve subjects and departments were evaluated in the alumni survey *(Figure 7.2-11)* with ten of the twelve evaluations of quality and importance exceeding the average of the nine similar school districts.

7.3   Budgetary, Financial, and Market Outcomes
7.3.a   Budgetary, Financial, and Market Results

Figure 7.2-10 Post Secondary Plans
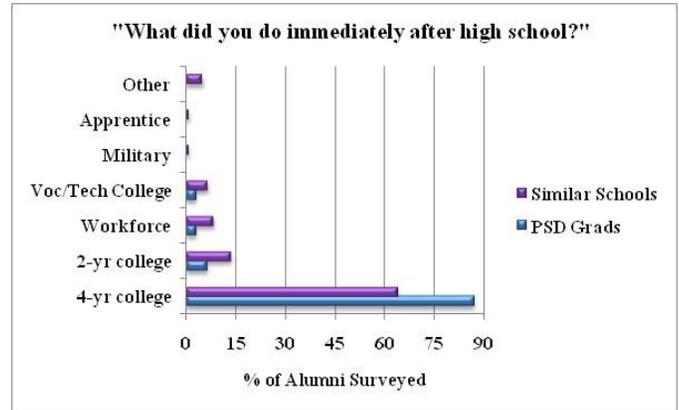
7.3.a.(1) PSD leaders recognize to achieve success in the classroom, fiscal resources are necessary. The wise management of those resources is paramount to reach the goal of increasing student achievement while maintaining community support. Budget management and fiscal accountability is attained with a dedicated effort to:

- The adherence of budget to SP initiatives
- A well planned and adhered to budget process and calendar
- Clear policies and procedures that allow for checks and balances concerning the handling of finances at all levels of the organization
- A comprehensive, data-driven staffing plan
- Proven cost containment measures
- A commitment to preventive maintenance
- Identifying future trends and responding proactively

PSD is meeting the SP charge of maintaining and fostering academic excellence while maintaining fiscal accountability. Positive findings include:

- The yearly auditor's report consistently offering an unqualified opinion related to the status of financial statements
- A BOE commitment to growing the fund balance resulting in an improved Moody's bond rating
- Support of citizens at the annual meeting *(Figure 7.2-8)*
- Settled contracts with all unions without implementation of the qualified economic offer (QEO)
- In the last 15 years, PSD has been successful in multiple referenda. With the growing community's support of education, this has resulted in the construction of two new schools and extensive expansion and renovation to two schools on the campus.
- Development of the west campus utilizing 1.5 million dollars without negatively impacting the fund balance of the District
- DPI compliance on all mandated reporting
- Significant capital improvements within the revenue cap limited through managed the structure of long term debt
- Spearheading the formation of a cooperative purchasing pool for health insurance to derive competitive health insurance rates
- Increased inter-municipal partnerships to reduce cost and improve efficiency of service

PSD recognizes that fiscal integrity is based upon having a fund balance to utilize as working capital. This allows for

Figure 7.2-11 Subject Evaluation

Subject Evaluation				
	Quality		**Importance**	
	PSD	**Similar Schools**	**PSD**	**Similar Schools**
Guidance	7.82	6.42	8.32	8.33
Math	7.67	6.97	8.1	7.81
Science	7.67	7.15	7.74	7.24
SS	7.63	7.58	7.58	6.82
Health	7.38	6.36	7.33	7.29
Fine Arts	7.36	6.87	7.32	6.17
English	7.36	7.75	7.31	7.61
Phy Ed	7.29	7.1	6.94	6.84
Technology	6.88	6.72	6.67	6.14
Business	6.42	6.03	6.13	5.84
FACE	6.27	5.66	6.08	5.68
World Lang	5.45	6.12	5.62	5.47

Scores shown are on a 10-point scale, with 10 being the highest.

lower interest rates and is beneficial for substantiating the bond rating of PSD. Based on feedback from Moody's, we have established a target of 10-12% maintained in fund balance. To that end, the BOE made a commitment to adding $50,000 to the fund balance each year for the past several years. The result is a much improved fiscal picture for PSD. When this initiative began, the fund balance was at slightly over $300,000. In 2008, the fund balance is over $2.5 million and represents 11% of the PSD budget *(Figure 7.3-1).*

Figure 7.3-1 Fund Balance History
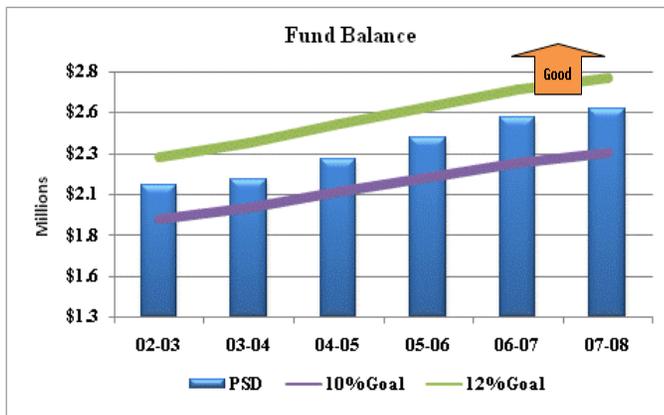
In reviewing the revenue and expenditure chart *(Figure 7.3-2),* one can see that for the last five years revenue has exceeded expenditures. This directly speaks to wise budget management and positively impacts the fund balance *(Figure 7.3-1).*

Further evidence of the property value growth is indicated by PSD's tax rate trend. This shows that the level of taxation in the District has grown at a slower rate than the property values. The mill rate is inclusive of the community's support for the multiple passed referenda in the District. Further, it demonstrates PSD's commitment to using tax dollars wisely. *(Figure 7.3-3)*.

