

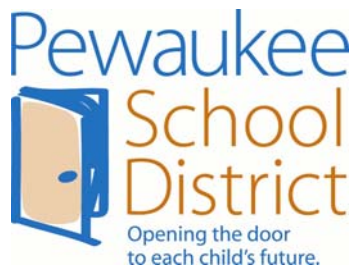
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Glossary of Terms, Abbreviations, and Symbols

504 PLAN	Plan of instructional services to assist students with special needs who are in a regular education setting	ERMA	Employee Resource Management Assistant
%	Percent	FAQ	Frequently Asked Questions
ACCESS	Assessing Comprehension & Communication in English State-to-State	FTE	Full Time Equivalency
ACMS	Asa Clark Middle School	GASB	Government Accounting Standards Board
ACT	American College Testing	HES	Horizon Elementary School
AED	Automated External Defibrillator	IT	Information Technology
AP	Advanced Placement	K-12	Kindergarten through Grade 12
AYP	Adequate Yearly Progress	LPN	Licensed Professional Nurse
BA	Bachelor's Degree	MAKM	Measurement, Analysis, and Knowledge Management
"BOARD"	Board of Education (also referenced as BOE)	MA00	Master's Degree with no years experience
BOE	Board of Education (also referenced as "Board")	MAP	Measures of Academic Progress
CESA	Cooperative Educational Service Agency	Mb	Megabyte
CPR	Cardiopulmonary Resuscitation	MSDS	Material Safety Data Sheet
CRT	Criterion Referenced Test	NCLB	No Child Left Behind
DBA	District Benchmark Assessment	NSPRA	National School Public Relations Association
"DISTRICT"	Pewaukee School District (also referred to as PSD)	NWEA	Northeastern Wisconsin Education Association
DPI	Wisconsin Department of Public Instruction	OCSI	Open Computer and Software Inventory
DVD	Digital Video Disc	OPEB	Other Post Employment Benefits
EC	Early Childhood	OSHA	Occupational Safety and Health Administration
ELL	English Language Learners	PAD	Public Access Defibrillation
EMS	Emergency Management System	PAG	Parent Advisory Group
		PBC	Pewaukee Booster Club

PDP	Professional Development Portfolio	UN	United Nations
PDSA	Plan, Do, Study, Act	WCTC	Waukesha County Technical College
PDT	Professional Development Team	WET	Water Education for Teachers
PEA	Pewaukee Education Association	WINSS	Wisconsin’s Information Network for Successful Schools
PHS	Pewaukee High School		
PLC	Professional Learning Community	WKCE-CRT	Wisconsin Knowledge and Concept Examination – Criterion Reference Test
PLE	Pewaukee Lake Elementary	WSAS	Wisconsin Student Assessment System
PPF	Public Policy Forum	WRCT	Wisconsin Reading Comprehension Test
POI	Pyramid of Interventions	WUFAR	Wisconsin Uniform Financial Accounting Requirements
PSC	Pewaukee Soccer Club		
PSD	Pewaukee School District (also referred to as “District)		
PTO	Pewaukee Parent Teacher Organization		
QEO	Wisconsin’s Qualified Economic Offer		
RN	Registered Nurse		
SE	Southeastern		
SMART	Specific, Measurable, Attainable, Realistic, Tangible (Goals)		
SMS	School Management Software		
SPSS	Statistical Package for the Social Sciences		
“STATE”	State of Wisconsin		
SWOT	Strengths, Weaknesses, Opportunities, Threat Analysis		
TAG	Talented and Gifted		
TAGLIT	Together a Good Look at Instructional Technology		
Tb	Terabytes		



Preface: Organizational Profile

P.1 Organizational Description

P.1.a Organizational Environment

P.1.a.(1) The Pewaukee School District, referred to as PSD or the “District” in this application, is a Wisconsin public school district that offers a quality education to Village and City of Pewaukee students in Early Childhood through Grade 12. PSD is located in a suburban area of Waukesha County, about 25 miles west of Milwaukee. A wide range of diversity comprises the school community. Approximately 7.5% of students receive free and reduced lunch. An identified English Language Learning (ELL) population of 1.2% speaks over fifteen languages. Minority students comprise 8% of the student body.

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*, for example, rates Pewaukee High School (PHS) as one of the top 20 prep schools in the area. Similarly, the Public Policy Forum (PPF), a nonpartisan/non-profit agency that tracks performance for more than 250 government units in Southeastern (SE) Wisconsin, finds PSD as one of the top ten schools in SE Wisconsin in comprehensive State Reading & Math testing. PSD’s Grade 3 Reading tests ranked #3 out of 50 identified school districts. PSD’s Grade 4 students are #1 in Waukesha County in Reading and Social Studies, and Grade 8 students ranked #1 in Reading on recent State tests. Additionally, Advanced Placement (AP) scores are the highest in school history. The District has celebrated having multiple National Merit Finalists and Semi-Finalists over the last five years.

City of Pewaukee residents total 12,625, and Village residents total 8,969. The District has experienced enrollment growth of 1-6% each of the last ten years due to extensive housing growth in both the City and Village of Pewaukee and an increase in open enrollment students entering PSD. While this growth has slowed slightly in the last three years, PSD enrollment growth is projected to continue to rise for the next ten years with over seventeen subdivisions currently approved for development *The Business Journal* cites Pewaukee as one of the hottest growth areas in the Waukesha County market.

PSD serves the Pewaukee community in a unique all-campus setting with all four schools resting on 65 acres overlooking Pewaukee Lake. PSD’s 2006-2007 school enrollment is 2,108, making it the smallest school district in Waukesha County. 602 students attend Early Childhood through Grade 3 at Pewaukee Lake Elementary School (PLE) and 433 students are served in Grades 4-6 at the new Horizon Elementary School (HES), opened in 2001. Asa Clark Middle School (ACMS) is a Grade 7-8 middle school serving 318 students. Pewaukee High School (PHS) is a comprehensive high school serving 716 students in Grades 9-12. The school population is enhanced with 112 open enrollment students who reside outside the PSD boundaries but elect to attend PSD. With community support that funded multiple

construction/renovation referenda, each of the four school facilities is either new or has undergone extensive expansion or renovation in the last ten 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 2006-07 budget totals \$22.4 million with 88% of funds coming from local property taxes & sources, 5.8% from state aid, and 0.5% from federal aid. PSD operates its own custodial, maintenance, and technology departments and privately contracts with vendors for transportation, food service, before- and after-school care, and occupational and physical therapy services.

PLE includes students in Early Childhood through Grade 3. 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 instruction and for high levels of student success. Reading Recovery teachers and the Title I program provide early intervention and support for early readers. 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 are also integrated in instruction. Specialists teach Art, Music, Physical Education, Library, and Developmental Guidance. PSD is proud to have added elementary Foreign Language to its curriculum in 2003 with Spanish being taught to all students beginning in Grade 1. A very successful kindergarten options program exists for students, and four-year-old kindergarten is currently being investigated for addition in 2008. Parents are integrally involved in classroom studies and in highly regarded “Parents in Education” curriculum nights designed to bring families together to interact with the curriculum in exciting ways.

HES serves students in Grades 4-6. Teachers differentiate instruction in heterogeneously grouped classrooms based on the diverse needs of students. In Math, flexible groups are utilized based on chapter pre-test scores. Teachers re-teach and re-test all students who receive less than 75% on math post-tests. Identified students are accelerated in at the sixth grade level and take classes either in a Pre-Algebra class or in Algebra at the middle school. This focus on high quality math instruction has resulted in dramatic improvement in math scores over time. Teachers use the guided reading approach in Language Arts, where students learn at their instructional level using authentic literature. Six-trait writing strategies guide the approach to writing instruction. Social Studies and Science aim to offer hands-on experiences. An outdoor prairie and nearby river is frequently utilized to enhance the study of Wisconsin plants and ecosystems. Specialists teach Art, Music, Developmental Guidance, Physical Education, and Spanish to all students. Grade 6 students participate in Technology Education, Family & Consumer Education, Art, and Health classes. Both Choir and Band are offered before school to students in Grades 5-6.

ACMS serves students in Grades 7-8. The middle school offers an innovative 70-minute, 5x5 block schedule to promote learning and provide an effective transition to the high school. Writing, reading and computer integration are incorporated into every subject. Language Arts 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 is taught in a daily block with a strong emphasis on accelerating each child to their 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 foreign language by taking either French or Spanish. Science instruction enhances the study of life, earth, and physical science with hands-on labs in chemistry, astronomy, and motion and force. A wide variety of

elective courses include Technology Education, Family & Consumer Education, Entrepreneurship, Art, Band and Choir. The BOE recently approved additional electives in 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.

PHS offers a wide variety of curricular and extracurricular offerings in an alternate-day, block-scheduled setting. The school mission, which supports the District mission, is to “maximize the academic potential of all students while fostering an environment that promotes positive student citizenship.” PHS is committed to meeting the academic needs of all students in a safe, caring, yet challenging learning environment. Excellence is the norm in academics, athletics and extracurricular activities. Over 80% of students elect to attend a two-or-four year college upon graduation. Students take four courses per day and must graduate with 28 credits, 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 Technology, Family & Consumer Education, Art, Music, Physical Education, or Foreign Language areas. Twelve Advanced Placement (AP) classes are offered. A morning resource period serves students who need extra assistance from teachers or peer tutors. 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 Computer Programming and Latin, to name a few courses. Led by the State’s Principal of the Year, PHS has been recognized on the national level for its commitment to student health and 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 review that involves thorough evaluation and revision every six years. All curriculum is standards based and supports with Wisconsin Model Academic Standards. Pre and post assessments give teachers the tools for assessing learning in reading, writing and math. Teachers also utilize the Measures of Academic Progress as a benchmarking process to identify student progress for students in Grades 2-9. A Pyramid of Interventions (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 use of Professional Learning Communities (PLC’s) help all teachers work together to bring the best learning experiences to PSD students. Professional development is a commitment PSD makes to the faculty and staff, and it is vital to the success the District has attained. A Professional Development Plan is created yearly to address the learning needs of the staff. District workshops, nationally renowned speakers, and graduate courses are available to PSD faculty.

The curriculum is enhanced by a comprehensive 5-week summer school for students in Grades EC-12. In Summer 2006, 684 students enrolled in a wide variety of enrichment and reinforcement opportunities. This number has consistently risen over the past three years due to enhanced programming.

The District’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, pullout opportunities for special programming, and/or regular meetings with the TAG teacher and their peers.

Students with special needs who meet criteria for inclusion in special education programs comprise 12% of the student population, just

slightly below the State prevalence averages. With programs in each of the four schools, PSD offers a continuum of services for students aged 3-21 who are identified as in need of special education services. In order to qualify for special education services as a student with a disability, a student must meet state and federal criteria for an impairment and present a clear need for services that cannot be delivered in the regular education program alone. Areas of impairment include cognitive disability, orthopedic impairment, visual impairment, hearing impairment, Speech or language impairment, specific learning disability, emotional behavioral disability, autism, traumatic brain injury, other health impairment, and significant developmental delay. Teams of specialized teachers, school psychologists, speech pathologists, occupational and physical therapists, paraprofessionals, and administrators serve PSD students in special education. PSD believes special education is a service, not a place; services are delivered in the least restrictive environment. The early childhood program for preschool students with disabilities has a unique relationship with the nearby daycare serving Waukesha County Technical College whereby the District’s teachers and children attend the day care setting with typically developing peers for part of their learning program. 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 special education students and requires a daily work component. PSD strives to offer educational programs to meet the needs of all students.

An intense focus on reading success at the early grade levels is evidenced by having over 92% of the Grade 3 readers ranking “At” or “Above Proficient” on the WKCE-CRT exam in 2005-06. The combined efforts of a dedicated staff have resulted in the #1 ranking of PSD Grade 4 students in both Reading and Social Studies in comparison with the ten K-12 Waukesha County schools. Grade 8 students were ranked #1 in Reading and #2 in Social Studies in comparison with these same schools. According to the Public Policy Forum report of 50 school districts serving SE Wisconsin, PSD ranked in the top ten in combined Math and Reading performance on WKCE testing in 2005-06. Reading Recovery, an intensive one-on-one intervention system in Grade 1, targets the lowest 10% of Grade 1 readers for assistance. Additionally, reading specialists and Title I teachers work with struggling readers to teach them the fundamental tools for reading success. Reading is a PSD priority.

PSD continues to expand extracurricular offerings that foster meaningful physical, intellectual, and social learning opportunities. Participating at the Division II level in the Woodland Conference, PHS teams have experienced great success at the conference, regional, and State level. In the 2005-06 school year, for example, 8 teams sent individual players or teams to State level competition, 1 team State Championship, 1 individual State Champion, a 3rd place finish at State, 1 team Sectional Runner-up, 3 Regional Champions, and 5 teams winning conference titles. Extra-curricular opportunities abound with a wide variety of club activities for elementary through high school students including First Lego League, a State-award winning Forensics Team, Drama, Math Counts, and National Geography and Spelling Bees. River Keepers, Robotics, Legos, Academic Decathlon, Model United Nations, and many more.

Science instruction is enhanced by the use of a new observatory located nearby in the Pewaukee Public Library. A unique partnership was created when PSD sold the land to the Village of Pewaukee for the sole purpose of building a new community library. Built in 2004, PSD students and faculty raised over \$30,000 to fund the project. Located only one block from the PSD campus, it is used extensively by students in all grades during and after the school day.

Essential to world-class learning is a safe and healthy learning community. PSD uses an inclusive and comprehensive approach to provide and promote the safety, health, and wellness of students, staff,

and the school community. School health rooms in every school are staffed full time with nurses who provide 75% of the direct primary health care. Health room visits for illness and accident and medications totaled over 28,000 in 2005-06. Student compliance for immunizations in the 2006 school year was 100%. 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. Over half of the staff and 75% of the high school students have been certified in first aid, CPR, and AED use. Six AED's are located on campus. A wellness committee from the school community has actively worked with the BOE Policy Committee to draft a new wellness policy for the District. Additionally, a District Safety Committee has been a State-recognized role model in crisis plan development, along with National Incident Management System compliance.

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 strands in the PSD Strategic Plan 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, one of the lowest truancy dropout rates in Wisconsin, and few, if any, expulsions and suspensions each year.

P.1.a.(2) The PSD organizational culture could be described as collaborative and strategic. PSD has been involving the community in strategic planning since 1992. Strategic planning 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, strategies, and action plans in this continuous improvement process.

P.1.a.(3) PSD strives to recruit and retain the most highly qualified staff and takes pride in the teamwork in our campus operation. In the 2006-07 school year, PSD has 274 regular employees (240 FTE) proudly educating Early Childhood through Grade 12 students. This includes 163 certified teachers, psychologists, speech therapists, guidance counselors and other educational professionals. In addition, the District employs 26 licensed paraprofessionals and 60 other support staff including secretarial, custodial, maintenance, and food service employees. The PHS Principal received Principal of the Year honors in 2005. In 2006, a PHS technical education teacher was selected as the Pewaukee Chamber of Commerce Person of the Year. Teachers have also received State Recognition for winning the Kohl Award for Teaching Excellence and a PHS Coach has received National Coach of the Year honors.

PSD is proud of its high quality teaching staff and credits them with the high quality learning that occurs daily in classrooms. 70% of the teaching staff currently hold Master's degrees. The District has 40 teachers trained as professional mentors for newly hired teachers. Teachers are certified by the Wisconsin Department of Public Instruction (DPI) and are represented by the Pewaukee Education Association, an affiliate of Cedar Lakes United Educators. Service Employees International Union Local 150 (SEIU) represents the custodial, maintenance, food service and secretarial support staff.

PSD's comprehensive three-year induction/mentoring program provides professional and personal support for newly hired teachers. Newly hired teachers attend ten additional days of in-district professional development in their first year. Initial educators, teachers new to teaching, complete a State-mandated three-five year

professional growth plan guided by portfolios and mentor support. They also complete annual reviews of their professional growth plan by in-district state certified reviewers that include teacher peers, administrators, and Institute of Higher Learning representatives.

P.1.a.(4) The District facilities are comprised of the four schools resting on the 65-acre campus. There is also a concession stand, press box, and storage shed on the grounds. The facilities, valued at 43 million dollars, are maintained through a comprehensive five-year capital improvement plan that the BOE annually reviews. This ensures that budgeted dollars are maintained to address the life cycle replacement of equipment and to maintain the building envelope. Major fixtures in the District include food service equipment, athletic equipment/seating, maintenance equipment, and furniture. Property control and fixed asset records are annually reviewed and updated to protect the value of the District's equipment investment.

PSD is committed to challenging and sparking interest in students to compete technologically on a global level. Students have access to over 1,200 computers on campus and to a well-developed curriculum that teaches technology skills. Students use this technology for writing projects, developing presentations, learning simulations, skill development, and research. A technology curriculum benchmarks technology skills that all students will master at given grade levels. A state-mandated Library Information/Technology Plan provides direction for implementation of technology initiatives. All elementary classrooms are equipped with a minimum of two networked computers, TV monitor, media playback device, and a telephone. Each elementary school has three networked computer labs with a minimum of 28 computers available for open use. Most secondary classrooms are equipped with a minimum of one networked computer, TV monitor, media playback devices, and a telephone. There are three fully networked computer labs available for open use, three mini-labs (12 computers each), and one wireless networked computer cart with 30 laptops at the middle school. There are four fully networked computer labs available for open use, two fully networked computer labs in the Business Education department, multiple labs in the Technical Education department, and one wireless networked computer cart with 30 laptops at the high school.

P.1.a.(5) PSD operates in a highly regulated environment. State Statute identifies the curriculum areas that PSD must teach. Wisconsin State Statute 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 Wisconsin 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 State Statute regulating open records and open meetings laws. Personnel legal/regulatory requirements include the DPI, Wisconsin Employee Relations Commission, Wisconsin Department of Commerce, Occupational Safety and Health Agency (OSHA), United States Department of Education, and Americans with Disabilities Act.

Transportation legal/regulatory requirements include the National Transportation Safety Board, Wisconsin Department of Transportation, and the DPI. The Wisconsin Department of Public Health, United States Department of Agriculture, Food and Nutritional Services, American School Food Service Association, Wisconsin Department of Public Instruction School Nutrition Services, and the Waukesha County Health Department directly and indirectly govern and influence the delivery of the food service program. The Wisconsin Uniform Financial Accounting Requirements (WUFAR) is

used for accounting rules and regulations. The Wisconsin Department of Commerce and local Village of Pewaukee and City of Pewaukee building codes dictate building and facility regulations.

The Wisconsin Knowledge and Concepts Examinations – Criterion Referenced Tests (WKCE-CRT’s) 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, Social Studies, and Writing. Grades 3, 5, 6, 7, and 9 are tested in Reading and Mathematics. Measures of Academic Progress (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. District benchmark assessments 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. As a result of the PSD Strategic Plan emphasis on using data to guide instruction, Comprehensive Assessment Reports are presented along with building level Improvement Goals & Plans to the BOE at meetings each fall.

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. A BOE policy manual, available on the District web site, outlines the further powers and duties of the Board. This policy manual also guides Board conduct and is continually updated to remain current. The Wisconsin Association of School Boards and the National School Board Association are resources to the BOE. The BOE hires, supervises, and evaluates the Superintendent, and holds that person responsible for the administration and management of the schools in accordance with Board 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 operating officer of the District.

The Superintendent, in turn, leads an Administrative Team of 17 dedicated team members, comprised of the Director of Instruction, Director of Business Services, Director of Special Education and 4 Building Principals who serve on the Superintendent’s Cabinet. The Cabinet meets weekly to plan and execute strategic plan initiatives. The larger Administrative Team includes the Cabinet members and other administrative/confidential support members with supervisory capacity. The Administrative Team meets bi-monthly to plan and execute strategic plan initiatives.

The Superintendent, Director of Business Services, and Director of Instruction attend BOE meetings regularly. The Superintendent serves the Chairman of the Policy Committee, and the Director of Business Services assists the Treasurer in running the monthly Business Affairs meetings. Other Cabinet members interface with BOE when agenda items arise that call for their expertise.

P.1.b.(2) Key stakeholder groups have been identified and involved in the strategic planning process since its inception in 1992. Stakeholder Expectations and Commitments have been published for students, parents, community members, teachers, administrators, BOE, and the business community. On an annual basis, parents, students, and faculty are surveyed to attain their perceptions about PSD’s quality (**Figure 3.1-1**).

P.1.b.(3) Key partners include the Pewaukee Parent Teacher Organization (PTO), Pewaukee Booster Club (PBC) and our Parent Advisory Groups (PAG’s) 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 new soccer field on the PSD campus. Additionally, we have over 2,000 vendors supply PSD with needed supplies for PSD’s world class learning community. Our BOE policy mandates that expenditures over \$3,000 be competitively bid using a minimum of three vendors. Key vendors currently include Laidlaw Transportation Services and Taher, as they provide student bussing and food service on a daily basis. Key vendors support learning by supplying textbooks and technology to support District-written curriculum. Contracts with these firms outline District requirements and uphold PSD’s commitment to providing a safe, healthy, and challenging learning environment for all students.

P.1.b.(4) Communication with stakeholders is richly valued in PSD and has been a key strategy in the PSD Strategic Plan since 1995. A constant, however, is a commitment to both disseminating and receiving quality and helpful messages. For example, 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. 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.

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, a communication tool offering parent real time access to student grades, health records, food service data, and much more. *Your Personal Tour of the Pewaukee Public Schools* recently won the prestigious Award of Excellence from the National School Public Relations Association.

Communication with employees is nurtured through 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 committees and technology teams. Principals meet weekly to bi-monthly with their staff and also publish weekly newsletters on-line to keep their staff informed and involved. Principals also send out newsletters to all parents on a regular basis.

The Pewaukee community receives a wide variety of print information celebrating the education delivered in PSD. *The Perspective*, the PSD Newsletter, is sent to each District resident three times per year to highlight not only accomplishments, but to explain new initiatives or direction a school or the PSD is taking. 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. Valued business partners help us publish a beautiful calendar featuring student artists and poets.

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 the schools. A continuing relationship with senior citizens results in classes and individual students volunteering at several facilities in the community. It also has brought volunteers into the schools to assist teachers with a number of activities.

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 open enrollment 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 such as Arrowhead, Kettle Moraine and Waukesha as well as an online option via Virtual Academy. It is common for parents to “shop” school districts to explore the options for their children’s education, and many parents choose Pewaukee due to the safe campus environment, high academic achievement, and wide variety of successful extra-curricular opportunities for students. Despite stiff competition, PSD continues to maintain a positive open enrollment count since 2001.

For comparisons of student achievement on standardized measures, PSD most frequently compares data to schools in the Woodland Conference, K-12 school districts in Waukesha County, the seven-county region of Southeastern Wisconsin as provided by the Public Policy Forum (PPF), school districts in CESA #1, and the State. PSD continually outperforms State averages on all measures of student success 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: State Department of Public Instruction, City of Pewaukee, Village of Pewaukee, Pewaukee Booster Club, Pewaukee PTO, Pewaukee Chamber of Commerce, Kiwanis, Pewaukee Rotary Club, American Red Cross, ProHealth Care, Blood Center, Children’s Hospital of Milwaukee, 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, open enrollment trend data, per pupil costs, and % of fund balance. While satisfaction surveys are taken and reviewed annually in PSD, competitors do not share satisfaction survey data. Principals and administrators network regularly with area school officials to share successful program ideas.

Many changes are taking place that affect PSD’s competitive situation. Budget cuts in surrounding school districts are causing greater interest in PSD’s open enrollment program. Increasing enrollment in PSD will also have impact on the budget, campus planning, and programming. Moreover, a review of the funding formula by the Wisconsin State Legislature may impact the finances available to PSD. Furthermore, changes in PSD student demographics have prompted the Administration 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 Wisconsin Department of Public Instruction Wisconsin’s Information Network for Successful Schools (WINSS) web site (DPI). This allows access to compare school district to school district using a wide array of success indicators. Additionally, the Public Policy Forum annually publishes a report of school district success indicators comparing the 50 K-12 school districts in SE Wisconsin.

P.2.b. Strategic Challenges

As part of the strategic planning process, PSD annually identifies challenges to be faced. Many challenges are identified in the 2006 Strategic Planning Team meetings, these include:

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 exponentially increasing health care costs?
- How do we meet our facility needs with a growing student body?

Human Resource:

- How do we 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?
- How do we attract the best and brightest?

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 best mentor our new teachers and tap the expertise of our veteran teachers?'
- 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?
- How do we hire and retain the best of the best?

P.2.c. Performance Improvement System

PSD remains focused upon improvement by its commitment to the strategic planning process. The BOE, Superintendent, each school, administrator, and teacher has improvement goals based upon a review of current status and accomplishments, and these are most often based on the identified initiatives from the PSD Strategic Plan. The eye is on continuous improvement.

Organizational learning is best accomplished by our commitment to creating PLC’s 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 PLC’s and provide on-site teacher mentoring training. Building improvement plans identify goals that result from the PLC collaborative process and commitment to raising student achievement.

In addition to Strategic Planning, there are many processes that allow us to be strategic in decision-making and streamlined in efficiency: Curriculum Cycle, Budget Calendar, Five-Year Capitol Improvement 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

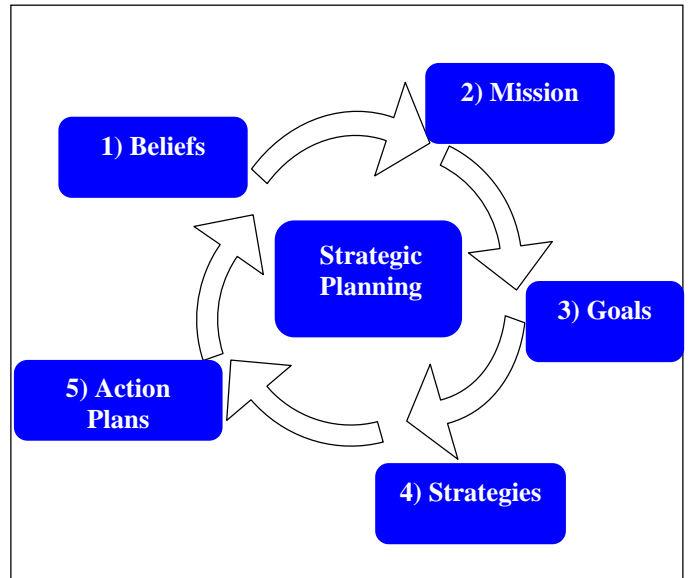
1.1 Senior Leadership

PSD senior leadership includes the seven-member BOE, Superintendent, and the Administrative Team comprised of District Administrators and Program Coordinators along with the Principals and Associate Principals at each of the four schools (**Figure 1.1-1**). The Superintendent is hired by the BOE to serve as the Chief Executive Officer for the District. The Superintendent, in turn, charges the Administrative Team to lead in carrying out the strategic planning goals and procedures to support the policy directives of the Board. The Superintendent works with an Administrative Cabinet including the three District Administrators (Director of Business Services, Director of Instruction, and Director of Special Education) and the four Principals. The full Administrative Team includes the above District personnel, two Associate Principals, and the following Program Coordinators: Building and Grounds, Human Resources, Staff Development, Network Engineer, Instructional Technology Specialist, Food Services, Public Information, Athletics and Activities and two Associate Principals.

The BOE normally meets in open session two times per month, on the second and fourth Mondays of the month. Additionally, the BOE will meet for routine committee meetings, strategic planning, 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 Administrative Cabinet weekly with the full Administrative Team joining the Cabinet two times per month.

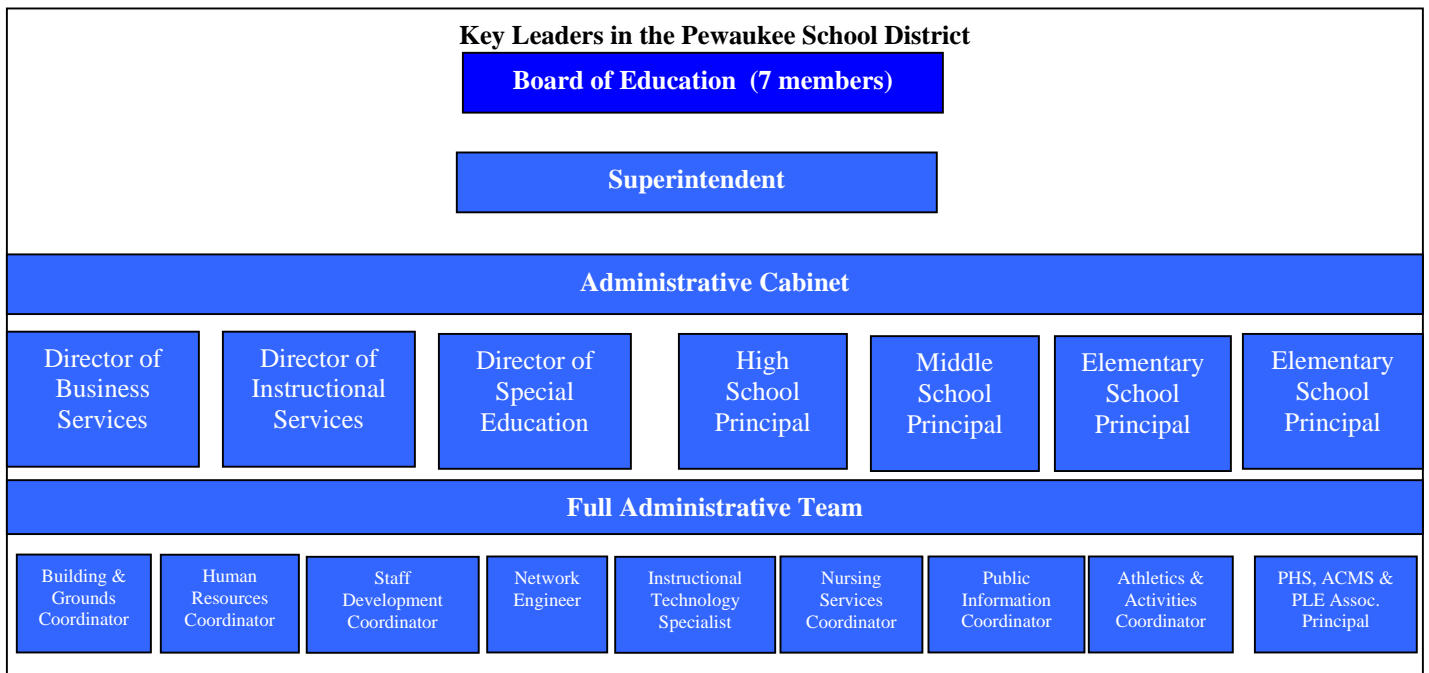
1.1.a.(1) Key to the leadership of the District is the strategic planning process that has set the direction for PSD since 1992 and has been instrumental in the increased academic success and strong community support the District has experienced. This strategic thinking and planning process defines the beliefs and mission, and then sets the goals, strategies, and action plans that provide concrete direction to this mission (**Figure 1.1-2**).

Figure 1.1-2 – PSD Strategic Planning Processes



In 2004, PSD was honored to speak to the National School Board Association about PSD’s history with strategic planning and the benefits it has brought PSD and the Pewaukee community. Members of the BOE and Administrative Team attended and presented information about this vital process.

Figure 1.1-1 Key Leaders in the PSD



The participation of key leaders in strategic planning demonstrates the commitment to building and deploying vision and values. The entire BOE along with the Cabinet and select members of the Administrative Team participate with stakeholders in crafting the strategic plan each year. By having PSD key leaders leading strategy section work groups, the leadership system embraces the process and plays a vital role along with citizens, community leaders, parents, PTO representatives, teachers union representatives, teachers, students, and support staff in setting the vision for PSD.

While key leaders play a vital role in the annual strategic planning process, the process does support PSD's belief in *shared* leadership and decision-making. The Strategic Planning Team, comprised of approximately 40-45 stakeholders, involves a comprehensive representation of PSD and the Pewaukee community. Strategic Planning Team members first receive an update from the Superintendent about progress made on the current strategic plan. Then the mission and beliefs are reviewed to re-ground the work to be done. These are re-written as part of the strategic planning 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 groups and the strategies are updated. Following this work, action plans and key measures are then created by the Administrative Team to realize the new goals and strategies created by the Strategic Planning Team. Following the drafting of the entire plan, the Board adopts the strategic plan. Key leaders have created systems to support the implementation of the strategic plan.

The mission and belief statements (**Figure 1.1-4**), which embody the PSD core values, were developed by the Strategic Planning Team in Spring 2003. Representative stakeholders on the Strategic Planning Team crafted the mission and belief statements. The mission and belief statements are reviewed, revised, and re-grounded every five years as part of this strategic planning process. Goals, strategies, and action plans are updated annually (**Figure 1.1-4**).

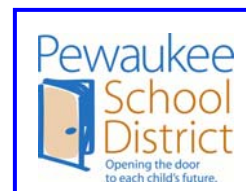
The mission, drafted in 2003 (**Figure 1.1-4**), represents the high expectations and committed energy held by senior leadership and the entire PSD staff. PSD desired to highlight this new energy when taking on the task of revising the 1999 mission statement that said, "As a system, the Pewaukee Public Schools, in partnership with the community, will provide students a strong educational foundation enabling them to be lifelong learners and responsible citizens." In the current mission, words such as "passionate," "dedicated to inspiring," and "innovative and progressive" were words specifically chosen to better reflect the positive energy the District holds in its commitment "to open the door to each child's future." Academic excellence and positive student citizenship are identified in the mission as the two keys to opening those doors. All strategic planning goals and strategies support the beliefs and mission. Furthermore, the current mission also celebrates the unique campus setting that PSD alone holds in Waukesha County. Feedback from the Pewaukee community strengthened the view of the PSD campus as an asset; thus, a

decision was made to incorporate this into the District mission. As the example demonstrates, since the District has been using the strategic planning process since 1992, PSD mission statements have evolved. The constant, however, is the District's overwhelming dedication to ensure, monitor, and continuously improve student learning. This commitment is ever-present and sustaining.

The belief statements, identified in all PSD strategic plans since 1994, identify deeply held convictions and give form to vision and core values (**Figure 1.1-4**). The eleven belief statements were grounded in 2003 using a consensus building process involving the entire Strategic Planning Team. They are not represented in a hierarchy and, therefore, are not listed numerically. Each belief is viewed as equally necessary in creating optimal conditions for each child to truly open the door to his or her future. This is with the exception of the first belief (We believe in all students achieving their potential) that the Strategic Planning Team identified as most critical. PSD belief statements are meant to clearly identify for all stakeholders what conditions create powerful learning experiences for students and what responsibilities and support systems are needed to positively influence this learning.

Communication of the PSD mission and beliefs is accomplished through an integrated and multi-faceted communications plan. This communication plan was created when PSD re-grounded the Strategic Plan in 2003. The redesign of the PSD logo was a fundamental change meant to solidify communication of the mission. Utilizing a graphic of a book resembling a door, the PSD logo (**Figure 1.1-3**) was redesigned to pictorially brand the open door theme celebrated in the mission.

Figure 1.1-3 PSD Logo



The logo also includes the corresponding mission wording. This logo is utilized on all District publications and correspondence: letterhead, fax forms, envelopes, etc. Outdoor signage as visitors enter PSD also features this logo.

Communication of the PSD Strategic Plan is embedded into the communications plan to develop an awareness of the Strategic Plan throughout PSD, the Pewaukee community, and to suppliers and vendors. This is widespread:

- Published in the annual report that is sent to every Pewaukee resident
- Branded logo with mission placed on letterhead, envelopes, business cards, business forms, hiring materials, in all publications, and on outdoor signs
- Mission placed along with highlights of success on fax form to communicate with all vendors

Figure 1.1-4 PSD Strategic Vision

PSD Strategic Vision 2006	
Mission	Goals
<p>Through our unique all-school campus setting, the Pewaukee Public School District will open the door to each child's future.</p> <p>Our school community delivers an innovative and progressive education.</p> <p>We are:</p> <ul style="list-style-type: none"> • Passionate about academic excellence • Committed to fostering positive citizenship • Dedicated to inspiring all students to flourish 	<ul style="list-style-type: none"> • 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	Strategies
<ul style="list-style-type: none"> • 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 • We believe in continuous progress to attain excellence • We believe in committing our resources to maximize student achievement 	<ol style="list-style-type: none"> 1. We will use data to guide instruction and assist in the update and implementation of curricula with increased rigor <ul style="list-style-type: none"> – Analyze multiple data to improve student learning and provide ongoing communication of student achievement – Provide quality curricula and course offerings designed to challenge all students – Identify and implement support services for entering students and those requiring differentiated instruction 2. Pewaukee Public Schools will ensure that all students have high quality educators who utilize innovative, research-based teaching practices <ul style="list-style-type: none"> – Empower teachers to successfully ensure differentiated instruction – Accountabilities for stakeholder groups, results of PDT review process – Empower teachers to effectively integrate instructional technology – Assist staff in better using data to guide instruction – Expand implementation of professional learning communities model in all schools 3. Our school community will actively engage in experiences that inspire, model and integrate positive citizenship <ul style="list-style-type: none"> – Offer experiences that inspire citizenship in and out of the classroom – Integrate service learning into the curriculum – Feature role models to inspire citizenship 4. Pewaukee Public Schools will utilize technology and information resources to improve our ability to educate, communicate and access information <ul style="list-style-type: none"> – Implement technology to ensure efficiency of communication and access to information – Investigate, plan, and implement progressive and innovative technology to support instructional initiatives – Provide quality network and technical services – Encourage and facilitate practical application of technology for instructional purposes 5. Pewaukee Public Schools will expand the dialogue and connections among families, taxpayers, leaders, students, and staff that make up the District's community <ul style="list-style-type: none"> – Involve more segments of the community in District communications and in District initiatives – Increase use of web-based and print media to get our message out – Emphasize diversity in Schools and School Communication

While the logo is a tangible representation of the District commitment to the values of the District, actions speak louder than words. The actions taken by PSD reflect the commitment to reach identified beliefs and values of the PSD Strategic Plan. A commitment to volunteerism, citizenship, and community involvement is real in the PSD culture. Students learn the principles of character and good citizenship, and all members of the PSD community have multiple opportunities to work hand in hand with civic organizations to better the Pewaukee community. This commitment is also evidenced by the actions of the BOE, Administrative Team, and building level teams to bring the PSD Strategic Plan to life. For example, strategic planning takes place each spring, prior to the budget being adopted, so that finances can be allocated to drive the implementation of the strategic plan. The BOE, for example, annually sets learning goals (**Figure 1.1-5**) to better educate themselves about new aspects of the strategic plan. Additionally, the BOE sets aside meeting agenda time quarterly to review progress made on the strategic plan action plans. The Administrative Team meets bi-monthly and monitors strategic plan action plan implementation by allocating agenda time for work on and updates to strategic plan initiatives. The Cabinet is responsible for completing many action plan initiatives of the PSD Strategic Plan. Each fall, building principals create building level improvement goals and plans that link to the strategic plan and share these with the Administrative Team, the faculties, and the BOE. These building improvement plans are the basis for our efforts to enhance student learning throughout the school year.