*Figure 7.3-2 Revenue/Expenditure History*
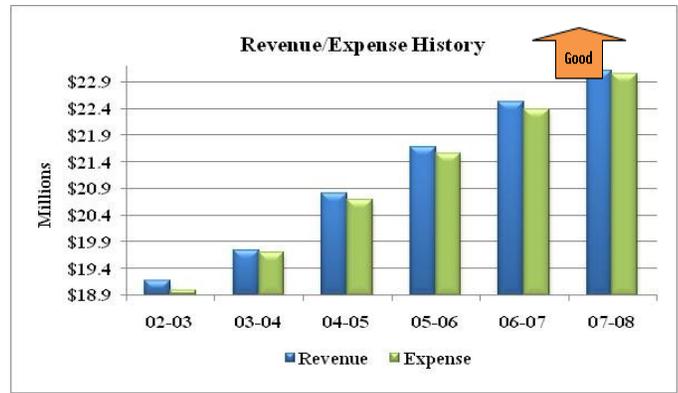
Property value per pupil *(Figure 7.3-4)* is an indicator of the community's ability to support education. The long-term growth rate in this indicator exceeds PSD's cost to provide educational services. The fact that the property value growth exceeds the PSD expenditure rate attests to the community support of PSD. Citizens are willing to pay more for homes in Pewaukee due in part to the PSD educational system.

Figure 7.3-3 Equalized Tax Rate History
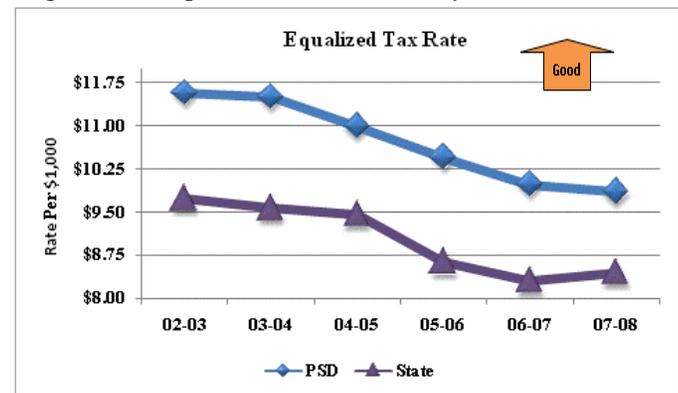
PSD has achieved high student success while maintaining per student expenditure levels below the budgeted state average for the 2005-06 school year. The EC-12 average budgeted expenditures for Per Pupil Instructional Costs was $6,224 versus the PSD budgeted amount of $5,965.

Figure 7.3-4 Property Value per Pupil History
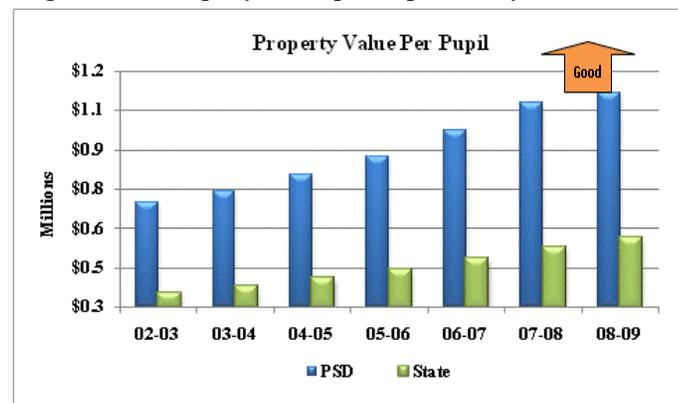

7.4   Workforce-Focused Outcomes
7.4.a   Workforce Results
7.4.a.(1) PSD is committed to hiring and retaining highly

qualified and talented staff in all positions. PSD invests time, money and effort into building a team of dedicated professionals passionate and committed to meeting the PSD Mission. PSD has satisfaction levels, retention rates, and turnover results that trend much better than national benchmarks. PSD is able to measure workforce satisfaction from its largest employee group, the teachers, through annual end of the year surveys. *Figure 7.4-1* demonstrates teacher satisfaction within the workforce. Overall the surveys show a trend of increasing satisfaction nearing 100% in all schools. PSD's high quality staff is motivated to go the extra mile to help students learn and achieve.