Strategic decisions have also been made to take action to heighten community awareness of PSD progress in meeting our mission. Communication has been one of five strategies in the PSD Strategic Plan for approximately ten years. A high value has been placed on both informing and listening to the Pewaukee community. For example, to further brand the mission, a conscious effort is placed on helping the community see PSD students as both academically successful and positive citizens. The PSD Public Information Coordinator consciously works with local media to share stories that support this vital pledge in the PSD mission.

These public relations efforts are reported to the BOE at each meeting. At the end of each school year, parents, teachers and students are surveyed about key indicators pertaining to the mission. The result is a staff and community who understand the PSD mission and the commitment to bringing it to life.

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 to the District’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 strategies of the PSD Strategic Plan. This emphasis on role modeling positive citizenship throughout the PSD community

Figure 1.1-5 Board of Education Goals

Board of Education Goals 2006-07 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 & Assessment, Instruction, Citizenship, Technology and Communication	#2 Learn about the curricular, co-curricular and extra-curricular programs offered by the Woodland Conference Schools and identify gaps that may exist and to then seek creative ways to financially support high priority programs in a fiscally responsible manner
#3 Learn about the accounting rules issued by the Governmental Accounting Standards Board (GASB) and the reporting requirements for other post employment benefits (OPEB) for retirees. This learning session should address the timeline and impact on the District’s financial reporting.	#4 Create a Board Task group to research and review “best practice” approaches and methods for conducting the annual Superintendent evaluation and present findings for possible consideration and adoption.
#5 Learn about the changing dynamics and diversity of the student population within the Pewaukee School District and how programming is addressing these changes.	

demonstrates the commitment to role modeling and focusing on positive, high expectations.

The BOE holds the Superintendent responsible for communicating PSD’s high ethical standards and maintaining compliance with State and federal law and BOE policies as they pertain. Communication begins most formally with new employees. Guided initially by a rigorous application process using a formal standardized application form, criminal background checks are conducted, 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. New employees also receive extensive professional development during induction concerning ethics and proper protocol. Key administrative hires have clauses in their job description 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 concerning such things as conflict of interest, acceptable 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 have access to all BOE policies via the District web site and annually sign an affidavit that they have reviewed the policies. Moreover, routine professional development is

conducted on timely and vital legal topics. Administrative Team 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.

Fiscal accountability is paramount in the District. Senior leaders emphasize wise, 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 Superintendent's cabinet are also evaluated on their budget leadership and adherence to proper fiscal protocol.

This focus on positive citizenship along with clearly identified standards and articulated consequences for illegal or unethical behavior have resulted in a community that has very few breaches of ethical and legal behavior. When they 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 strategic planning 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 strategic planning process and building improvement planning 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.

Senior leaders have made a commitment to four specific initiatives to ensure sustainability. First, there is a commitment to maintain the economic stability of the District by enhancing the bond rating and fund balance of the District. For over ten years, the BOE has committed to add \$50,000 to the fund balance taking it from \$308,557 in 1993 to \$2,393,352 in 2006. 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 this fiscal fund balance while annually meeting its operational budget. 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 a lease agreement in the past three years. Having all schools on

one campus is viewed highly favorably in the Pewaukee community. In a growing community, the District is committed to meet growing enrollment needs by expansion of campus grounds. 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. For high quality learning to take place, a highly skilled teaching force must be in place. Proactive steps are also being taken to sustain the high quality PSD faculty. Facing a sharp projected increase in teacher retirements, PSD has taken dramatic steps to improve teacher recruitment, selection, retention, and induction programs. Last, and possibly most connected to the mission, sustainability is sought by the intense focus on raising student achievement. Annually, building level improvement 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 in the PSD to have all facets in place to deliver a high quality education.

1.1.b. Communication & Organizational Performance

1.1.b.(1) Communicating with faculty and staff is valued in PSD. The size of the District combined with the campus setting allow for a great amount of verbal communication between buildings, staff, and employee groups. The thorough supervision and evaluation process prompts frank and rich conversations in the goal setting process and in the review and reflection of instruction. PSD staff are encouraged by contract language that rewards the pursuit of advanced degrees. At the building level, principals are highly visible and encourage individual conversations with teachers and also hold frequent staff meetings to share information and attain feedback. Each principal also publishes a weekly staff e-mail newsletter for the purpose of recognition, information sharing, and initiative 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 commitment to solving problems at the lowest level of authority. The Board is committed to 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 receive minutes via e-mail. Frank conversations often take place at the committee level where curriculum is updated and the status quo is challenged. Written communication is frequent, both on a formal and informal basis. E-mails go to all employees bi-monthly to celebrate successes and build a campus culture. Celebrating excellence and 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 curriculum 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 and then veterans are recognized in front of their peers 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, Administrative Team members studied the book *Fierce Conversations* over the summer of 2006 to learn strategies to best confront mediocrity 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. There is a genuine feeling of mutual respect.

Students are recognized in many, many ways for their citizenship, participation, and academic success:

- Honor Roll published in newsletters and newspaper
- Student assemblies
- Letters to parents from teacher, parents, 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 PSD *Perspective* newsletter, calendar, publications, etc.
- Displays of awards recognizing success in athletics and extra-curricular activities
- Pewaukee Scholarship Fund Scholarships from the BOE and Administrative Team

1.1.b.(2) In creating the strategic plan, members carefully weigh the importance of item inclusion to the benefit of student achievement. This is paramount in all decision making: What is the impact on student learning? Work to this end is evident at the building level improvement planning process in the District.

Key leaders are also 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 open enrollment population.

1.2 Governance and Social Responsibility

1.2.a. Organization Governance

1.2.a.(1) PSD employs a governance system that fosters good decision-making and accountability. As per Board policy, the BOE holds the Superintendent responsible for the operation of the District. Management accountability is fostered by:

- A climate of high expectations
- A rigorous supervision & evaluation process where each employee receives an evaluation of work performance every year
- A thorough annual report featuring progress made on the strategic plan and a detailed review of fiscal operations
- Specific contract language to define management and employee rights and responsibilities
- BOE policy defining roles and responsibilities for BOE members, Superintendent, and Administrators
- Student handbooks that clearly define consequences for negative actions

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 #3300.03
- 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 strategic plan
- A published budget calendar to foster timely decision-making
- Board 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 budget parameters
- Proactively managing debt service to take advantage of favorable interest rate climate

- Using preventive maintenance strategies and proactive planning to uphold the investment in District facilities

PSD leadership believes in making operations transparent. Members 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. State Statute requires that a portion of the agenda allow for Citizen Comments; PSD exceeds this requirement and allows for this at two 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. Extensive print communication sent to all residents four times per year also enhances this commitment to transparency.

PSD leadership takes 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 and 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. Strategic planning 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. Recently, the Superintendent presented to the Pewaukee Chamber of Commerce on the topic of “Return on Investment” and outlined ten ways PSD was responsible in providing a benefit to the Pewaukee community.

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 1.1-5). The BOE creates goals for the Superintendent each year and receives a report from the Superintendent on progress made on those goals at two times during the year. Additionally, the Superintendent receives a mid-year review and a written yearly evaluation citing work on the strategic plan, goal attainment and management of the District. Cabinet members are evaluated by the Superintendent using the areas of effective school leadership:

- Knowledge & Implementation of Curriculum, Instruction & Assessment
- Faculty/Staff Relations
- Student Relations
- Fiscal Responsibilities
- Use of Technology
- School & Community Relations
- Student Performance
- Strategic Plan Implementation

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

- Leadership

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

Currently, the BOE has as one of its goals to review the process and document used in the review of the Superintendent. The aim is to better reflect the complexity of the role and work and to have it align with the evaluation document utilized for Cabinet members.

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 7.1-8**) and low dropout rate (**Figure 7.1-10**). Additionally, safety is greatly valued and efforts are made via the Safety Committee to maintain a healthy, and safe campus. This committee proactively plans for a potential crisis and has published a comprehensive Crisis Management Plan. With respect to the 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 the 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 Parent Advisory Groups 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 Wisconsin State Statutes. Furthermore, the DPI currently has no late filings or non-compliance findings with PSD. Recent DPI audits/reviews of our transportation routing, student immunization, 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 Laidlaw stipulate compliance to all federal, State, and local regulations as a condition.

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 for the entire campus will be practiced as well. 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) Promotion of ethical behavior begins with hiring. High standards are reinforced and steps are taken to be certain that new employees understand the ethical standards in PSD and meet all regulatory requirements concerning ethics. Communication of this commitment to ethics takes many forms. Policy and procedures in the District promote ethical behavior:

- Clear language in contracts addresses consequences for unethical behavior
- Board members take an oath of office pledging ethical decision-making
- Disciplinary procedures address due process
- Clear policy to reinforce consequences for minimizing unethical behavior and setting forth protocol for 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.

1.2.c. Support of Key Communities

Active participation in community organizations such as United Way, Positively Pewaukee, Pewaukee Chamber of Commerce, Kiwanis, Pewaukee Rotary Club, Pewaukee Area Arts Council, Pewaukee Library, Pewaukee Food Pantry, Pewaukee River Restoration Project allow PSD faculty, staff and students to make a positive difference in shaping the PSD community. Involvement might be 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. This cannot be easily quantified by the thousands of hours served or in the number of items collected for a charity. It is an ongoing and real commitment. 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.

The strategic plan identifies key communities to reach out to. The current strategic plan calls for an increase in senior citizen involvement and the use of community role models/mentors. PSD works with the following key communities: students, parents, residents, Pewaukee civic organizations, senior citizens, and City and Village governmental agencies. PSD's commitment to citizenship is

seen in the PSD Strategic Plan and brought to reality by the "campus community" who commit to making the entire Pewaukee community stronger in countless ways.

2.0 Strategic Planning

2.1 Strategy Development

2.1.a. Strategy Development Process

2.1.a.(1) PSD has employed a comprehensive strategic planning process since 1992. Held on an annual basis, the systematic and continuous strategic planning process sets the direction for the District. PSD was featured at the National School Board Association Convention in 2004 where administrators and the BOE presented on the successful strategic planning process utilized in the District. PSD has relied on strategic planning for over fifteen 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 realistic goals, strategies and action plans consistent with the identified mission and beliefs
- Providing a base from which progress can be measured
- Developing a broader sense of ownership of the plan and vision for the District

Key to the strategic planning process is the inclusion of stakeholders in the process. Each spring, prior to the budget adoption by the BOE, strategic planning is conducted. The participation of a wide representation of stakeholders is viewed as vital by the BOE and Administrative Team. This is an opportunity for key leaders to listen and respond to stakeholder expectations for PSD and, in doing so, to shape a strategic plan that is responsive to these stakeholder expectations. Strategic Planning Core Team Members number between 40-45 and include:

- Citizens
- Community Leaders
- Parents
- PTO Representatives
- Teacher Union Representatives
- Teachers
- Students
- Support Staff
- BOE Members
- Cabinet Members
- Key Administrative Team Members

Conducted by an outside facilitator trained in the Cook Model of strategic planning, the strategic planning process utilized by PSD is outlined in **Figure 2.1-1**. Beginning in 2004, Baldrige criteria were used in Step Three of the strategic planning process (**Figure 2.1-1**). Dr. Keith Marty, Superintendent in a nearby school district, has served the District in the facilitator role for ten years.

The strategic planning process usually takes place over the course of one to two evenings and one full weekend day. For continuity, the work sessions aim to be held in a two-week time period.

Figure 2.1-1 Strategic Planning Process

PSD Strategic Planning Process & Timeline	
Step One	Review of PSD mission and belief statements by all Strategic Planning Team Members (Spring Strategic Planning Meetings)
Step Two	Review progress made on identified strategies and action plans from previous year's strategic plan (Spring Strategic Planning Meetings)
Step Three	SWOT Analysis (Spring Strategic Planning Meetings) <ul style="list-style-type: none"> • Environmental scan that identifies organizational strengths, weaknesses, opportunities, threats • Analysis of Environment & SWOT changes from previous year
Step Four	Strategic Planning Team Members revise goals for the upcoming year (Spring Strategic Planning Meetings)
Step Five	Strategic Planning Team Members break into strategy study groups to review and develop strategies that support the District mission, beliefs, and goals (Spring Strategic Planning Meetings)
Step Six	Administrative Team develops action plans & designs budget to support identified strategies (April)
Step Seven	Strategic plan & budget approved by BOE (May/June)
Step Eight	Strategic plan deployed (Summer/Fall/Winter/Spring)
Step Nine	School building plans and individual goals incorporate strategies (Fall)
Step Ten	BOE and Cabinet monitors, reviews and evaluates progress on strategic plan fulfillment; identifies areas for further strategic plan development (Fall/Winter)
Step Eleven	Strategic Planning Team Members identified; strategic planning organized for upcoming spring (Winter)

Every five years, Step One is lengthened to accommodate the revision of the mission and belief statements. This process is called re-grounding. 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 thorough re-grounding process.

The current mission, drafted in 2003, was written to better identify the niche the District holds in being the only *campus*

Figure 2.1-2 Evolution of PSD Mission Statement

Mission Statement	
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	<p>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.</p> <p><u>We are:</u></p> <ul style="list-style-type: none"> • Passionate about academic excellence • Committed to fostering positive citizenship • Dedicated to inspiring all students to flourish

school district in the Waukesha County area. The PSD campus was strongly identified as a strength in community surveying conducted in 1999; thus, PSD made the decision to accentuate the commitment to the PSD campus setting. Strategic Planning Team members drafted the mission to reflect this commitment and to better articulate the beliefs of academic excellence, citizenship, and innovation represented in the current strategic plan. This five-year in-depth re-grounding allows for more thorough analysis, and, thereby facilitates avoiding blind spots while incorporating new strategic planning concepts and environmental trends.

In Step Two, the Superintendent presents a review of work accomplished on the current strategic plan (**Figure 2.1-1**). This gives all Strategic Planning Team Members, veteran or new, a framework for understanding the process and a clearer picture of what initiatives may span more than one year. It is also a celebration of the work that was completed, bringing us closer to the mission.

So that Strategic Planning Team Members better understand the broader environment in which PSD operates, Administrative Team members use a wide variety of tools to present concrete data to be utilized as part of the Environmental Scan that is conducted in Step Three of the Strategic Planning Process (**Figure 2.1-1**). To better predict student enrollment growth, for example, Applied Populations Labs has been hired to conduct a population study of the Pewaukee community and PSD. Additionally, student performance data on standardized achievement measures is compared with area schools as part of this environmental scan. Economic information about the local tax picture and changing State-funding picture is also presented. Data about the growing Pewaukee Village and City communities is also shared to offer a framework of understanding. Once this data is shared, Strategic Planning Team Members are asked to brainstorm and identify strengths, weaknesses, opportunities and threats facing PSD. In Spring 2006, identification of strengths, weaknesses, opportunities, and threats (SWOT) was conducted

by the Strategic Planning Team using the following categories: World View Perspective, Community Partnerships, Student Performance, Human Resources, Teaching & Learning, Technology. This process creates a forward thinking system to better plan for the future. Over time, this data has been highly beneficial to identify trends and community views.

As part of the process, Strategic Planning Teams refine goals and then break up into small groups to set new strategies to meet these goals. In spring 2006, the following four goals were set in the PSD Strategic Plan:

- 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)
- All students will be proficient in the use of technology
- All students will demonstrate characteristics of good citizenship

The underlined portions of the above list highlight the new goals or new goal emphasis in the 2006 PSD Strategic Plan.

Historically, goals identified as part of the process 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 Strategic Planning Team is conducted in Step Five – Strategy Creation (**Figure 2.1-1**). The identified strategies serve as PSD’s Strategic Objectives. They are what the team determines need to occur for the four goals to be realized. There are currently five strategy areas in the 2006 Strategic Plan: Curriculum & Assessment, Instruction, Citizenship, Technology, and Communication. These five strategy areas have remained fairly constant over the fifteen years the District has been utilizing strategic planning. In the late 1990’s as PSD was experiencing steady and intense enrollment growth, the Strategic Plan had a Facilities strategy; that strategy was taken out in 2003 as it was felt that the campus planning had become institutionalized. Similarly, at its inception in the early 1990’s Continuous Improvement was a strand in the strategic plan, but that was taken out in 1997 as it was felt that the goal was unnecessary as the process of strategic planning addressed continuous improvement. While the Citizenship strategy was added in 2003, the strategy areas of Curriculum & Assessment, Instruction, Technology, and Communication have been in the Strategic Plan every year of the strategic planning process. While the above four strategy areas have been present for over fifteen years, the actual written strategy and/or the action plan supporting that strategy changes yearly. **Figure 2.1-3** documents how the strategies and action plans have evolved over time and give evidence to the progress made toward excellence in the District. By employing strategic planning over many years, PSD can track victories and see progress over time; the strategies provide the most concrete of evidence of this. By analyzing the Strategies and Action Plans within the PSD Strategic Plan over time (**Figure 2.1-3**), one sees that the technology strategy, for example, has evolved from a focus on obtaining technology and technology support staff, to a focus on how technology is used in instruction, to the current

reality of technology as an instructional, communications, and informational tool. It is also clear evidence to the progress made. The strategies from the 2006 PSD Strategic Plan are listed in **Figure 2.1-4**.

Step Six (**Figure 2.1-1**) is conducted after the Strategic Planning Team Meetings. Here, the Administrative Team is charged with creating the specific and detailed action plans that support the

Figure 2.1-3 Technology SWOT
Strategy Area: Technology

Year	Strategy	Action Plan(s) Supporting Strategy
1997	Pewaukee Public Schools will integrate technology into instruction.	Create and staff a district-wide technology support department such that we will maximize the potential of our technology investment.
1999	Pewaukee Public Schools will integrate technology into instruction.	Explore the implications of a district-wide classroom set-up with five multimedia computers and one color printer per room.
2001	Pewaukee Public Schools will integrate technology into all aspects of the District.	Create, implement, and assess a Comprehensive Technology Plan to define and design our technology needs as they relate to improved instruction and student learning.
2006	Pewaukee Public Schools will utilize technology and information resources to improve our ability to educate, communicate, and access information.	Provide remote access to network files for students Implement on-line registration Create plan for wireless solution at PHS.