Figure 7.4–1 Teacher Satisfaction with Workforce
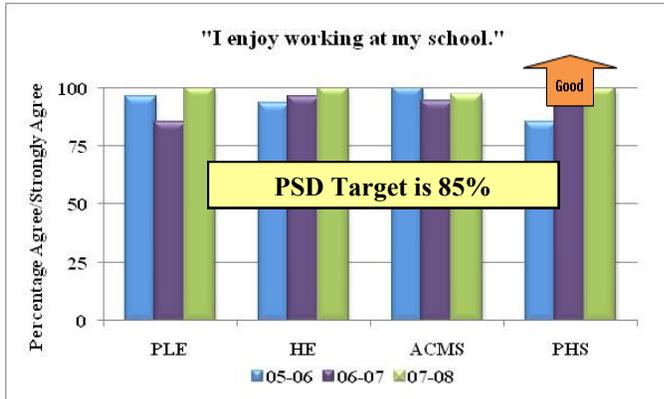
PSD's teacher retention rate is up 1.1% since 2002-03 and its turnover rate is down 8.25% during the same time period. Over the past 7 years, PSD has averaged 14.29 vacancies with a 8.95% turnover rate and a 91.05% retention rate *(Figures 7.4-2* and *7.4-3).*

Figure 7.4-2 Teacher Retention
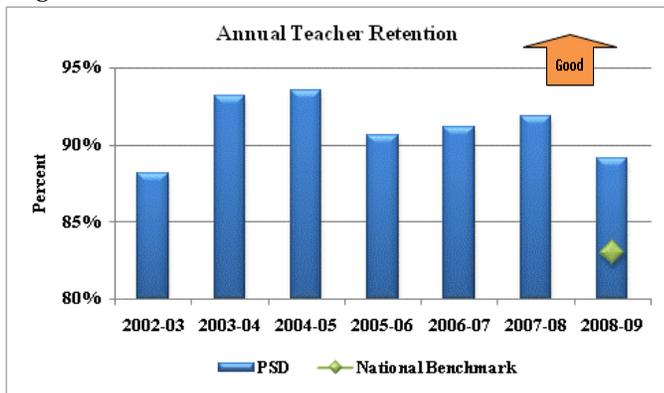
Figure 7.4-3 Teacher Turnover
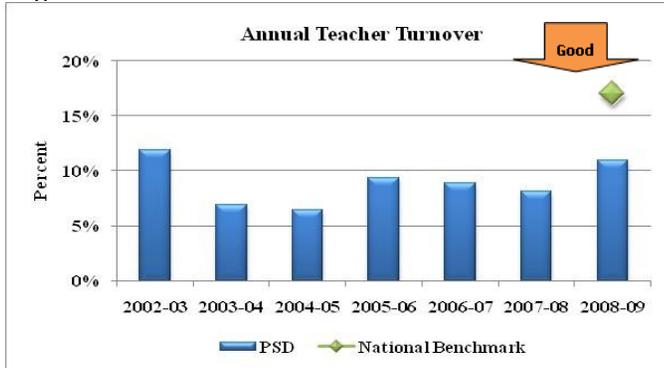
PSD's overall staff turnover and retention shows similar outstanding results. During the same period, PSD averaged 29.57 vacancies with a 10.99% turnover rate and an 89.01% retention rate. These figures are benchmarked against Bureau of Labor Statistics showing an industry national turnover rate of 18.45% *(Figure 7.4-4).*

Figure 7.4-4 Total Staff Turnover
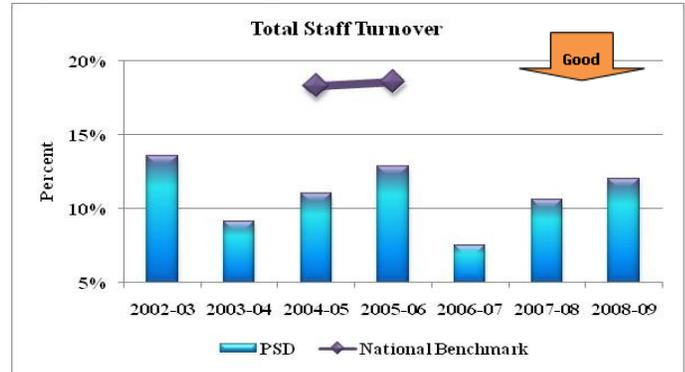
Because of the investment of time and the extensive rigorous process used to hire new teachers, the retention of new teachers is a statistic that is carefully monitored for success. *Figure 7.4-5* shows a markedly increased retention of this important staff group.

Figure 7.4-5 New Teacher Retention

Year	# Hired (excluding limited term)	# Retained thru 07-08
02-03	18	7
03-04	11	7
04-05	10	5
05-06	11	7
06-07	14	13
07-08	13	13
Totals	**77**	**52**
67.5% Retention rate		

7.4.a.(2) PSD maintains a low turnover rate and a high retention rate of both its teachers and overall staff. *Figure 7.4-6* illustrates staff longevity for all staff with 38% of staff with 10+ years of service. PSD believes strongly in investing in professional development with a dedicated budget for staff development. In the 07-08 school year, PSD spent an average of $213 per teacher for this purpose.

PSD has demonstrated its commitment to employee health and satisfaction by investing in quality benefit programs over the last six years with a total increase of 39% *(Figure 7.4-7).*
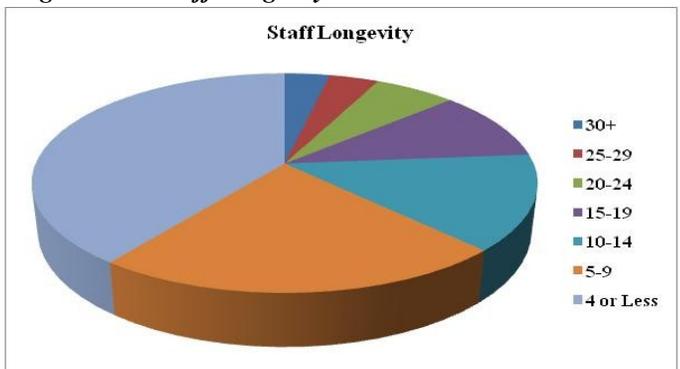
Figure 7.4-6 Staff Longevity

Figure 7.4-8 demonstrates PSD's staffing levels per FTE. The staffing levels per student have risen slightly in proportion to the increase in student enrollment. PSD's staffing levels are carefully monitored to ensure the efficient use of personnel and for fiscal responsibility to its stakeholders. This is carefully balanced with PSD's commitment to keeping class levels low both for teacher satisfaction and for higher student achievement.

One way that PSD attracts and retains quality staff members is by paying competitive wages. *Figure 7.4-9* illustrates that PSD has been able to achieve a high level of remuneration benchmarked against national and WI teacher salary surveys.

Conducting timely performance appraisals is a commitment PSD leaders make to staff to enhance each employee's

Figure 7.4-8 Staffing Levels per FTE
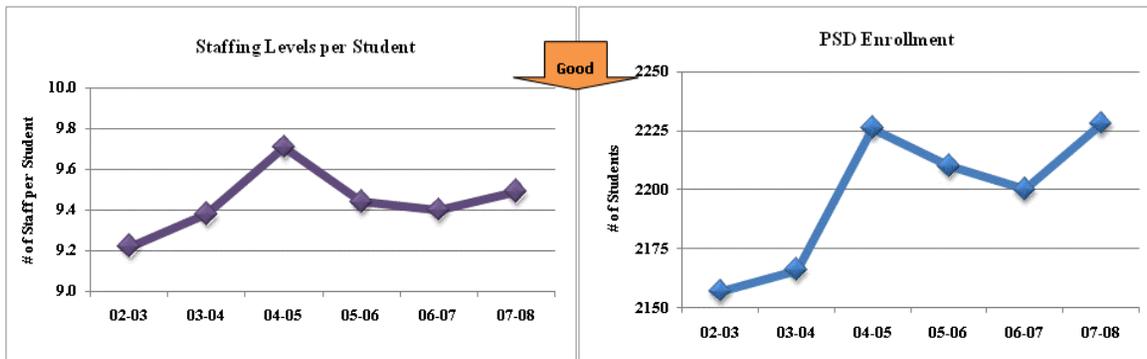
personal development and commitment to achieving District strategic goals. PSD has attained marked improvement in this measure as shown by *Figure 7.4-10*. PSD is nearing its goal of 100% timely rate.

7.4.a.(3) PSD is committed to workplace health, safety, and security. PSD has a well defined safety plan and a SC which meets quarterly to assess and address issues and needs of the District. PSD has diligently worked to decrease both the number of OSHA recordable cases and number of lost workdays. The SC has focused its efforts on prevention methods for the most common injuries *(Figures 7.4-11-12)*.

Figure 7.4-9 Wage Comparison
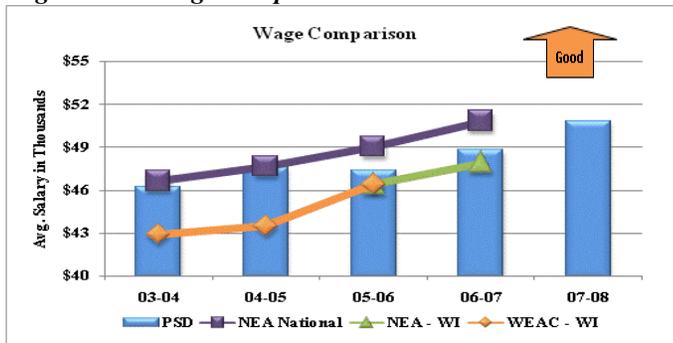
PSD also focuses on health evaluation, screening, and progress to assist its staff in wellness initiatives to assist in a healthier lifestyle. PSD joins efforts with health care providers at Pro-Health Care in supplying information and providing screening and overall measurements against national benchmarks *(Figures 7.4-13-16)*.

*Figure 7.4-7 Benefit Investment*
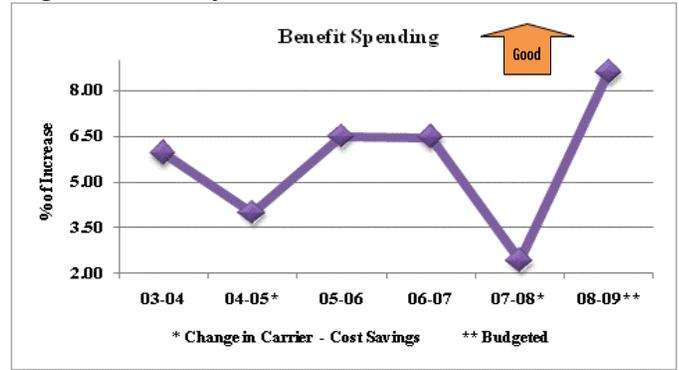
In its efforts to provide service to the community, PSD participates in an annual community health fair and sponsors a blood drive. Since the 1997-98 school year, Pewaukee High School has organized a blood drive through the Blood Center of WI. During this time more than 1,034 units of blood have been collected benefiting over 3,102 patient lives in our local community hospital *(Figure 7.4-17)*.