Figure 2.1-4 PSD Strategies 2006

Pewaukee School District Strategies	
<ol style="list-style-type: none"> 1. We will use data to guide instruction and assist in the update and implementation of curricula with increased rigor <ul style="list-style-type: none"> - Analyze multiple data to improve student learning and provide ongoing communication of student achievement - Provide quality curricula and course offerings designed to challenge all students - Identify and implement support services for entering students and those requiring differentiated instruction 2. Pewaukee Public Schools will ensure that all students have high quality educators who utilize innovative, research-based teaching practices <ul style="list-style-type: none"> - Empower teachers to successfully ensure differentiated instruction - Accountabilities for stakeholder groups, results of PDT review process - Empower teachers to effectively integrate instructional technology - Assist staff in better using data to guide instruction - Expand implementation of professional learning communities model in all schools 3. Our school community will actively engage in experiences that inspire, model and integrate positive citizenship <ul style="list-style-type: none"> - Offer experiences that inspire citizenship in and out of the classroom - Integrate service learning into the curriculum - Feature role models to inspire citizenship 4. Pewaukee Public Schools will utilize technology and information resources to improve our ability to educate, communicate and access information <ul style="list-style-type: none"> - Implement technology to ensure efficiency of communication and access to information - Investigate, plan, and implement progressive and innovative technology to support instructional initiatives - Provide quality network and technical services - Encourage and facilitate practical application of technology for instructional purposes 5. Pewaukee Public Schools will expand the dialogue and connections among families, taxpayers, leaders, students, and staff that make up the District's community <ul style="list-style-type: none"> - Involve more segments of the community in District communications and in District initiatives - Increase use of web-based and print media to get our message out - Emphasize diversity in Schools and School Communication 	

identified strategies. **Figure 2.2.1** displays one of approximately 35 pages of the current PSD Strategic Plan and shows how the Action Plan identifies the Steps to Implement, Person/People Responsible, Timeline, Needed Resources, Evidence of Attainment, and Staff Development Needed. It takes roughly one month following the Strategic Planning Meetings for these grids to be created. The Superintendent refers to the Action Plan grid as the “Do List” and these steps are meant to be smaller in focus, with the aim of accomplishment in one year’s time. The specificity of the Action Plan components ensure accountability.

After the action plans are created, the entire Strategic Plan is sent back to the each member of the Strategic Planning Team member for input and review. Using this input, the plan is revised and put in final form. Following this, the BOE approves the strategic plan for deployment in the upcoming school year (Step Seven). Strategic plan initiatives are embedded in the goal setting meetings held in the fall and in the building improvement planning process (Step Eight & Nine). Frequent monitoring occurs during the course of the implementation process (Step Ten). The process then begins again when planning begins in Step Eleven for the upcoming year’s strategic planning (**Figure 2.1-1**).

Other processes are in place in the District that support strategic thinking and the deployment of the strategic plan. This begins with the BOE. Following strategic planning, in the summer the BOE creates Board Goals. Most often these goals arise from the initiatives identified in the strategic planning held in spring. This is the case for Board Goals # 2 and #3 identified in **Figure 2.1-5**. The Administration 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 assist the Board in accomplishing the goals. Board Learning Sessions are unique BOE meetings where one Board goal is focused upon; no other agenda items or items of business are placed on this agenda. The meeting lasts two to three hours in length and the focus is entirely on learning more about this one goal.

Recent Board Learning Sessions have focused on a variety of topics. For example, as a result of recent environmental patterns seen in the SWOT Analysis in strategic planning, Goal #5 (**Figure 2.1-5**) demonstrated the BOE’s desire to have more in-depth knowledge concerning the changing environment in which PSD operates. In response, the Administration created a learning session that identified major shifts that have occurred over the last ten years in the economic base of the community, demographics of the Pewaukee and school community, and in the market and competitive environment in Waukesha County. This proved to be a very insightful activity and identified many environmental changes; thus, this was shared with the entire Administrative Team. Other Board Learning Goals are derived as a response to environmental shifts. This is the case with Board Goal #2 (**Figure 2.1-5**) that was created so that BOE could proactively plan for PSD’s entrance into a new athletic conference in 2006. In this Board Learning Session, the Administration presented information about the demographics, athletic offerings, extra-curricular offerings, successful programs, and academic performance in the eleven other schools

in the newly realigned Woodland Conference. The BOE, then, could better identify programs of interest that may need to be offered in the upcoming years for PSD to be competitive in the Woodland Conference. Board Learning Sessions also document a response to a changing regulatory environment. Board Goal #3 (**Figure 2.1-5**) highlights the Board’s desire to learn more about the new regulations concerning the new accounting procedures mandating the booking of post-employment benefits. BOE members speak highly of the Board Learning Session process as it fosters a deeper knowledge about crucial topics relevant to PSD and its commitment to quality. 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 Instruction presents Assessment Reports to the BOE and these reports embody the Building Improvement Plans created by each school. After teams of teachers review the strategic plan and student performance, each Principal works with his/her staff to generate a the Building Improvement Plan and substantiating action plan. This Plan is bolstered by Accountability Goals, similar to Strategic Planning Goals, and is put in a grid within an action plan that resembles the one created for the strategic plan including the Building Goal, Indicators of Attainment, Measures, Target SMART Goals, and Specific Instructional Strategies.

2.1.a.(2) The structure to PSD’s strategic planning combined with the long standing commitment made to the process goes a long way in ensuring quality processes and results.

- A SWOT Analysis is conducted annually as part of the strategic planning process.
- The BOE has as one of its goals to further investigate PSD’s changing environment. A commitment is made to a thorough analysis of the broader environment in which PSD operates and to impact its changing nature has on PSD. The Administration and BOE prides itself in staying on top of educational reform via reading, conference attendance, networking, and graduate study.
- Strategic planning has addressed major issues of sustainability by having strategies to address facilities, curriculum, instruction, and assessment, technology, and communication. Specific action plans have address live vaulting of data, crisis response, mentoring of new teachers, and many more topics that are meant to prolong PSD’s commitment to quality now and into the future.
- The ability to implement the strategic plan is proven by the long-standing commitment to the process and its implementation. As has been stated, PSD has been utilizing a formal strategic planning process for over 15 years. The commitment to the process has been clearly conveyed from the BOE to the Superintendent and Administration. The execution of the planning process is monitored by the BOE.
- PSD continues to utilize the strategic planning process because it provides a systematic process to decision

making and has produced positive results in the District.

2.1.b. Strategic Objectives

2.1.b.(1) The strategic objectives identified by PSD are termed “goals” and they are developed as part of the strategic planning process:

- 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)
- All students will be proficient in the use of technology
- All students will demonstrate characteristics of good citizenship

Historically, goals identified as part of the process change minimally from year to year as they take up to five years to achieve. They are far-reaching by intent.

Strategies are written to support attainment of the Goals. Strategies in the current PSD Strategic Plan are identified in **Figure 2.1-4**.

2.1.b.(2) Goals, strategies and action plans closely address identified challenges posed in the Organizational Profile because many of the items identified were a result from the SWOT Analyses conducted as part of the strategic planning process. Intuitively, then, the Strategic Planning Team addresses the concerns raised by designing specific goals or strategies in their upcoming work. The current PSD Strategic Plan encompasses the following identified challenges:

- Education and Learning
 - Increasing student achievement
 - Goals support student learning and competitive market focus
 - Strategies map plans for Curriculum & Assessment and Instruction to support student learning
 - Technology Use
- Operations
 - Mission supports campus identity
 - Facility has been a strategy
 - Technology Use
- Human Resource
 - Instruction strategy addresses new teacher mentoring & sustainability
- Communication to Create Support and Trust
 - Financial/Marketing Plan
 - Involvement of many stakeholders in process

A balance is struck between short-and longer-term goals because, over time, an understanding has been developed that the action plan is the yearly “Do List” with the goals and strategies taking more time to accomplish. The Administrative Team has been charged with creating the action plans so that capacity can be taken into account. In doing so, the strategic plan has become more manageable, productive and relevant.

The strategic plan is comprehensive in addressing the needs of all students because a diverse group of stakeholders comes together to create the plan. In doing so, many diverse views are offered. The Administrative Team is charged with keeping equity in focus when drafting action plans.

2.2 Strategy Deployment

2.2.a. Action Plan Development and Deployment

2.2.a.(1) Following the strategic planning done by the Strategic Planning Team members each spring, the Administrative Team reflects upon the agreed upon strategies and creates action plans that support the accomplishment of the strategies. The action plan becomes the “Do List” of what is to be realized in the upcoming year to accomplish the strategy. While the strategy may take several years to accomplish, the action plan items should be items that make progress in a single year. The action plan of the PSD Strategic Plan charts the steps to implement, person responsible for implementation of the strategy, timeline, needed resources, evidence of attainment, and the staff development needed. (**Figure 2.2-1**) In presenting the action plan in this graphic manner, accountability is made clearer. The action plan is reviewed by the Strategic Plan Members who drafted that Strategy prior to the Strategic Plan being approved and adopted by the BOE. The Administrative Team strives to be cognizant of organizational capacity as it creates the Action Plans, as the PSD is a small but efficient organization. Equally important, the Administrative Team drafts the action plans with an eye on what is truly needed to meet both short-term and long-term goals.

2.2.a.(2) The Administrative Team works very hard to anticipate and create relevant and necessary action plans to support the strategic plan strategies. As strategic planning 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 strategic planning process on an annual basis rather than having the process take place every two or three years. There is a high degree of likelihood that what is placed in the PSD Strategic Plan addresses current and future identified needs and can be accomplished in the allotted time. Nonetheless, plans are modified and 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 Planning Cycle that is embedded into the strategic planning process. Every five years, as part of the published curriculum planning cycle, a curricular subject area is identified in the strategic plan for intense curricular review, needed revision, 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 a Sociology course at PHS. When a candidate was hired with this teaching licensure, PHS did not wait for Social Studies to occur on the curriculum review cycle; the course was added two years ahead of the published schedule. Similarly, PSD uses a Five Year Capital Projects Planning Schedule but, if needed, this plan is modified. For example, if contractors are on site and can

Figure 2.2-1 Sample Page of the PSD Strategic Plan

Technology Strategy: Action Plan 2 of 4					
Steps to Implement	Person Responsible	Timeline	Resources	Evidence of Attainment	Staff Development Needed
Integrate mini-labs in instructional writing programs	Instructional Technology Specialist, Teachers	2006-2007 School Year	Hardware, software	Teacher and student use	Best practices in integrating technology
Prepare a comprehensive Library/Media Technology Plan for implementation beginning on 1/1/2007	Director of Instruction, Director of Business Services, Network Engineer, Instructional Technology Specialist, Library Media Specialists	2006-2007 School Year	Hardware, software, infrastructure	Library Media Technology Plan	None
Identify additional on-line elective course offerings	Director of Instruction, Instructional Technology Specialist, Principals	2006-2007 School Year	Virtual School course descriptions	Course description books	None
Provide teacher access to student data - NWEA use	Instructional Technology Specialist, Network Engineer	2006-2007 School Year	SPSS consultant, data entry soft& hardware	Teacher use of multiple data	Software training
Provide leadership in researching, selecting, and implementing software to support math, science, and business education curriculum	Instructional Technology Specialist, Teachers	2006-2007 School Year	Research, visitations	Requests for purchase	None

accomplish work at a reduced cost for an item identified for future completion, PSD may take advantage of the cost savings and modify the 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. PSD key leaders are encouraged to be flexible and responsive in decision making if the intent maximizes student learning or responds to an immediate health and safety concern.

2.2.a.(3) 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 topic of the action plan may be in the PSD Strategic Plan 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 Strategic Plan, it called for a wireless plan to be *created*. Following this, the action plan called for the wireless solution to be incorporated into the Library Media Plan. In the upcoming 2007 strategic planning process, wireless technology will most likely reach the funding and implementation stage. It is common for the PSD Strategic Plan to evidence long-term commitment to identified Strategy areas with specific action plans that show progress to that end in a given year. The PSD Strategic Plans document long-term planning by having action plans that focus upon the concepts below for multiple years:

Curriculum and Assessment

- Creation, use, and analysis of student performance on District assessments
- Intervention strategies for students identified for students who are not achieving learning goals
- Differentiation of instruction to meet varied student learning needs

Instruction

- Implementation of Professional Learning Communities (PLCs) in each of the four schools

- Mentoring of new teachers
- Helping teachers use student achievement data to improve and individualize instruction

Citizenship

- Integrating the principles of good citizenship into the curriculum and school activities outside the classroom

Technology

- Increasing access to information for students, parents, and citizen
- Growing a larger yet equally stable network
- Integrating technology into instruction

Communication

- Heightening the use of the District web site as a communication tool for citizens and parents
- Market PSD

Using the strategic planning process annually for multiple years, PSD has anticipated and planned for many market and stakeholder changes:

- A marked 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
- Expanding curricular offerings to better meet student needs: full-day kindergarten, the current exploration of four-year-old kindergarten, elementary foreign language instruction, expanded technology education offerings, on-line course availability for curricula not offered at PHS.

In reviewing recent SWOT analyses and in response to market changes, PSD Administration anticipates that the upcoming 2007 strategic planning 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 girls outperforming boys on many analyzed measures
- Added programming and facility needs to remain competitive in the new Woodland Conference (a plan to add tennis, golf to curricular offerings; consideration of facility needs for additional offerings)
- The rapidly growing number of open enrollment 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.(4) 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
- 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 Professional Development Portfolio (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.(5) 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, PSD Administration has a concrete benchmark to determine if the action plan item has been accomplished.

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

2.2.b. Performance Projection

Strategic Plan Goals **(Figure 1.1-4)** serve as the longer-term performance measures. Goals projections can be ranked 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

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

- Strategy #1 on data-driven instruction/rigor: A-P
- Strategy #2 on best-practice instruction: P
- Strategy #3 on citizenship: P-I
- Strategy #4 on technology: P
- Strategy #5 on communication: A-P

Action plans that support the strategies are meant to be accomplished in one year and are on track for accomplishment. This meets the benchmarked projection for completion.

Due to the commitment to strategic planning, PSD exceeds the ability of competitors to accomplish strategic plan initiatives and implement new programs. This has been enhanced due to PSD’s financial status that allows funding for new initiatives. Area school districts in declining enrollment are experiencing a decline in program funding that PSD is not realizing. PSD remains committed to attaining the goals, strategies, and action plans set forth in the PSD Strategic Plan. The 2007-08 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 strategic planning occurs in 2007.

3.0 Student, Stakeholder, and Market Focus

3.1 Student, Stakeholder, and Market Knowledge

3.1.a Student, Stakeholder, and Market Knowledge

3.1.a.(1) Educational programs exist for students in Early Childhood through Grade 12 within the PSD boundaries. Differentiation of instruction to meet the needs of all students is a priority. Specific curricular programming exists for TAG students, at risk students, students with special education needs, and students struggling in specific academic areas. Each school's Pyramid of Interventions (POI) describes the support services available to meet these developmental needs. In addition to the core academics of Language Arts, Math, Science and Social Studies, a wide variety of elective programming exists to meet the needs of all students: Art, Music, Guidance, Foreign Language, Physical Education, Technical Education, Business Education, and Family & Consumer Education.

Another priority is effective communication with various market segments including, parents, citizens who do not have students in the PSD, and those looking to attend PSD. The web site is one successful way to reach these groups. Markers of success to be found on the web site include newspaper articles, newsletters, photos, specific school linked sites, and links to State standardized test scores. It is a priority to update information on the web site. All printed materials are available through links, and each school has a homepage that is updated daily. A link to Family Access gives parents and students real-time access to individual students' grades. Parents and guardians are also free to check assignments, absences, food choices made as part of our school lunch program, and other items that vary according to grade level.

Another valuable tool to reach interested PSD market segments that is continuing to elicit positive comments is *A Personal Tour of the Pewaukee Public Schools*, a virtual tour of our District. Surveys taken at a Pewaukee Chamber meeting and through anecdotal evidence show this tool is invaluable in reaching those seeking information on PSD. 42 surveys revealed:

- Information was useful; Answered questions people have when looking for a new school
- Provided an accurate overview of PSD
- Conveyed the message "opening the door to each child's future"
- Showed PSD to be a desirable school district with an emphasis on academics
- Provided wide-range of extracurricular offerings from which to choose
- Shows wide-range of athletic offerings to choose from

It is important to note that all 42 who viewed the DVD either checked "agree" or "strongly agree" for all questions except one.

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 principals 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**.

The relationship with area realtors is a positive one due to the importance placed on keeping them aware of what is going on in PSD. Phone calls are made in fall to deliver new PHS promotional materials and inquire if realtors need additional information. Tours and informational sessions are always easily scheduled. Realtors repeatedly provide feedback that their clients with children are interested in living within the PSD boundaries.

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 the evaluation of student needs and financial impact. Curricular enhancements emerge from:

- Strategic Plan Initiatives
- Curriculum Review Cycle
- Student Performance
- Data Analysis Teacher, Student, and Parent Input (i.e. committee representation, surveys)

3.1.a.(2) PSD actively pursues relationships with students and stakeholders. Annual Strategic Planning meetings bring many stakeholders together to assess overall operations and provide direction for change. The strategic planning process focuses on five key educational components: curriculum and assessment, instruction, technology, citizenship, and communication (**Figure 1.1-4**). PSD is proud of the fact that the strategic plan continues to drive efforts to provide students with an outstanding education. Adding rigor to the curriculum is a strategy that has emerged from the strategic planning work in the last few years. Many curricular enhancements have been made to respond to this initiative including: increased acceleration opportunities, additional AP courses, and upgrades to assessment and curriculum.