7.5   Organizational Effectiveness Outcomes
7.5.a   Organizational Effectiveness Results
7.5.a.(1) PSD prides itself on being an efficient and well run organization. More than this though, PSD prides itself on the students who propel us to strive for excellence. Indicators that point to the successful attainment of the PSD mission. We begin where we should–with our students. While too many to mention, student successes abound in PSD and support the mission being realized *(Figures 7.1-1-12)*.

Figure 7.4-10 Performance Appraisals
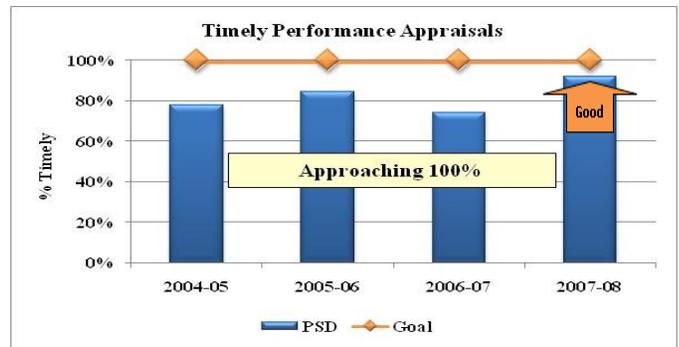
- Over the past 3 years, the National Merit Scholarship Program honored 3 PHS students. This prestigious designation is one of the most sought after academic honors in the nation.
- Over $44,000 go to students on an annual basis for PSF scholarships

Figure 7.4-11 Worker's Compensation Recordable Claims

	2003	2004	2005	2006	2007
# of Recordable Cases	12	13	8	14	8
# of Lost Work Days	29	86	9	69	0

Figure 7.4-12 OSHA
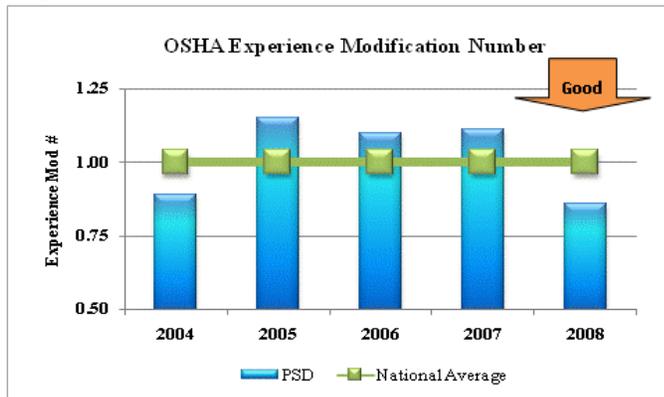
- Academic Decathlon students have won state championships.
- Both boys and girls PHS soccer teams won the National Soccer Coaches Association of America Team Academic Award for exemplary academic performance in the classroom as a team. We are one of three schools in WI to have this distinction.
- The 2008-09 NHS has 79 members, the largest group of members to date.
- PHS is experiencing an increase in students signing national Letters of Intent to play sports at the college level. In the past three years, eight students have signed to play at universities throughout the US.

Figure 7.4-13 Staff Composition

Staff Composition		
	Male	Female
Average Age	43	42
Gender	28.0%	72.0%

Figure 7.4-14 Modifiable Lifestyles

Modifiable Lifestyles		
	PSD	National
Tobacco		
Uses Tobacco	1.9%	21.4%
Exercise		
Never or Rarely	7.8%	18.8%
Sometimes	43.7%	52.6%
Frequently	48.3%	28.6%
Wear Seat Belts		
Never or Rarely	0.6%	3.7%
Sometimes	1.2%	8.2%
Frequently	98%	88.1%

- The HES Thinking Cap Quiz Bowl team (6th grade) won first place in WI as well as the Midwest for high scores in this academic challenge.

Results of our key work systems, supporting quality CIA, can

Figure 7.4-15 Screening History

Screening History		
	PSD	National
Not Checked in the Last Year		
Blood Pressure	0%	14.0%
Cholesterol	0%	31.4%
Never Checked		
Physical Exam	1.3%	11.3%
Pap Smear	3.5%	3.4%
Mammogram (women over 40)	0%	11.5%
Prostate Exam (men over 40)	26.9%	32.0%

Figure 7.4-16 Body Composition

Body Composition		
	PSD	National
Body Mass Index		
Lean	.7%	1.4%
Desirable	41.7%	34.1%
Overweight	36.2%	36.4%
Obese	18.8%	24.4%
Severely Obese	2.3%	3.7%
Total Overweight/Obese	**57.4%**	**64.5%**

be seen in our student achievement. PSD has a comprehensive system for analyzing and improving student achievement and sees great gains in this area *(Figures 7.1-1-12)*

Other work systems are seeing performance improvement. Communication with the public is a key strategy in the PSD SP since 1992. This commitment is paying off as citizens are seeing PSD as a quality educational institution *(Figure 7.5-1)*.

Figure 7.4-17 Blood Drive
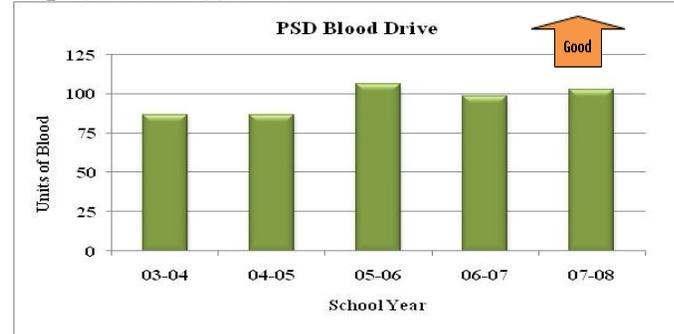
Additionally NSPRA presented the Award of Excellence to PSD for the DVD: *A Personal Tour of the Pewaukee School District*. NSPRA presented honorable mentions and awards of merit for newsletters and annual reports for three years in a row.

Extending this outreach to the State and national level, the BOE has been recognized by the NSBA and asked to speak at the national convention on the topic of SP, our commitment to the Baldrige process for continuous improvement, and the implementation of random student drug testing in multiple years. PHS was the first high school in WI to utilize random student drug testing for students

Figure 7.5-1 Citizen Perception

**Citizen Perception of the Quality of Education Provided by PSD**

Survey Year	% Excellent, Above Average or Average
2008	95%
1999	95%
1997	95%

involved in both athletics and extra-curricular activities. Subsequently, PSD senior leaders have served as a resource to other schools on the local, state, and national level. PSD was asked by the White House Office of Drug Control to speak at an informational session held in Nevada in April 2007.

7.5.a.(2) *Figure 6.2-1* monitors operational efficiency of all work groups. Technology has been a priority of the PSD SP; thus, it is an area where effectiveness is measured more frequently. Over the past 5 years, numerous upgrades have been made to the PHS technology system as part of the PSD SP. These include enhancements to the network system and efficiency software.

Using the PSD web site has been a priority and PSD has seen an increase in stakeholder use of this tool *(Figure 7.5-2)*. Additionally wireless growth is also an SP initiative that has been monitored by the PSD IT Team *(Figure 7.5-3)*

Figure 7.5-2 PSD Web Site Use
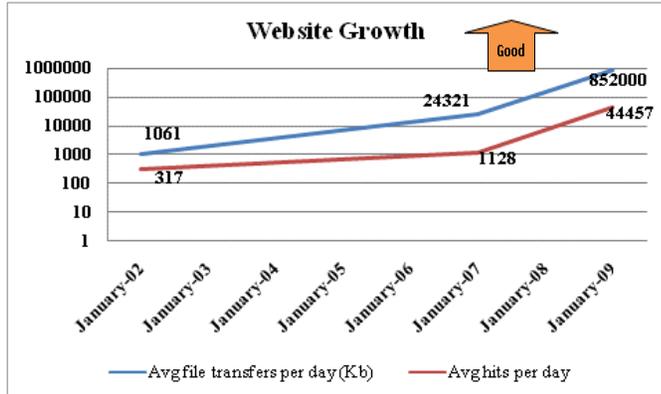
PSD has also made a commitment to communicate quickly and efficiently with our stakeholders. To this end, the District contracted with SM to perform mass notifications to parents and staff though the use of this service. SM will take a messages created by the District and send via telephone and e-mail to a list that is updated automatically from our SMS. This system is also used to report attendance issues and lunch balance information to parents in a timely manner. 100% of PSD parents are contacted via this tool.

In an effort to better measure satisfaction and to improve communication with users, the IT Department has implemented a new help request software program called nService to replace the Track-IT help requestor in December of 2008. The new nService software allows the IT Department to better track help requests as well as improve tracking of service to the users. This service will also be

Figure 7.5-3 Wireless Growth
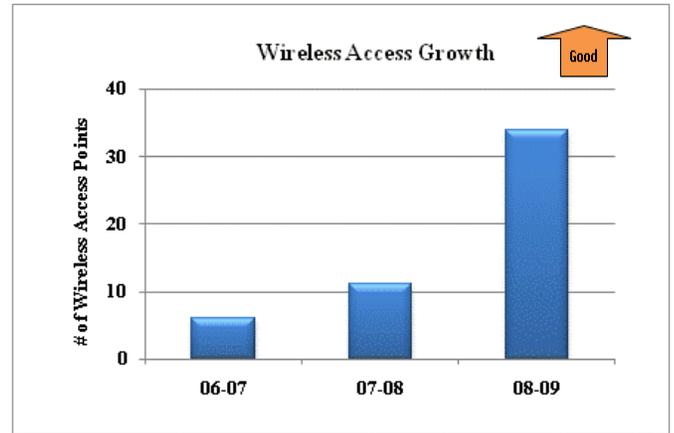
expanded to the Buildings and Grounds Department for requests, enabling better tracking for requests, communication and evaluation of services.

Service efficiencies are evidenced in other PSD employee groups. Custodial/cleaning operations clean 496,547 square feet between 4 buildings. PSD custodial staff consists of 22 custodians, 2 head custodians and 2 maintenance technicians. The total FTE of custodians responsible for day to day cleaning is 16.8. Therefore, PSD operates with a per custodian square foot of 29,556. This includes areas such as classrooms, restrooms, hallways, offices, gymnasiums, lunchrooms and public areas. This is a higher rate than area comparables.

Given a sharp spike in the number of fire false alarms and the corresponding costs associated with them, PSD implemented a plan in 2006-07 to reduce the frequency of the false alarms. This plan involved the local fire department, the alarm company and PSD representatives. The result has been a over a 300% reduction in the number of false alarms *(Figure 7.5-4)*.