Future educational programs, course offerings and services are largely determined through the curriculum and assessment component of strategic planning. Trends in education are examined, and committees evaluate local needs. One example is the addition of on-line courses offered to PHS 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. Nine students, including one student who is studying abroad for a semester, are currently enrolled in on-line courses such as Honors Java

Figure 3.1-1 PHS Survey Results – 2005 – 2006 School Year

	9 th	10 th	11 th	12 th	Teachers	Parents
My (teachers provide) (student is exposed to) (I consistently provide) challenging, engaging lessons (to my students).	70	96	90	67	96	95
PHS is a high quality school.	88	93	100	80	100	98
PHS has a positive public image.	80	87	92	85	98	88
(I am required) (Students are required) (My student is required) to think critically in my (his/her) classes.	67	84	90	57	96	89
Staff has equipment and materials necessary to teach effectively.	85	88	100	86	90	92
I am satisfied with the behavior of the majority of students at PHS.	55	64	83	34	96	82
The climate and culture of PHS is positive and conducive to student learning.	88	82	90	36	98	96
(I feel) (My student feels) accepted and a part of the PHS school community.	93	85	90	86	94	83
(The environment in) (My student's) (My) classroom(s) is safe, orderly and conducive to student learning.	97	95	100	100	98	92
Mr. Van Hulle is (an effective high school principal) (effective in helping PHS reach its Mission as a school).	97	90	94	77	100	100
In my classes, material is presented in a variety of ways to help me learn. (In order to enhance learning, (my student) (I utilize) a variety of instructional strategies in (his/her) (my) classes.	85	67	84	55	100	94
PHS has a safe, orderly environment.	97	100	100	97	100	95
Teachers have high expectations for students at PHS.	93	80	89	86	96	94
I (am) frequently (inform students of their) (informed about) (in) my progress in classes. (In addition to Parent Access, staff communication with me is appropriate and timely.	56	61	81	44	92	92
(I) (My student is) am provided (provide) additional help when (I) struggle (struggling).	87	68	87	57	100	83
There is an emphasis on cooperation and citizenship at PHS.	63	87	89	49	95	96
My teachers (I) (Teachers) follow through with me (students) if quality work is not submitted.	84	61	70	56	92	78
I am given (Students are given) meaningful and challenging assignments (in my classes).	72	68	80	50	100	94
I am satisfied (pleased) with my experiences (student's experiences) at PHS.	90	90	90	81		90
I feel (PHS is adequately preparing) (I am being adequately prepared) for life after high school.	87	76	90	23	100	85
With regard to school rules, I have (my student has) been treated in a fair, consistent and reasonable manner. (School rules are enforced in a fair, consistent and reasonable manner).	92	85	87	70	98	94
I take my studies seriously and work hard to be successful.	79	96	89	89		
It is a pleasure to work at PHS.					85	
There is good communication between PHS and parents.						94
Administration and staff are responsive to my concerns when issues need to be addressed.	67	89	97	81	95	96
Building administration is supportive of staff efforts.	-	-	-	-	100	-
I feel recognized for good work.	-	-	-	-	94	-
Staff morale is positive at PHS.	-	-	-	-	98	-
I work diligently to meet the Mission of PHS.	-	-	-	-	100	-
I make effective use of Collaborative Team Meetings by working jointly with fellow staff members on academic issues.	-	-	-	-	88	-
I feel there is good communication in our school about important issues.	-	-	-	-	95	-
I continually strive to improve my skills as an instructor.	-	-	-	-	98	-
I believe there is a positive correlation between my skills as a teacher and student performance.	-	-	-	-	98	-
I maximize available instructional time in my classes.	-	-	-	-	98	-
Total # of Surveys	30	45	32	63	51	52

Results reflect the percent of respondents who agreed to the statement.

Computer Programming and AP English Language and Composition. New middle school electives have been added as well including Drama, Forensics, Robotics, Legos, and Computer Presentation II.

The comprehensive curriculum review process (**Figure 6.1-1**) provides for intensive evaluation and updating of an identified core subject area and allied subject area each year. A six-year cycle guides the determination of which subject area is selected for study in a given year (**Figure 4.1-1**). In 2006, for example, science is being reviewed. The BOE recently approved the addition of AP Environmental Science beginning in 2007-08 so that curriculum is also being developed. In Spring 2007, the entire K-12 Science curriculum and materials will be reviewed by the BOE and approved for implementation in the upcoming year. This system allows PSD to continually update curriculum after a thorough investigation of student performance, as well as a review of recent research and educational reform

initiatives. For example, in 2004 the review of student performance data resulted in adjustments to curricular programming. PHS recognized that failing grades in English 9 presented a challenge. The decision was made to offer a double block (two class periods) of instructional time to struggling students instead of the traditional one period.

Educational programs and services are supported by unique partnerships with the Village of Pewaukee and corporate sponsorships (**Figure 3.1-2**). For example, due to the close proximity of Pewaukee Lake and the Pewaukee River, Grade 6 students observe the wetland habitat by taking boat trips for a unit in science. Middle school students assess the health of the river by checking macro-invertebrates to observe changes due to pollution. High school technical education students build benches, paths, and viewing decks along the river. **Figure 3.1-2** provides a brief listing of programs partnerships PSD has established with stakeholders in the Pewaukee community. The education of students is enhanced by these rich opportunities.

Figure 3.1-2 Programs/Relationship with Stakeholders

Programs / Relationship with Stakeholders	
PROGRAM	PARTNER
Project WET (environmental)	Village of Pewaukee
Transcribed 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

Figure 3.1-3 Open Enrollment and Third Friday Count

Information from DPI Open Enrollment - Third Friday Count			
School Year	# of Students In	# of Students Out	Net Difference
2001-2002	25	39	-14
2002-2003	52	52	0
2003-2004	60	55	+5
2004-2005	66 ***	36	+30
2005-2006	116	61	+55
2006-2007	148	60	+88
*** 10 students denied due to space limits			

A POI in each school identifies needs individual students have and coordinates with a systematic plan to offer them increasing levels of academic assistance. A new assessment program piloted in the fall of 2004 and now fully implemented for Grades 2 through 9 is the Measures of Academic Progress (MAP). MAP assessments are changing 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. Results for each subject are returned within 48 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 Waukesha County Technical College (WCTC) has impacted the technical educational program at PHS. Several students are currently in a training program through the Workforce Investment Act.

Stakeholder input is sought through a variety of means in addition to strategic planning. Most recently, the Instructional Technology Team created focus groups to prioritize technology needs including wireless 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 Strategic Plan and State mandates.

An intense effort is made to inform every community member of changes, achievements, needs, and programs in PSD through the web site, newsletters, the media and the annual report. Newspaper articles appear regularly in local 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 open enrollment to benefit from programs they may not otherwise find in their home school District or private schooling. The

number of students open enrolling in PSD has dramatically increased since the program began in Wisconsin Public Schools in 2001 (**Figure 3.1-3**), a very positive indicator of the District’s reputation.

The BOE and Administration support opportunities for teachers to expand their experience through non-traditional means. Recently, a PHS Model United Nations teacher was granted a two-year leave to teach in Germany. Many teachers pursue 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) Community connections offer a rich source of information about how the community views the education delivered in the PSD. Administrators are active in community and statewide organizations. The Superintendent, Director of Instruction, and Director of Business Services are active members/attendees of weekly/monthly meetings of the Rotary and Chamber of Commerce. The Superintendent currently serves as the President of the Pewaukee Rotary Club, while the Director of Instruction serves as Director on the Library Foundation Board. 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 presents regularly to community groups.

All administrators 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 Wisconsin Association of School Boards, National School Board Association, American Association of School Administrators, Association for Supervision and Curriculum Development, National Staff Development Council, National School Public Relations Association, Wisconsin Assessment Association, and Wisconsin School Public Relations Association.

Learning is valued by the Board and Administrative Team. Board Learning Sessions allow the BOE to investigate new issues. Moreover, a “Learning Together” segment on every Administrative Team agenda allows for book and article study, reflection, and discussion by PSD leaders.

As part of the Curriculum Review 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, site visits have been taken to explore 4K programs and schools using wireless technology with students.

3.2 Student Stakeholder Relationships and Satisfaction

3.2.a Student and Stakeholder Relationship Building

3.2.a.(1) Groups that build on relationships and nurture student and stakeholder satisfaction and loyalty include the Parent Teacher Organization (PTO), Parent Advisory Group (PAG),

Student Council (also at the elementary level), Pewaukee Booster Club (PBC), and the Strategic Planning Committee. The community is invited to become involved in planning and participating in other activities and events. Information comes through school publications, *Perspective* newsletters, an annual report, and news articles resulting from press releases.

PSD parents have high expectations, and are willing to help when needed. The level of commitment is apparent when considering the amount of volunteer hours parents give (**Figure 3.2-1**).

Figure 3.2-1 Volunteer Hours

	Pewaukee Lake	Horizon	Asa Clark	Totals
2002-03	3,668	696. 5	1,896	6,261
2003-04	9,236. 5	1,119	249	10,605
2004-05	9,002	1,378	751	11,131
2005-06	8,088	3,488	1181	12,757
GRAND TOTAL	29,995	6,682	4,077	40,754

**Data for Pewaukee High School is not available.

Students are encouraged to reach out beyond the school community. For example, students in all schools held fundraisers to support the Pewaukee Public Library. Through a Strategic Plan initiative, the relationship with the senior members of the PSD community has been cultivated through several visits to senior living communities. The Superintendent presented information on PSD at various senior centers. Senior citizens receive special invitations and reduced admission costs to many PSD events. Seniors now are a viable volunteer base in PSD schools, often serving as readers to our youngest students. This has resulted in the development of positive relationships between senior citizens and PSD students.

Many fundraisers and charity collections are initiated by students to support community organizations; this is supportive of the citizenship component of the PSD Strategic Plan. This has the benefit of strengthening the bond between PSD and its stakeholders.

3.2.a(2) 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 parents and students. PSD greatly values this input. The most commonly used comprehensive method includes end of year surveys conducted by each principal (**Figure 3.1-1**). Surveys are used to set building goals and to inform parent advisory groups (PAG's) in each school. Surveys are used by principals and by a core group of teachers who meet in the summer for the annual data analysis workshop. Surveys and building goals are presented to the BOE and all parents in the fall. Follow-up surveys assure perceptions of the effectiveness of actions (**Figure 3.1-1**).

3.2.a(3) PSD BOE Policies and procedures cover everything from curriculum concerns to student harassment. Stakeholders and students are encouraged 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. Less than one complaint per year has been brought to the BOE for resolution.

Citizens have more opportunity to voice their opinions on Board agenda items than is traditionally offered during a typical BOE meeting. Two opportunities, before and after the agenda, 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. Participation is encouraged.

3.2.a(4) Perceived needs are assessed through annual surveys of students and stakeholders at each school (**Figure 3.1-1**). Administrators and staff also learn from neighboring school Districts through affiliations in professional organizations, and attendance at national/regional conferences. University course work, reimbursed at District expense, keeps staff current and aware of successful programs. Lastly, Strategic Planning meetings in spring are the primary source for input from the community in planning future direction.

3.2.b Student and Stakeholder Satisfaction Determination

3.2.b(1) Two recent examples illustrate how stakeholder input has resulted in improvements in the PSD educational system. One example involved concerns raised about HES playground discipline. Surveys from 2005-06 indicated teachers were concerned about disciplinary procedures being consistently enforced by all staff. A discipline committee was formed to generate a consistent playground program discipline plan. The committee developed a plan to communicate changes in discipline procedures to parents. A playground orientation was provided for all HES students as school began in the fall of 2006. Staff implemented the plan to reinforce safe play on the playground. The result has been more positive playground behavior and a safer environment resulting in fewer discipline referrals. This plan also resulted in moving recess before lunch.

Another example involves the Parent Advisory Group (PAG), which meet in all four schools. Recently PAG members were asked to provide input concerning how to best transition students from one school to another on the PSD campus. Parent suggestions for orientation programs for both parents and students have been instituted and are viewed as highly successful. PAG input also occurred when ACMS was pursuing a dramatic schedule change, which went from 45-minute classes to A/B block scheduling requiring 70-minute classes. This occurred with input from the PAG, focus groups, and teachers, and with attendance at a block schedule conference by the Building Leadership team. Multi-pronged, thorough communication led to a well-received program by all

stakeholders. This successful change smoothes the transition from middle school to high school, and enhances student learning.

Parents and students also 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. Administrators informally evaluate other extracurricular activities.

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. Examples include changing to the block schedule in middle and high schools, adding a citizenship component to Strategic Plan goals, setting technology goals, and recommending course offerings. Each building's surveys gauge responses regarding the success of change initiatives. Stakeholders are invited to participate in the annual planning process and BOE meetings.

3.2.b.(3) Principals share survey results in their newsletters with all staff and BOE members. Information 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.

3.2.b.(4) PSD continually seeks new approaches to determining stakeholder satisfaction such as using on-line surveying methods. All schools and the District Office use a survey software to produce, calculate and tabulate information. Results are presented at the annual strategic planning sessions.

Survey questions are generally consistent for comparison from year to year; however, specific questions addressing building-specific needs are placed on teacher, parent and student surveys as deemed necessary. This offers targeted information to PSD on topics of concern. For instance, a question on the 2004-05 and the 2005-06 parent survey regarding playground equipment indicated parent concern about aging equipment. In the fall of 2006, with the extensive support from the PTO, the PLE playground was enhanced with new equipment for students to enjoy.

4.0 Measurement, Analysis and Knowledge Management

4.1 Measurement, Analysis, and Review of Organizational Performance

4.1.a Performance Measurement

4.1.a.(1) Key stakeholder groups participate in a yearly strategic planning process. The PSD mission, goals, strategies and action plans derived from the planning process are the foundation for both instructional and organizational performance. Each strategy area in the PSD Strategic Plan has identified 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 vary; results are used to monitor progress toward achieving goals. **Figure 4.1-2** shows the extensive use of data to track and monitor student learning and organizational performance.

4.1.a.(2) PSD selects key comparative data and information related to strategic planning strategy area initiatives and action plans. Appropriate comparative information is selected based on similar student populations (demographic, economic, and geographic). WSAS comparative data is used to monitor longitudinal student performance data. The District also uses information from the Public Policy Forum's Regional Report, as well as the Forum's Southeastern Wisconsin School District Rankings publication, to gather comparative data and information from outside the academic community. Skyward software is used for tracking human resource and financial data including, but not limited to, employee information, time-off, payroll, accounts payable and receivable, and purchase orders.

4.1.a.(3) Yearly review of the PSD Strategic Plan allows PSD to keep the performance measurement system current with educational service needs and directions. In addition to the strategic planning process held in the spring of the year, various committees review data related to strategic initiatives and key actions 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.

4.1 Measurement, Analysis, and Review of Organizational Performance

4.1.b Performance Analysis and Review

4.1.b.(1) The District reviews its performance and capabilities through on-going data collection and analysis. In accordance with federal No Child Left Behind Laws, the State of Wisconsin implemented mandated Wisconsin Knowledge and Concepts Examination-Criterion Referenced Tests (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 District Benchmark Assessments (DBAs) in reading, writing, and math, as well as Measures of Academic Performance (MAP) testing in Language, Reading, and Math at the beginning and end of the each school year. DBAs in Reading, Writing, and Math are aligned with local curriculum while MAP testing provides nationally normed data within 48 hours. Data results are reported to the BOE in a yearly report including both district-wide and school analysis of results. School Improvement Plans (SIPs) identify building goals for the year and provide action plans for implementation.

Data analysis and building goal setting begins at the District's summer data retreat and continues throughout the year within each building's Professional Learning Community (PLC). PLC's 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.. Data including local and State assessment performance, classroom grades, attendance, etc. used to guide instruction, identify needed support services, and report to parents.

Yearly curriculum reviews in identified subject areas (**Figure 4.1-1**) include review of best instructional practice research, comparison of programming options offered in other schools, innovative technology, and needs for new course offerings. Parent organizations in each building, as well as District committees such as the District Technology Planning Committee, provide valuable perspectives regarding the District's performance and future direction.

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, assist 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. 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. 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 Statistical Package for the Social Sciences (SPSS) database. Teachers also have online access from home to PSD school files as will students in the coming year.

Figure 4.1-1 Curriculum Rotation Cycle

Curriculum Rotation Cycle			
YEAR	EVALUATION, INVESTIGATION, INSTRUCTION <ul style="list-style-type: none"> Essential skills alignment Challenging academic rigor Best practice research Quality assessment components Writing across the curriculum Technology integration 	CURRICULUM DEVELOPMENT <ul style="list-style-type: none"> Programming options Curriculum writing Assessment development Materials review & selection Technology needs 	IMPLEMENTATION <ul style="list-style-type: none"> Curriculum Assessments Materials Technology
2006-07	SCIENCE BUSINESS ED	SCIENCE	LANGUAGE ARTS: READING
2007-08	FOREIGN LANGUAGE ART	BUSINESS ED	SCIENCE
2008-09	MATH TECH ED	FOREIGN LANGUAGE ART	BUSINESS ED

Principals and their team leaders participate in the District’s summer data retreat, the yearly curriculum review teams, building leadership teams, and PLC teams and 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.

4.2 Information and Knowledge Management
4.2.a Data and Information Availability

4.2.a.(1) PSD provides access to data via a campus-wide network. The network consists of 1200+ network computers that communicate to centralized servers via 100Mb client 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.

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 Family Access 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.

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 Information Technology (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 review process.

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 to make certain that the application will run efficiently. Computer hardware reliability is handled through the submission of help tickets via Track-It 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. During the summer, all general use computers are cleaned and re-imaged.

4.2.a.(3) Data back-up occurs each week. A version of tape data is sent to a fireproof safe on the other side of our campus facility. Data from our School Management Software (SMS), our most critical system, is backed up via a live streaming technology to an off-site location. This backup is virtually a real-time streaming backup. 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 could 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 need to be restored to newly purchased hardware in the new remote facility.

As this is being written, PSD is in the process of adding a disk farm for backup functionality. This server will use 3Tb (terabytes) of disk space to back up the servers to its disk before spinning that information off to tape for an additional level of data integrity.

4.2.a.(4) PSD’s planning process goes a long way toward helping us plan for the refresh of technology. PSD’s Strategic Planning process, long-range technology plans, and the review of curriculum via a schedule allow us to look at and plan for

the addition of technology in all the various areas that are served.

Each building 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 building committees to identify and fund major hardware and software licensing purchases.

4.2 Information and Knowledge Management

4.2.b Organizational Knowledge Management.

Organizational knowledge is managed through the use of the District web site and Skyward software, the primary technological tool for the transfer of knowledge. The District 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 4-12. A variety of methods are used to transfer information to faculty and staff such as: e-mail, professional staff development meetings, newspaper articles, and the District web site. Parents can access student information (grades, lunch account, attendance, emergency card, health) through Skyward Family

Access. 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 Instruction and the Staff Development Coordinator are primarily responsible for the rapid identification, sharing, and implementation of researched-based instructional strategies (best practices). This team meets bi-monthly with Principals 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 cycle.

4.2(c) The integrity, security, and confidentiality of data and information are protected through the use of passwords to enter the computer system. A District staff member enters all testing information into the SPSS database for internal staff access.

Confidential information is housed on an internal server using Skyward software. Parents may access the information on Family Access through an individualized login and password. The District uses Novell GroupWise e-mail software in conjunction with an Anti-span gateway from Barracuda Networks. Barracuda provided antivirus, anti-spam statistics, as well as custom filtering options.