Figure 7.5-4 Summary of False Fire Alarms
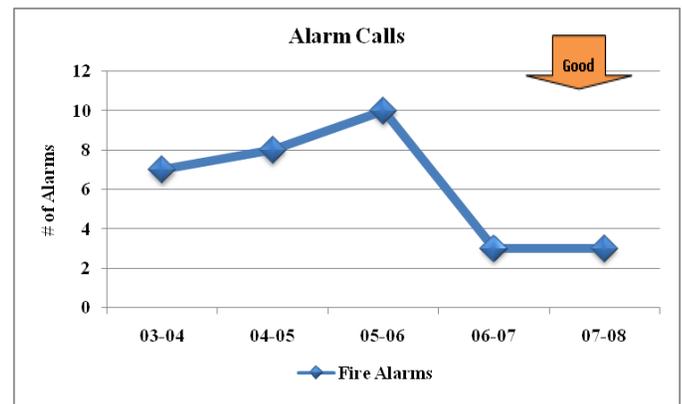
PSD Food Service staff is responsible for serving students, staff and visitors in four buildings. Food is prepared in the PHS kitchen, including freshly made entrees and bakery. It is then transported by van to the other three kitchens on campus. Food service staff consists of a Food Service Director (contracted by Taher), 1 head baker, 1 head cook and 16 part-time food service employees. The total FTE of

Food Service staff is 10.33. During the 2007-08 school year, the Food Service Department served a total of 198,573 meals. This computes to 19,222.94 meals per food service employee. The 198,573 meals served are quantified in *Figure 7.5-3.*

Figure 7.5-3 Food Service—Meals Served

Type of Meal	# Served
Paid lunches (full cost)	169,155
Free lunches	17,033
Reduced lunches	6,419
Total Student	**192,607**
Adult meals	5,966
Total Served	**198,573**

Other work processes have positive results. Results in the HR area are shared in *Figures 7.4-1-13.* The financial stability of the District is also strong *(Figures 7.3-1-4).*

7.6   Leadership Outcomes
7.6.a   Leadership and Social Responsibility Results
7.6.a.(1) The SP is the driving force to measure the accomplishments of the District. The organizational strategy of PSD propels us to relentlessly measure student achievement and raise our goals set in the SP. Student achievement data is analyzed by teachers and administrators and goals are measured each year and reported annually to the BOE, SP Teams, and PLCs. SP Goal #1 looks for positive achievement trends within the DBA system *(Figure 2.1-5).* DBA data in the area of writing and mathematics indicate an upward trend and significant progress toward this goal.

SP Goal #2 addresses student achievement on the WKCE-CRT test with the target being having no students in the Minimal category *(Figure 2.1-5). Figures 7.1-1-6* document PSDs results in this area. PSD has made steady progress on meeting this goal in all grade levels tested. Fewer students are performing in the Minimal level with current levels between 2-5%.

Figure 7.6-1 Technology Assessment Results

2007-2008 Grade 8 Student Technology Assessment Results	
Skill Area	**% of Students Proficient**
Word Processing	97%
Multimedia	84%
Spreadsheet	75%
Visual Organization	96%
Keyboarding	87%

SP Goal #3 measures student proficiency in technology. NCLB requires each student to be technologically literate by the end of Grade 8 through meeting technology literacy standards. In order to meet NCLB and DPI requirements, PSD assesses and documents the literacy proficiency level of all Grade 8 students at the completion of each school year. Additional assessments are given at the completion of grades 3 and 6, in order for the District to benchmark progress towards meeting the WI Model Academic Standards for Information and Technology Literacy. In 2007-08, PSD began administering an authentic technology performance assessment. Prior to that, checklists and student portfolios

Figure 7.6-2 Strategic Plan Action Plan Completion
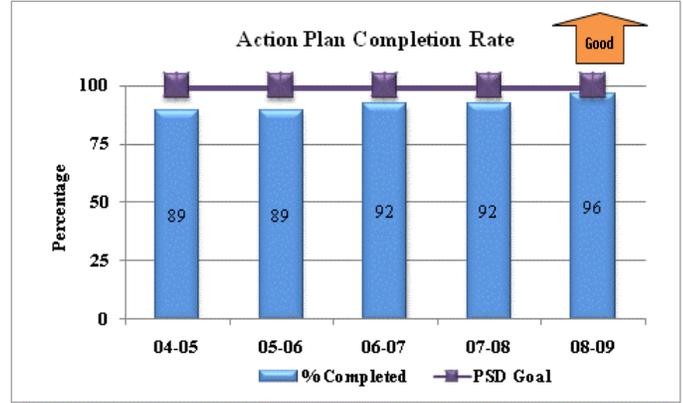
were kept to document completion the standards. *Figure 7.6-1* shows the 2007-08 technology assessment results for Grade 8 students.

SP Goal #4 concerns student demonstration of good citizenship. This is a new SP goal, and the current SP calls for the pilot of a tool to measure this. It is currently under development. That being said, anecdotally, there is much evidence to support the fact that positive student citizenship abounds in PSD. This can be seen in *Figures 7.1-9-7.1-12* which document a positive graduation rate, low truancy and drop out rate, and student success on a wide variety of measures of student behavior.

Accomplishing our goals made possible by action plans that are specific and measurable. Accomplishment of these action plans each year is measured and analyzed. *Figure 7.6-2* documents a positive trend in both limiting the number of action plans and accomplishment of them.