Figure 4.1-2 Measure Analysis Knowledge Management Report

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 Instruction
	WCKE (4,8,10)	Yearly	Fall testing-State mandated	Director of Instruction
	DBA Math	Quarterly	Classroom testing	Director of Instruction
	DBA Reading	Yearly	Classroom testing	Director of Instruction
	DBA Writing	Quarterly	Classroom testing	Director of Instruction
	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		Guidance Counselors
	ACCESS Testing	Yearly	State mandated Special Ed	Director of Special Education
	NWEA	Fall/Spring	Measures of Academic Progress	Instructional Technology Specialist
	Grades	Quarterly	Student Information System/Skyward-EA+	Principals
	Summer School Program	Yearly	Enrollment count	Assoc. Principal
	Extracurricular offerings	Yearly	Participation count	Principals
	Graduation rate	Yearly	Credit completion	High School Principal
Robotics & Legos competition	Yearly	Participation count	TAG Resource Teacher	
Instruction (High Performance Work Force)	Teacher perception of working conditions	Spring	Survey	Principals
	New teacher training / inductions	On-going	Meeting agendas	Professional Dev. Coord.
	Teacher Training / Highly qualified Teachers	On-going	Certifications	Human Resources
	Highly qualified Support Staff	Yearly	Certifications	Human Resources
	New teacher mentoring	Yearly	Attendance/agendas	Professional Dev. Coord.
	Teacher attrition	Yearly	Human resources data	Human Resources
	Teacher/Administrative Recognition/number	Yearly	Awards, commendations	Principals
	Teacher Absent by category	Yearly	Attendance records	Business Dept
	Professional Learning Communities	On-going	Attendance/agendas	Professional Dev. Coord.
	Number of staff with advanced degrees	Yearly	Human resources data	Human Resources
	Workshop attendance	On-going	Human resources data	Human Resources
	Credit classes	On-going	Human resources data	Human Resources
Citizenship	Community Outreach	On-going		
	Inter-school volunteer program	Quarterly	Library partnership, River Keepers, Prairie, Village well, Winter walk, Tiny Tots WCTC, Champions	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		Counselors
	Model UN	On-going	End-of year report	Secretaries
Technology (Aligned and Integrated Management System)	Network Reliability	On-going/as needed	Server reports/logs	Network Engineer
	Technology Effectiveness	Yearly	Achievement of goals	IT Team
	Technology Integration	Yearly	Educator Proficiencies/survey	Instructional Technology Specialist
	HelpDesk Tracking	On-going/as needed	TrackIt software reports	Network Engineer
	Infrastructure Reports	On-going/as needed	3Com Network Supervisor	Network Engineer
	Asset Inventory	Yearly	Contracted	Director of Business Services
	Hardware Inventory	Daily	OCSI Management Report	Network Engineer
	Educator Access		Student Information System/Skyward	Instructional Technology Specialist
Telephone reporting	Daily	Tapit/AT&T reports	Network Engineer	
Communication (Connected	Parent satisfaction	Yearly	School Satisfaction Survey (paper)	Principals

Figure 4.1-2 Measure Analysis Knowledge Management Report, Continued

Learning Community)	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	Instructional Technology Specialist
	Newsletters/District	3x/year	Publication	Public Relations Coord.
	Newsletters/School	Monthly	Publication	Principals
	School Performance reports	Yearly	Publication	Public Relations Coord.
	District Calendar	Yearly	Publication	Public Relations Coord.
Population stability				
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	Director of Nursing Services
	Health Fair Data	Yearly	Log of participants	Director of Nursing Services
	Number of claimable accidents			Human Resources Coord.
	Number of bus conduct notices		Student Information System/Skyward	Principals/Associate principals
	Number of student accidents	Semester	Student Information System/Skyward	Director of Nursing Services
	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	Director of Nursing Services
	Leadership effectiveness			
	Student exiting special ed	Yearly	Student Information System/Skyward	Director of Special Education
	Student exiting Title 1	Yearly	Reading Specialist/Teacher logs	Professional Development Coord.
	Revenues vs. expenditures	Yearly	Budget management review	Director of Business Services
	Custodial Effectiveness	Monthly	TruTime	Director of Buildings & Grounds
	Bus on time	As needed	Communication with bus company	Director of Business Services
	Lunch program effectiveness	Yearly	Student Information System/Skyward	Director of Food Service
	Strategic Planning / effectiveness	Yearly	Review process	Superintendent
	Maintenance program effectiveness			Director of Buildings & Grounds
	Aggregated school concerns by category			
	ERMA		Student Information System/Skyward	Comptroller
Attendance reporting	Yearly	Student Information System/Skyward	Building secretaries	
Book circulation and collection	Monthly	Follet System Information	L/M Specialists	
Building Usage report		Completed forms	Athletics Director	
Health/Fitness Tracker		Polar HR Analysis/Fitness tracker	PHS PhyEd Staff	

5.0 Faculty and Staff Focus

5.1 Work Systems

5.1.a.(1) 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 Professional Learning Communities (PLCs). In the lower grade levels, team meetings take place before or after school to promote collaboration that is geared toward individual student achievement. At the upper levels, collaboration takes place during collaborative team time embedded within the confines of the school day. 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 and common expectations. Student achievement is tantamount in the PSD Strategic Plan, and the collaborative teaming of PLCs illustrates and instills best practices in the classroom focusing on each and every student's achievement.

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

5.1.a.(2) PSD work systems capitalize on the diverse ideas, cultures, and perspectives of the faculty, staff and the community through their involvement in District decision-making. PSD believes that the people affected by the decisions should have a voice in those decisions. One of the ways this is accomplished is through a regular cycle of curriculum revision 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 selection of texts, materials and technology. It also fosters teacher leadership, as curriculum committee members present curriculum revisions to the BOE and, most importantly, to their colleagues.

Parent advisory committees in each building provide parents a venue in which to share concerns and suggestions for improvement. In addition, student groups such as the Student Senate and Leadership Club provide valued input. PSD prides itself in strong student leaders and encourages citizenship beyond the classroom. Having PSD staff, administrators, and students involved in community outreach projects is also something the District values and promotes.

5.1.a.(3) Effective communication and skill sharing among staff is accomplished through collaborative team time. 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. The

Administrative Team meets two times per month to facilitate on-going communication of successes.

5.1.(b) PSD's faculty and staff performance management system supports high-performance work and contribution to achievement of the action plan by recognizing staff for quality performance. Goals are set at the start of each year with every faculty member and then goals are revisited and discussed at the end of the year after a series of classroom 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 strategic plan.

Continuing education is highly supported by the District and the taxpayer through course and workshop reimbursement and salary schedule advancement. The teacher salary schedule has recently been restructured to provide further incentives for movement toward attainment of Master's degrees and beyond.

A district-wide welcome back celebration breakfast and meeting is done to kick off the start of each new school year. This is an important sharing time to formally recognize years of service to the District, outstanding attendance, attainment of advanced educational degrees and introduction of new staff.

PSD embraces a comprehensive training and mentor program for all new teachers that involve on-going feedback for both mentor and mentee, as well as opportunities for collaboration and sharing. A Professional Development Plan (PDP) identifies meetings and topics that all teachers will learn to improve instruction, assessment strategies, or understanding of new curriculum.

5.1.c.(1) The District maintains job descriptions and structured hiring procedures. All positions are posted internally to allow our current employees to apply for another position within the organization. If jobs are not filled internally, an external search is conducted utilizing multiple recruitment sources including colleges, Internet postings and newspaper ads. The candidate pool has been greatly expanded over the past five years to include recruitment efforts that reach statewide and beyond.

5.1.c.(2) PSD's comprehensive hiring process involves electronic tracking of all resumes onto a shared drive on the network system. This allows multiple administrators to access resumes district-wide as needed. Structured formal interviews are conducted for all positions ensuring successful screening of the best-qualified candidates for positions within the District. Interview questions are designed to determine whether candidates will fit with the culture and enhance the PSD academic community. Writing samples are attained and, as of 2006, all teaching candidates are asked to teach a model lesson. All DPI certified candidates receive a final interview with the

Superintendent to confirm that the candidates meet our District standards.

Opportunities for growth in these areas include further work on increased collaboration and professional growth through the cultivation of our PLCs. Developing effective use of data gathered through assessments must continue to mold instruction to ensure that each student is achieving to his or her full potential. Teaching to the test is no longer an acceptable model; instead, the focus must be on collaborative teaming and District wide-staff planning to fully utilize staff strengths to benefit both the District and the school community. PSD plans continuous improvement toward a model of self-managing teams that are data and results orientated with focus on instructional improvement.

Currently the District is seeking to revise the evaluation process to better close the gap between the evaluation process and individual professional growth and development. This includes developing an instructional model of excellence, setting attendance expectations and establishing SMART and effective professional development goals for all employees.

5.1.c.(3) Tracking of certification and licensure is centralized at the District level in Human Resources. 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. Although recruitment efforts are vast, as the Pewaukee community diversifies, the District is seeking to expand its diversity recruitment efforts so that our staff better reflects the community and student population. Currently, PSD has no minority staff members but an identified minority student population of over 7%.

5.2 Faculty and Staff Learning and Motivation

5.2.(a) 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 plan that is developed yearly to support new initiatives derived from the Strategic Plan and curriculum process.

The contract with the Pewaukee Education Association 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.

The organization balances short and longer term objectives with faculty and staff needs for development, ongoing learning, and career progression through the team action plans that are aligned with school improvement plans and with the PSD Strategic Plan.

Alignment of team professional practice improvement goals and actions with areas of need identified through team student

performance data analysis and creation of “data walls” with team portfolios that organize documentation of progress and monitoring of improvement of both student learning overall, specific targeted students, and a specific professional practice directly related to student learning ensures that professional learning is directly tied to improved student learning.

The PSD Academy offers professional learning at different career stages in after-school mini-courses that award academy credit hours toward advancement on the salary schedule. These courses are designed with input from faculty and staff and are usually taught by them. Teachers also elect to attend conferences and workshops that meet their needs and are offered outside of the District.

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 PDP mandates require a three-year process for final teacher certification.

5.2.a.(1) 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, local school, campus and community orientation. Teachers also engage in extensive self-assessment on the Wisconsin Teacher Standards as well as in-servicing on differentiating instruction to meet needs of individual students
- Monthly new teacher seminars developing monthly reflection logs and continuing dialogue about specific Teacher Standards
- Monthly and weekly coaching sessions with an assigned teacher mentor
- Monthly dialogue sessions with other assigned mentors
- Attendance at Wisconsin Professional Development Plan Team Review training
- Attendance by team leaders at monthly or bimonthly Professional Learning Community training sessions and a District facilitated summer data retreat to apply data analysis and improvement planning skills

5.2.a.(2) All new employees participate in an extensive induction program designed to relay the philosophy of the District. The Superintendent incorporates the strategic planning process and current Strategic Plan initiatives in this orientation process.

The professional development plan that is created annually is designed to support strategic plan initiatives. The 2006 Professional Development Plan (PDP), for example, focuses professional development on identified key areas from the Strategic Plan:

- Data-driven instruction
- PLC growth & leadership
- Innovative technology use

The plan is implemented for all teachers through a multi-pronged approach:

- PLCs
- Use of contractual time for professional development
- Academy classes
- Graduate classes available on-site
- Contractual reimbursement for graduate study
- Workshop attendance
- Induction program

5.2.a.(3) Delivery of education and training. A comprehensive staff development program is coordinated by a Staff Development Coordinator and guided by input and planning of the District administrative team that includes school principals as well as District level administrators. The Director of Instruction meets frequently with the coordinator to assess staff needs and to plan for program improvement.

Principals meet regularly with team leaders for input in the delivery of the program. Principals conduct “walk-throughs” on a regular basis and conduct quarterly team reviews to determine whether staff are properly prepared to deliver learning-centered approaches.

The Director of Instruction and the Staff Development Coordinator meet with every grade/department level team quarterly to coach teams in the improvement process to assess professional learning needs and to identify appropriate instructional strategies to meet those needs. The effectiveness of education and training is evaluated through formal year-end staff evaluations. Student performance data is used as a major indicator in determining effectiveness.

5.2.a.(4) Education and training is delivered through multiple methods one of which is a trainer-of-trainers model with lead teachers at grade and department levels. Leaders have been identified by academic discipline or by cross-discipline areas. A team approach is most frequently used to foster collaborative learning. PSD uses multiple venues for education and training including after school Academy classes, early release in-services, opening days sessions as well as on-campus and off campus training during the regular school day. Consultation with team leaders, principals, coordinators and directors provide input and feedback in determining staff development. An extensive mentoring program for all teachers who are new to the District involves 4 days prior to the school year, weekly and monthly conferencing sessions, monthly seminars and half day self-reflection and assessment sessions at the conclusion of the school year program. Close work between the Director of Instruction, Principals, and the Staff Development Coordinator ensures appropriate staff development to meet the needs of the teachers and to focus on instructional improvement efforts.

5.2.a.(5) 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.a.(6) Multiple methods and measures of effectiveness are utilized for planning and evaluation. These include session evaluations, administrator anecdotal summary sessions for all major in-services, team review sessions that include assessing effectiveness of practices through the use of qualitative surveys and interviews, and through the use of data walls which monitor targeted student progress and targeted skills through the on-going collection and analysis of data. All individuals are involved in a self-reflection and assessment process initiated by personal goal setting and school improvement planning that serves as the focus of the annual summer data retreat. At the center of these methods and measures is the emphasis on professional growth and improving results at all levels of the organization on key performance targets.

5.2.(b) Great emphasis is placed on life-long learning for our teaching staff. Remuneration is provided for professional growth credits as well as movement on the salary schedule. Administrators and teachers are sent to District paid workshops to promote growth in instructional practices. Training of our paraprofessionals and our support staff occurs on an as needed basis. PSD also provides academy classes and other on-campus and off-campus learning opportunities for staff. Continuing the nurturing of life-long learners for both staff and students is a priority for the District.

5.3 Faculty and Staff Well-being and Satisfaction

5.3.a Work Environment

5.3.a.(1) PSD is proactive in establishing workplace health and safety by having established policies and procedures that are updated on a regular basis with yearly training on safety measures such as first aid, Automatic External Defibrillator (AED) and Cardiopulmonary Resuscitation (CPR). All accidents and incidents are logged and investigated promptly. The District has two full-time licensed Registered Nurses (RN’s) on staff with a pool of certified RN’s and Licensed Professional Nurses (LPN’s) that rotate in health rooms where needed. Staff wellness initiatives are in place such as 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 offered 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 on injuries and manages each lost time incident to ensure effective return to the work place. The District has an established safety committee composed of key District employees, outside safety consultants, and public safety members that help to review safety issues and address any concerns.

5.3.a.(2) PSD ensures workplace preparedness for disasters or emergencies through a trained Emergency Response Team (ERT). This team is responsible for responding to any large emergencies or disasters. In addition, the District has

directional mapping, onsite supplies, awareness, simulations, off-site training, and governmental supplements. The District has a campus-wide evacuation plan with a communication plan for parents in place. 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.

5.3.b(1-4) The District strives for open communication with all groups of employees in the District. Given that PSD is a public school with 90%+ of its employees represented by one of four labor unions, the District works hard to resolve issues both proactively and through each union's formal established grievance procedure. Rather than looking at the grievance procedure as a hindrance, the District looks at it as a way to get issues on the table for discussion and mutual resolution. Our Superintendent also meets with a committee of the teachers union on a regular basis for an open discussion of any topics. Teachers are surveyed annually so that feedback can be given to their building principal. Evaluations for all employees are also a time for discussion with supervisors about their job satisfaction, motivation, attendance, productivity and any areas that need improvement. The District strives to make evaluations an active dialogue between employees and supervisors so that both sides can address important issues.

Turnover of employees is tracked district-wide by the Human Resources Department. Trends, especially for the teacher group since it is the majority of our employees, are examined to determine whether effective hiring is occurring or to look for any culture or work environment issues that may be a factor.

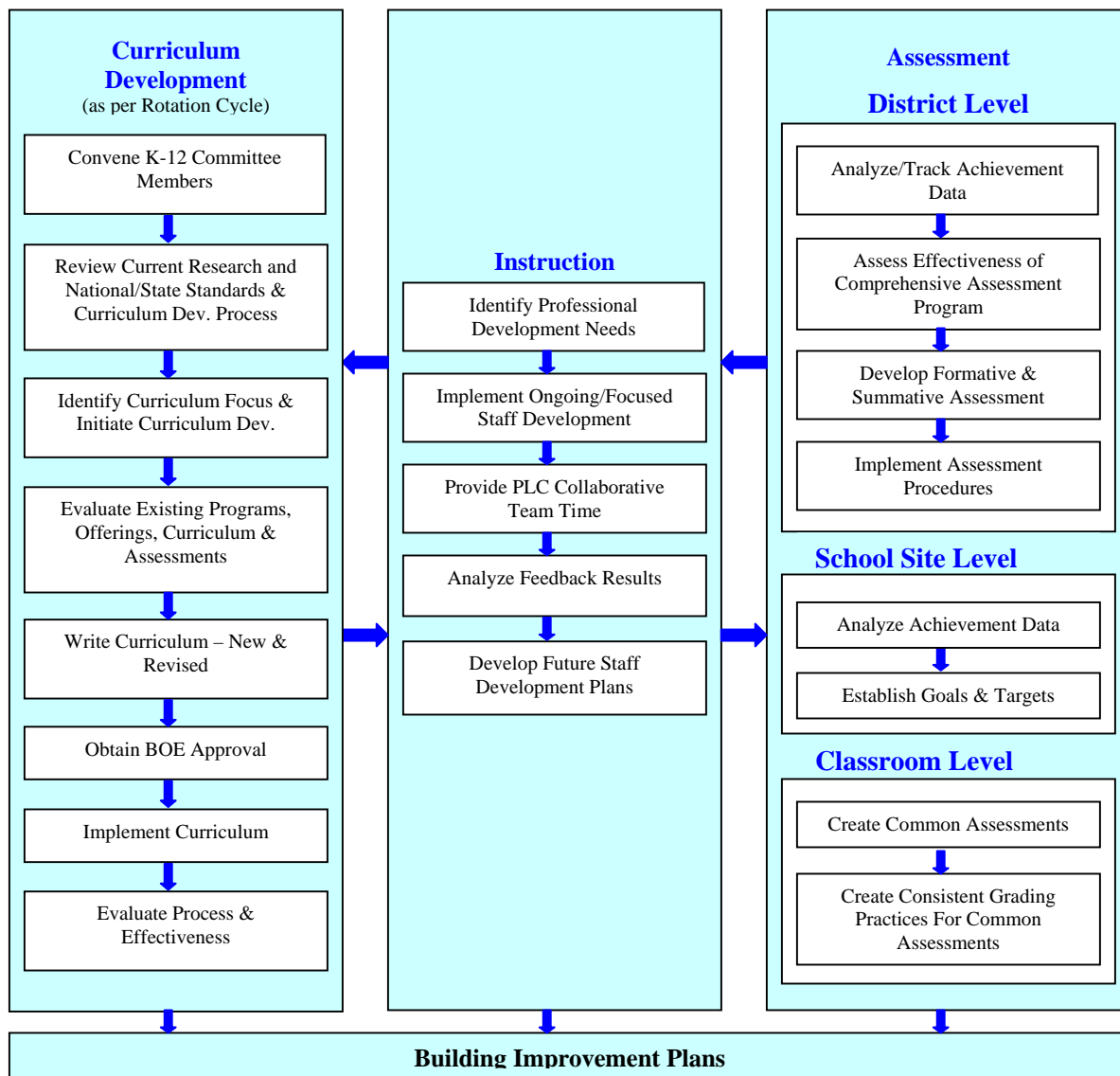
Opportunities for growth in these areas include more emphasis on wellness, employee health prevention education, and continuing to expand our safety and disaster preparedness. Preventing injuries is a key component our safety training and safety committee. Promoting more wellness initiatives will help decrease absenteeism and increase employee awareness of the value of a healthy lifestyle. Measuring well-being, satisfaction and motivation on a district-wide basis would be new initiatives for PSD.