7.6.a.(2) Measures of ethical behavior are outlined in *Figure 1.2-1.* There is no evidence of breaches in ethical behavior. Additionally, stakeholder trust is measured annually and is represented in *Figures 7.2-3-7.2-6.*

Senior leaders uphold high standards and serve as role models for the entire PSD community. Key leaders adhere to the many BOE policies that uphold integrity. Board approved policies include: conflict of interest, appropriate use of school resources and funds, harassment, use of profanity, appropriate use of technology. Administrators serve as role models for the school and community. They hold high expectations for themselves and for students. In this role, they demonstrate integrity and a positive work ethic on a daily basis. Many PSD administrators live in the community and serve on non-profit board or volunteer extensively. Community organizations served by PSD administrators include:

Figure 7.6-4

United Way Donations	
School Year	**Donations Received**
2008-09	$1,936
2007-08	$1,410
2006-07	$2,110
2005-06	$1,780

- Pewaukee Library Board
- Boy Scouts
- Pewaukee Rotary Club
- Pewaukee Basketball Club
- Pewaukee Baseball Club
- Pewaukee Area Arts Council
- Positively Pewaukee

- Pewaukee Booster Club
- Pewaukee Chamber of Commerce
- Pewaukee Soccer Club
- Pewaukee PTO

Senior leaders elect to donate personal funds for multiple $1,000.00 scholarships for a graduating senior each year through the PSF. Administrators also donate more than any other employee group to United Way *(Figure 7.6-4)*, even though it is one of the smallest employee groups.

BOE members also serve as role models for ethical behavior. Their community commitment is exhibited in their decision to serve on the BOE. In this role, they make ethical and wise decisions on school issues and are highly visible at numerous school and community events. Many PSD BOE members also serve on other civic and non-profit organization boards. One BOE member was honored as the Pewaukee Citizen of the Year in 2005. BOE members elect to use a portion of the stipend they receive as BOE members to award a $1000.00 PSF scholarship to a graduating senior each year. The community extends its support to the BOE. In the last nine years, only one incumbent BOE member has not been re-elected.

7.6.a.(3) Fiscal accountability is a tenet of how PSD operates. Finances are handled with great care and with respect for the commitment that the community is making with their tax dollars. The AS of Business Services was elected to serve on the board of the WASBO, a testament to the regard with which he is held in the State. PSD has received accolades for its financial management in accord with mandated requirements and regulations. The independent audit consistently reports no findings, DPI acknowledges on-time and in-compliance with all submissions, and the District's bond rating has recently been improved to A1 Favorable Outlook. These accomplishments speak to the accountability in PSD business operations. Evidence *(Figures 7.3-2-7.3-4)* gives testament to PSD's sound fiscal status.

7.6.a.(4) PSD is in regulatory compliance with all agencies with which the District interfaces *(Figure 1.2-2)*.

7.6.a.(5) Community service and citizenship has always been a District priority and has been included in the SP since 2003. Since that time, encouraging students to support their school and community have resulted in phenomenal success. This list reflects only a portion of the projects students have spearheaded:

- 2008 home fires in the Pewaukee community urged PSD students to raise over $10,000 for families in need.
- All PSD schools raised funds for a new public library in 2004.
- Creativity mixed with drive resulted in $2,000 raised through an ACMS business class fundraiser, Got Soup? where students produced hundreds of handmade clay bowls to serve soup to the community as a fundraiser.
- Other projects included the PHS sponsored "Clay Stomp" fundraiser resulting in a day filled with activities to support the new library. The final foot-stomped clay piece hangs in the new public library.

- In 2005, ACMS students were struck by the plight of a peer struggling with muscular dystrophy. The student needed a $20,000 customized electric wheelchair. Several fundraising activities, including those held by the student's family, resulted in the purchase of the wheelchair.
- On an annual basis, students support the American Heart Association's Hoops for Heart, the Pewaukee Food Pantry, and the Pewaukee River Restoration Project. They visit area nursing homes, and participate in numerous activities through extracurricular clubs.

Citizenship is also evidenced in student avoidance of participating in destructive or harmful behavior. In record numbers, students are demonstrating the elements of good character they learn in the PSD curriculum. There are few infractions or breaches of ethical behavior. This is evidenced by the low expulsion, suspension and truancy rate *Figure 7.6-2.* PSD is particularly proud that in the last three years DPI reports no violent crimes involving PSD students.

There have been no breaches of test security on standardized tests. In the last five years, less than 1% of students have received discipline for misusing the PSD computer network. Videotaping equipment is placed in schools as well as on PSD buses to monitor student behavior and better ensure student safety. In the last five years, videotapes were viewed by administrators fewer than five times to investigate poor or unsafe bus behavior.

Service learning continues to be a part of the PSD SP. PHS students have served the PHS community by building a boardwalk and deck in two locations along the Pewaukee River, constructing a viewing tower in a prairie, building a park pavilion for the Village of Pewaukee, and constructing dugouts and a new press box on the PSD campus. Corporate citizenship is a tenet of the PSD SP and PSD administrators and staff pledge to work to provide the volunteer base for a Positively Pewaukee event each year. PSD contributions to United Way have also increased each of the last three years.

PSD is truly reaching the mission of helping each child open the door to his or her future. We **are** passionate about academic excellence, committed to fostering positive citizenship and dedicated to inspiring all students to flourish.