6.0 Process Management
6.1 Learning-Centered Processes
6.1.a Learning-Centered Processes

6.1.a.(1) Strategic planning provides PSD a systematic approach to focus on the all-important learning centered processes that directly enhance student achievement at the classroom level: curriculum, assessment, and instruction.

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 six-year period all curricular areas are evaluated. A curriculum review team is formed for the subject areas under study for that particular year.

Figure 6.1-1 Curriculum Development



Curriculum has been a strand in the PSD Strategic Plan since the inception of the process. PSD employs a comprehensive review cycle to evaluate and upgrade curriculum and to maintain quality Board-approved curricula, as mandated by State Statute (**Figure 4.1-1**). Led by the Director of Instruction, the review process provides a systematic procedure to study existing curriculum areas and programs relative to internal and external standards. The aim of this K-12 process is to ensure that each PSD student has access to a common, high quality, rigorous learning experience in every subject area sequenced

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
- Cutting edge programs, curricula, and technology
- Best practices in instruction and assessment
- Student interest and feedback

Figure 6.1-2 Science Curriculum Sample

Physical Science UNIT: Lab Skills and Safety	
Wisconsin State Frameworks	C.12.4 During investigations, choose the best data-collection procedures and materials, use them competently, and calculate the degree of precision of the resulting data.
Essential Questions/ Understanding	What are the proper procedures and precautions to follow in order to maintain safety in a lab setting?
Essential Understandings Assessments	<ul style="list-style-type: none"> • Quiz – safety rules and equipment names • Measuring practical – performance assessment at stations
Critical Skills	The student will: <ul style="list-style-type: none"> • Memorize lab safety procedures-K • Demonstrate proper use of all scientific equipment -C
Technology Integration	<ul style="list-style-type: none"> • Digital Balances • Proxima

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 (**Figure 6.1-2**).

Once completed, the Curriculum Review Team presents the curriculum document to the Board of Education for approval (**Figure 6.1-2**). If BOE approved, budget funds are allocated for resources and identified professional development. The curriculum is then implemented in the following school year. The cycle then continues as evaluative data begins to be generated. This systematic approach to curriculum evaluation has raised achievement for PSD students.

The PSD Strategic Plan recognizes that teachers need highly developed instructional skills for students to achieve at the levels specified in Strategic Plan goals which states “PSD will ensure that all students will have high quality education who utilize innovative, research-based teaching practices to improve student learning.” Each year a PSD Professional Development Plan is created to assist teachers in optimizing this strategy. Topics for professional development are generated from strategic plan initiatives. Listed below are sample Action Plans from the 2006 PSD Strategic Plan that have been placed in the Professional Development Plan

- Assessment/Analyzing Student Performance Data
 - Learning how to use NWEA data to guide instruction
- Curriculum revision
 - Learning to write performance tasks for new science curriculum
 - Implementing six-trait writing strategies across the curriculum
- Focus on Instruction
 - Refining differentiation skills for improved classroom instruction
- Programmatic Changes
 - Learning skills needed to teach in the new ACMS block schedule
 - Assisting new teachers to create Professional Development Plans for licensure
- Technology needs
 - Use computer probes for experiments in new science curriculum
 - Integrate computers into writing classrooms

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.

As guided by PSD Strategic Plan Goal #2 (**Figure 1.1-5**), District Benchmark Assessment (DBA) development is initiated in conjunction with the curriculum development rotation cycle. Professional development begins in the summer and focuses on 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 Instruction and Staff Development Coordinator 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. This year’s emphasis is on revising existing K-12 math assessments to include both content knowledge and strategic application of process knowledge. DBA’s in reading and writing will be reviewed in the 2007-08 school year. In addition, K-12 science

teachers will begin developing performance DBA's to assess student acquisition of the scientific inquiry method.

Preparing teachers to use data effectively to guide instruction and improve student achievement is an on-going process. The District is presently focusing on assisting teachers to integrate the gathering, analyzing, and sharing of student achievement as an integral part of their collaborative process. Teachers have become 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 increasingly 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 database that allows us to disaggregate assessment results along with other sources of data such as grades as requested by teachers and administrators. This information is collected and retained each year that the student remains in the district and allows teachers to view student achievement over the course of time.

The District identified data collection, analysis, and reporting as a focus for this year's professional development release time. Principals in each building coordinate efforts with the Staff Development Coordinator to design training appropriate for their building to continually improve the effectiveness of the staff's use of data to help students succeed. PLC meetings throughout the year focus upon varying aspects of the assessment process as deemed appropriate by the administration and team leaders. Evidence of increased teacher and administrative proficiency in the use of data is evidenced in increasing numbers of requests for data reports in a variety of formats for a variety of purposes.

These comprehensive processes for putting quality curriculum, instruction, and assessment practices in place have had a dramatic impact on PSD student achievement.

6.1.a.(2) Curriculum, instruction, and assessment key requirements are determined in two primary ways:

- The Curriculum Review Process
- Evaluation of how students are meeting the PSD Strategic Plan Goals

Other requirements for these areas come from federal and state mandates and the Wisconsin Model Academic Standards. The processes utilized to revise curriculum and assessments and to improve instruction via a professional staff development plan and through supervision and evaluation, are analyzed as to how they foster attainment of the PSD Strategic Plan Mission and Goals.

As the PSD Strategic Plan Goals all refer to student learning and achievement, PSD analyzes student achievement thoroughly and carefully. A wide variety of student achievement data is reviewed to determine student success: Grades, WKCE test performance, DBA's, Classroom assessments, National tests, and MAP data.

Student performance on the above-mentioned measures of student achievement is analyzed to determine if the following identified sub-groups are achieving: Gender, Ethnicity, Special Education Designation, Poverty, Title I, and TAG.

This data analysis process is meant to give a clear picture of overall student performance for an entire class of students, but, more importantly, to create a clear picture of individual student's needs. Results from this data analysis are used to differentiate instruction so that individual student learning needs are met. This may include varied instructional grouping, compacting the curriculum, re-teaching or additional practice opportunities. Key to PSD's success is the efficient intervention response that takes place when a student is not performing to his or her potential. In such instances, teams of teachers work collaboratively to implement appropriate support services from the school's Pyramid of Intervention (POI). POIs reflect the increasing levels of support services available for students in each of the schools to ensure that students receive the assistance they need to learn and achieve.

6.1.a.(3) The processes for the development of curriculum, high quality instruction, and assessment outlined in Section 6.1.a.(1) are designed to meet the Goals of the PSD Strategic Plan. The process is designed to nurture professional reflection and quality decision-making concerning individual student achievement. It is working.

- Technology integration is embedded into the curriculum review cycle (**Figure 4.1-1**) and as a strand of the PSD Strategic Plan.
- Organizational knowledge is shared. For example, often faculty who serve on a given Curriculum Review Committee elect to participate again. In this way, their collective and historical knowledge is shared with new committee members. Our unique campus setting assists in fostering a high degree of collaboration.
- Flexibility in curriculum revision is expected. At times, the cycles in place may need to be altered. For example, as elementary foreign language was added to the curriculum, it caused ACMS and PHS to increase the rigor of the foreign language curriculum, as students are now achieving through greater knowledge and skill. This curriculum was revised out of sequence to accommodate this improvement.
- Quality and scope sequence of curriculum is presented as teacher representatives on curriculum committees represent multiple grade levels and across-school representation K-12 Curriculum Review Committees, provide District-wide consistency.
- Linkages to other programs are attained in the curriculum review process by the commitment to investigating cutting edge programs and curricula, best practices in instruction and assessment, and innovative technology. In this process, site visits are often made to area schools, the local technical college (WCTC), and colleges and universities as deemed appropriate. The Director of Instruction and the School-To-Work Coordinator maintain on-going linkages with post-

secondary institutions, the business community, and Nationally recognized and educational associations

- The curriculum review process occurs on a set yearly schedule, with monthly benchmarks, concluding with BOE receiving curriculum for approval in spring of the year preceding implementation. The PSD Strategic Plan has similar calendar benchmarks to monitor progress, planning, and implementation.

6.1.a.(4) Key performance measures have been established for all PSD Strategic Plan Strategy Areas. They are presented in **Figure 4.1-1**.

6.1.a.(5) The processes in place to increase student learning have served PSD well. That being said, there is continued commitment to moving from “good to great” as a school district. In that spirit, administrators who oversee the processes for curriculum, instruction and assessment design analyze success of using the following indicators: student achievement data, feedback from participants in the process and from stakeholders, networking with other professionals, professional reading, membership in professional organizations, and workshop and conference attendance

This critical analysis fosters the desire to improve systems. BOE, Administrative Team, and committee meetings are used as the primary vehicle to discuss potential improvements to processes currently in place. When changes are determined to be beneficial, the Administrative Team presents the recommended changes to the BOE for approval. Administrators then inform faculty, staff, students, and parents. If deemed appropriate, the PIC would work with members of the Administrative Team to create a communication plan. Recently, for example, an adjustment was made to the Curriculum Review Cycle; the above process was implemented.

6.2 Support Processes and Operational Planning

6.2.a. Support Processes

6.2.a.(1) Key support processes are determined to be those that enhance the learning experience for PSD students and create a safe and healthy environment for the students, staff, parents, and community that utilize PSD programs and facilities. This directly supports the PSD Strategic Plan. Key support processes include transportation, food service, custodial & maintenance, technology, maintenance, health services, accounting, and human resources.

6.2.a.(2-5) Staff administrators and support service staff use a continuous improvement to meet the expectations and needs of the stakeholders. These needs and requirements:

- establish the framework for evaluation of the performance of the department
- determine the focus for the day-to-day operational goals or targets for improvement
- provide feedback for managers identifying areas of strength and/or areas of improvement

- identify strategies for administrators to use for reducing the overall cost of the support service and/or improving the efficiency of the operation

Through the evaluation process, administrators develop goals for improvement of the department and the individual employee while determining the progressive steps required to reach the identified goals. Having routine meetings throughout the process and taking advantage of professional development opportunities, administrators keep current with the key requirements of the support service, make changes that are necessary to meet industry and regulatory standards, reduce costs, and improve the overall efficiency and effectiveness of the operations. Requirements, measures, and standards are presented in **Figure 6.2-3**.

6.2.a.(6) Administrators use data from several sources to improve existing processes and improve performance. These include external reviews, system performance measures, internal data collection, and industry benchmarks. This data is then used to drive modifications, where needed. Improvement initiatives are shared with the Administrative Team members at bi-monthly meetings.

PSD uses an inclusive and comprehensive approach to provide and promote the safety, health and life-long wellness of students, staff and the school community. School health rooms in every school are staffed full time. Nurses provide 75% of the direct primary health care. Although PSD is the smallest school district in Waukesha County, PSD has more nurses on staff than any other school district in Waukesha County. Health room visits, accidents and medications are documented daily and compiled quarterly for the District. Strategies and procedures are identified to increase safety, wellness and preparedness for each school and the District. Recommendations are then referred to the Safety Committee for consideration and potential implementation. Additionally, wellness activities are promoted for all faculty and staff.

Student compliance for immunizations for the 2005 school year was 100%. The District has strong affiliations and partnerships with many area health and safety resources including the Emergency Management System (EMS), Aurora and ProHealth Care systems, American Red Cross, American Heart Association and Children’s Hospital of Wisconsin. The PSD Public Access Defibrillation Program (PAD) is nationally recognized and serves as a model and resource for School PAD programs nationally. Over half of the staff and 75% of PHS students have been certified in first aid, CPR and Automated External Defibrillator (AED). Six AEDs are located on the campus. See **Figure 6.2-3** on the next page.

Input from students and parents via surveys, committee input and individual communications indicate that PSD is viewed a safe and healthy environment for learning.

Figure 6.2-3 Requirements, Measures, and Standards

Requirements, Measures, and Standards				
Support Process	Requirements	Measures	Standards	Control Strategies
Student Transportation	<ul style="list-style-type: none"> On Time Delivery Bus Discipline Bus Accidents Routes & Schedules 	<ul style="list-style-type: none"> On time delivery monitored daily by supervisors Discipline accidents reported to District immediately Parent & Student Surveys 	<ul style="list-style-type: none"> Wisconsin Motor Vehicle Department DPI Pewaukee City and Village Requirements Student and Parent Satisfaction 	<ul style="list-style-type: none"> Contract with Laidlaw Transportation, Inc.
Food Service	<ul style="list-style-type: none"> Provide nutritional, healthy meals Run a cost effective program Provide appealing food selections 	<ul style="list-style-type: none"> Accurate and timely production records Monitoring student participation rate Parent and Student Surveys Waukesha County Health Department Inspections DPI and USDA Requirement Compliance 	<ul style="list-style-type: none"> Federal and State Mandates Local Wellness Standards Waukesha County Health Department Student and Parent Satisfaction 	<ul style="list-style-type: none"> Daily production records Menu Nutritional Analysis In-house Food Preparation Staff Meetings to address findings, learn new techniques Employee Evaluation
Custodial/Maintenance	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Routine inspection of cleaning areas Benchmark efficiency against other comparable Districts Parent and Student Surveys 	<ul style="list-style-type: none"> Federal/State Regulatory Agencies Local Building Codes User Needs and Expectations Student and Parent Satisfaction 	<ul style="list-style-type: none"> Regular monitoring by Administration Staff meetings to address findings, learn new techniques Employee Evaluation
Technology	<ul style="list-style-type: none"> Reliable network infrastructure Responsive technical services Implementation of appropriate technology 	<ul style="list-style-type: none"> Server uptime reports HelpDesk tracking Reaching PSD Strategic Plan Goals, Strategies, Action Plans Stakeholder Input Parent and Student Surveys 	<ul style="list-style-type: none"> PSD Strategic Plan Technology Long Range Plan Yearly Goals Input from Building Technology Team 	<ul style="list-style-type: none"> IManager 3com Network Manager Compaq Network Management System OCS Web based management & reporting
Health Services	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Wisconsin State Statutes 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 	<ul style="list-style-type: none"> Compliance with State vision and hearing screening Compliance with immunization mandate Daily documentation of health room visits Accident reporting Treatment and medication logs Staff meetings to address findings, learn new techniques
Accounting	<ul style="list-style-type: none"> Compliance with federal and State regulations On-time, accurate payment of bills Efficient processing of orders 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> DPI US Department of Education IRS BOE Policies 	<ul style="list-style-type: none"> Annual Audit Staff meetings to address findings, learn new techniques Monthly reconciliation of accounts
Human Resources	<ul style="list-style-type: none"> To comply with federal and State regulations and BOE policies Manage an effective hiring process Address contract issues 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Federal/State Regulatory Agencies DPI Local bargaining units BOE Policies 	<ul style="list-style-type: none"> Annual report Independent Audit of DPI Licensure Staff meetings to address findings, learn new techniques

7.0 Results

7.1 Student Learning Outcomes

7.1.a Student Learning Results

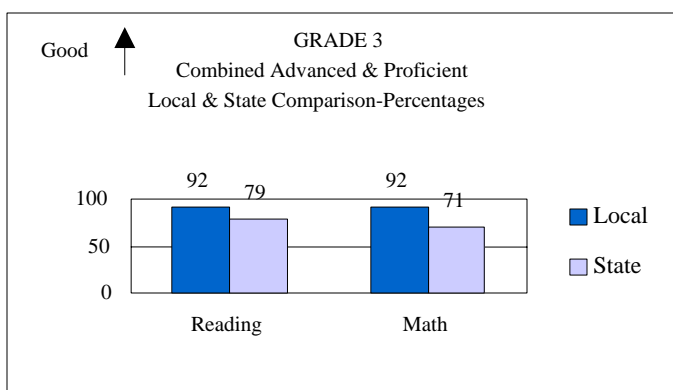
Action plan steps for the Strategic Planning Goal of having all students meet or exceed performance on State tests and measures of success show positive results.

WKCE tests are administered annually in the fall to students in Grades 3-8 and Grade 10. Students in Grades 3, 5, 6, and 7 are tested on Reading and Math. Students in Grades 4, 8, and 10 are tested on content in Language Arts, Science, and Social Studies, in addition to Reading and Math. Students' scores on the exam are classified as Minimal, Basic, Proficient, and Advanced. The State uses WKCE scores to determine those schools and program areas that need improvement and those who successfully meet AYP goals. PSD has met AYP every year.

The PPF presented a *Regional Report of the Productivity of Wisconsin Schools* in September 2006 that uses 2004-05 & 2005-06 data provided from DPI to rank the 50 school districts in SE Wisconsin: 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 exceeds the scores/averages/percentages for the State. In discussing test performance in this section, a ranking is based upon 50 school districts in SE Wisconsin as referenced in the PPF Report.

Students in Grade 3 participated in a new WKCE testing for the first time in 2004-05; therefore, there is no longitudinal data. Prior to 2004, students took the Wisconsin Reading Comprehension Test (WRCT). In the last year of the WRCT, PSD students scored first among 50 SE Wisconsin districts. In 2005-06, 92% of PSD students scored at the Proficient and Advanced level in both Reading and Math, ranking PSD at #12 in SE Wisconsin. The Strategic Plan Goal is to have no students perform in the Minimal category. Currently, only 2% of PSD students perform at this level in Reading and 4% in Math (Figure 7.1-1).

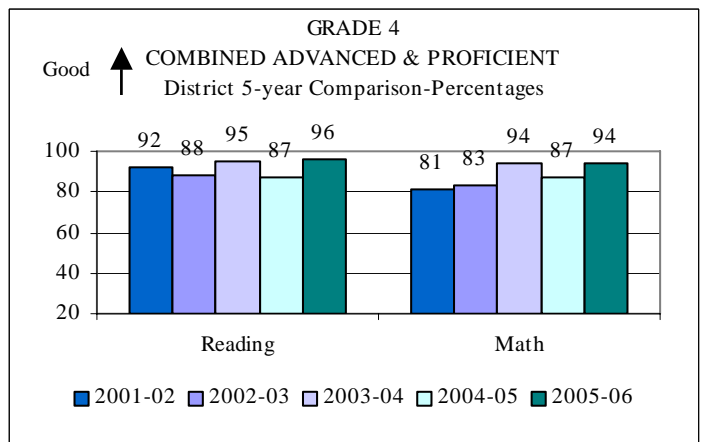
Figure 7.1-1 Grade 3 WKCE



For the purpose of this analysis, only 2005-06 WKCE-CRT Reading and Math scores are presented although students also test in the areas of Science, Social Studies, and Language, and Writing. PSD's science scores were identified as most improved by the Public Policy Forum.

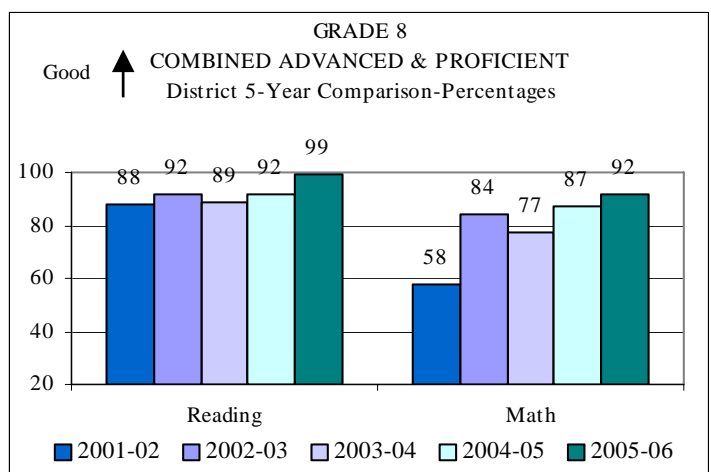
PSD Grade 4 students ranked second in Reading and first in Math when compared to their counterparts in SE Wisconsin. 96% of students were Advanced or Proficient in Reading with only 1% of students not reaching PSD's identified goal of having no students in the Minimal category. 94% of students reached the highest two proficiency levels in Math, with only 4% in the Minimal category (Figure 7.1-2).

Figure 7.1-2 Grade 4 WKCE



PSD Grade 8 students were ranked first in Reading and third in Math when compared to students in SE Wisconsin. 99% were Proficient and Advanced in Reading with less than 1% not meeting the Strategic Planning Goal by performing in the Minimal category. In Math 92% performed in the top two categories with only 2% testing at the Minimal category (Figure 7.1-3).

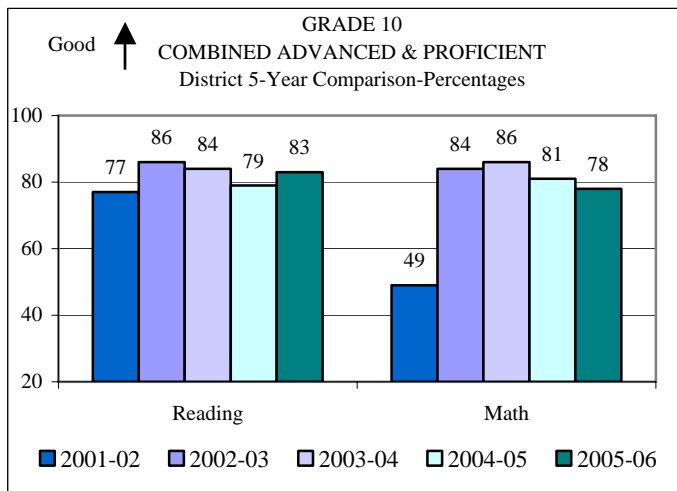
Figure 7.1-3 Grade 8 WKCE



PSD Grade 10 students scored 83% in the upper two categories in Reading and 78% in Math. Reading results showed 6% were in Minimal category and 8% in Math. This ranked PSD students

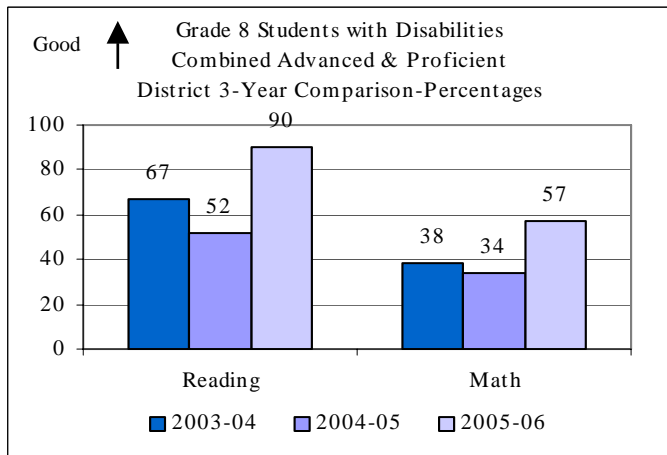
as 31st in Reading and 28th in Math when compared to the 50 school districts in SE Wisconsin (Figure 7.1-4).

Figure 7.1-4 Grade 10 WKCE



In an effort to raise student achievement for all, student data is disaggregated to analyze the performance of both individuals and groups of students. Figure 7.1-5 shows the progress being made on WKCE test performance in both Reading and Math by our Grade 8 Students with Disabilities. Performance jumped 23 percentage points with 67% of the students being Combined Advanced and Proficient in 2003-04 and 90% being proficient in 2005-06 (Figure 7.1-5).

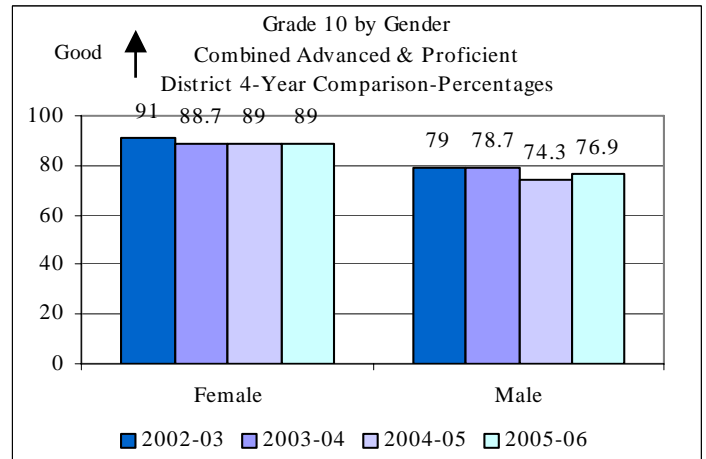
Figure 7.1-5 Grade 8 WKCE: Students with Disabilities



Similarly, 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, PHS took steps to address this issue and interventions were put in place. This made a positive impact in the 2005-06 performance of males on the Grade 10 WKCE Testing that year (Figure 7.1-6).

Another Strategic Plan goal has students successfully performing on DBAs. This, too, is measured and analyzed longitudinally and presented to the BOE. Data cannot be

Figure 7.1-6 Grade 10 WKCE - Gender



compared to other school districts. These assessments are developed by teachers in accord with local Board-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.

Many other indicators are used to ascertain student learning results. Advanced Placement (AP) local trend data is very positive for PSD (Figure 7.1-7). The College Board's AP Program offers students the opportunity to take college-level courses while in high school. AP gives high school students the opportunity to participate in classes that are more rigorous than other high school courses. Approximately 90% of U.S. colleges and universities give credit and placement to students passing the AP examination. AP exams are scored on a scale of 1-5; passing is generally defined as a score of 3 or higher. 2005-06 was the fifth successive year of annual increases in AP classes available, the number of students attempting AP exams, and in the percent of students scoring 3 or above (using a 5-point scale with 5 being the highest). Eighty-eight percent of students who attempted AP tests in May 2006 passed them; this is the highest percent in school history (Figure 7.1-7). Comparative data is not available as the Public Policy Forum tracks AP data using a different indicator (the % of exams passed as % of enrollment).

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 2005-06, PSD students scored a 23.1 as compared to a composite of 22 in SE Wisconsin and 22.2 for the State. This was the second highest score in PSD school history, and it

Figure 7.1-7 AP Course Offerings & Success Rate

Course	Pass/ Attempt	3 or Above '06	3 or Above '05	3 or Above '04	3 or Above '03	3 or Above '02
English	14 of 14	100%	91%	75%	50%	67%
Biology	30 of 33	91%	72%	36%	50%	63%
Calculus	19 of 19	100%	100%	83%	94%	100%
French	0	NA	NA	0%	NA	NA
Art	0	NA	NA	NA	NA	NA
Physics B	3 of 5	60%	67%	75%	NA	NA
Physics C-Mech	1 of 2	50%	100%	NA	NA	NA
Physics C-E&M	0 of 2	0%	100%	NA	NA	NA
Spanish	0	NA	NA	NA	NA	NA
US History	14 of 15	93%	81%	93%	92%	69%
Music Theory	1 of 2	50%	100%	NA	NA	NA
Music Theory Aural	1 of 2	50%	100%	NA	NA	NA
Music Theory Non-Aural	1 of 2	50%	100%	NA	NA	NA
Pewaukee	84 of 96	87.50%	81%	66%	70%	72%
State			68%	68%	70%	66%

demonstrates the trend to higher performance over the past five years. PSD continually tests a higher percentage of students using the ACT. In 2005-06, for example, 76% of the student body took the ACT test, which closely mirrors the population committing to attend a two- or four-year college upon graduation.

School districts can also be compared using data that is not generated from test performance. Factors such as the graduation rate, truancy, and drop-out rate 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 7.1-8**).
- PSD holds the lowest truancy rate in SE Wisconsin with only 0.05% of PSD students not attending school on a regular basis (**Figure 7.1-9**).
- PSD is also in the top ten of SE Wisconsin Schools with a dropout rate of .27% (**Figure 7.1-10**).

Figure 7.1-8 Graduation Rate

School Year	Graduation Rate
2001-02	99.22%
2002-03	99.32%
2003-04	99.32%
2004-05	99.32%
2005-06	99.45%

Another indicator of program effectiveness is program dismissal. The Reading Recovery Program has existed in PSD since 1992 and has consistently demonstrated continued success

Figure 7.1-9 Truancy Data

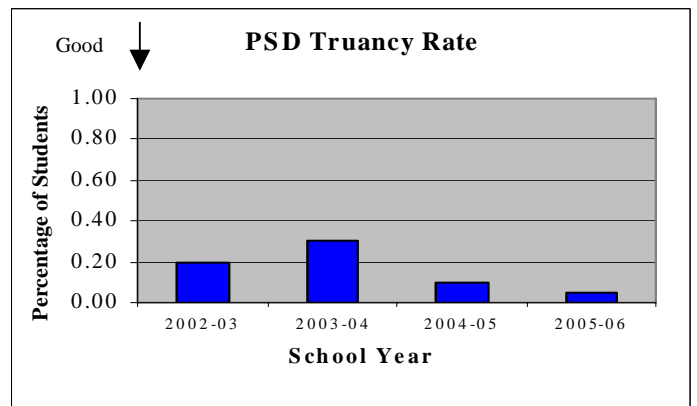
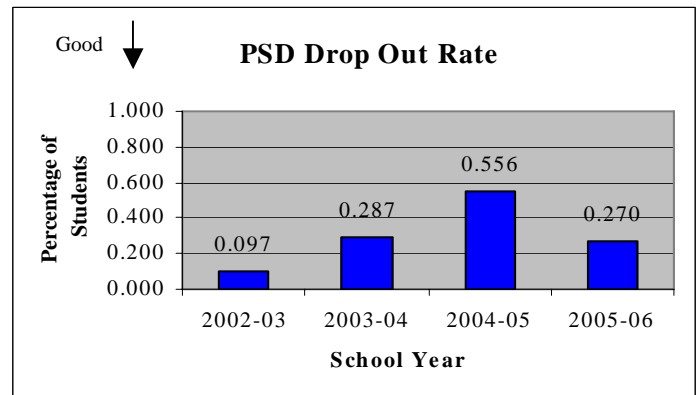


Figure 7.1-10 Drop Out Data



in helping the lowest 20% of Grade 1 students to experience success by accelerating their reading and writing ability to the average range of their peers. Over the past three years, an

average of 83% of the children were successfully discontinued from the program having reached “on grade level” reading skill, with a high of 91.3% in 2004-05.

7.2 Student- and Stakeholder-Focused Outcomes

7.2.a Student and Stakeholder Focused Results

7.2.a.(1) Satisfaction is measured primarily by year-end surveys conducted 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, added in Building Improvement Plans and shared with the BOE. As PSD has been conducting this type of surveying for many years, longitudinal data is readily available. This survey data cannot be compared to other schools as it is locally generated by design. 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 a full school survey. Highlights from survey respondents include the following:

PLE:

- 98% of all teachers report that it is a pleasure to work at PLE
- 95% of parents feel that their child is making adequate academic progress
- 97% of parents believe that when they have concerns the classroom teacher will listen and follow through

HES:

- 93% of all teachers report that they find their job challenging and exciting.
- 96% of parents believe that their child is receiving a quality education.
- 96% of students report that their teachers believe in them and their potential to learn.

ACMS:

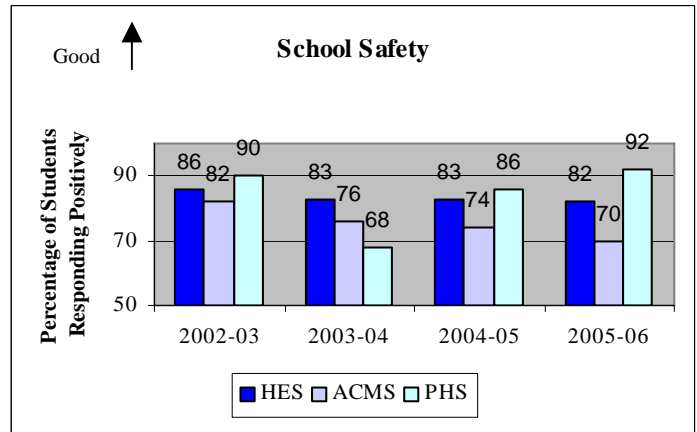
- 95% of all teachers report that they are pleased with the behavior of ACMS students.
- 100% of parents believe the school is kept clean and in good repair.
- 80% of students believe that teachers help them achieve academic excellence.

PHS:

- 100% of the teachers believe that the Principal is an effective high school principal. Parents concur at the same level.
- 98% believe PHS is a quality school.
- 97% of students report that the classroom is safe, orderly, and conducive to learning.

Figure 7.2-1 gives the percent of students responding positively when asked the prompt “(School name) is a safe school.” Note that the percent of students feeling safe at school tops 80% in most settings over the last four years. On a national level, 47% of middle school students and 43% of high school students say they do not feel safe at school.

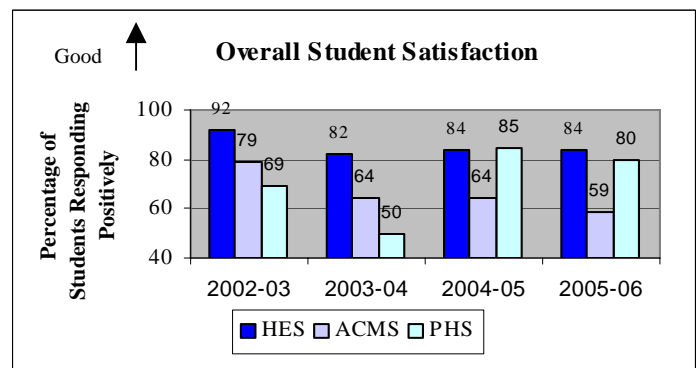
Figure 7.2-1 Student Satisfaction - School Safety



Regarding school safety, there were positive responses in every school. This demonstrates students’ confidence in PSD’s ability to create and maintain a safe and secure learning environment.

Figure 7.2-2 documents the percent of students responding positively when asked the prompt, “I am satisfied with my experiences at (School name).” Overall student satisfaction was positive. The data shows that three quarters of the students had positive responses to being satisfied with their educational experiences in PSD. Over the four-year span, PHS reported an increase of 11% of students expressing satisfaction. Addition of different clubs and activities, increased graduation requirements, increased student recognition programs, and more opportunities for extended learning beyond the general studies (online courses and additional advanced placement courses), have resulted in higher satisfaction for all.

Figure 7.2.2 Student Satisfaction - Overall Satisfaction

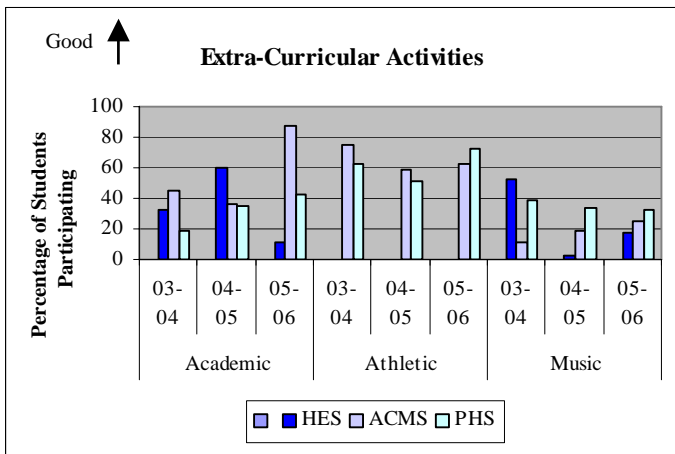


The graduation, truancy and drop out rates given in **Figures 7.1-8-10** are also measures of student satisfaction as they demonstrate high degrees of student persistence. Within the PSD school community, administrators, teachers, and parents place a very high regard on the education of students. As 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.

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. With the exception of music, participation rates increased in almost all areas. Impressively, participation rates in the area of academic clubs increased at the secondary level by a combined total of 86 participants in the 05-06 school year. 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 7.2-3)

Figure 7.2-3 Extra-Curricular Activity Participation



Parents are viewed as key stakeholders. Figures 7.2-4-7 document parent perceptions regarding the safety of PSD schools, the welcoming climate of the schools, and their overall satisfaction.

A high percentage of parents feel welcomed by the various buildings. In the secondary schools, an average of 80% of parents answered favorably when asked if they felt encouraged to participate in any capacity at the school and/or committees. (Figure 7.2-4)

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 88% favorable on the same question, which indicates a great level of confidence among stakeholders. (Figure 7.2-5)

Parents also commented very favorably concerning home/school communication. 90% of all parents, regardless of school, indicated that there was good communication from school to parents. This is key since communication between home and school is a critical component of student success. (Figure 7.2-6)

Parent satisfaction is very high. The survey question regarding how parents feel overall indicates approval ratings of at least 90% in three out of the four school years. This is a true

Figure 7.2-4 Parent Satisfaction - Welcoming Climate

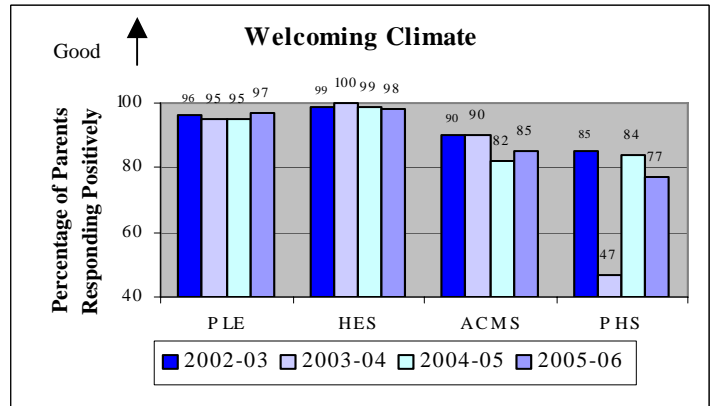


Figure 7.2-5 Parent Satisfaction - School Safety

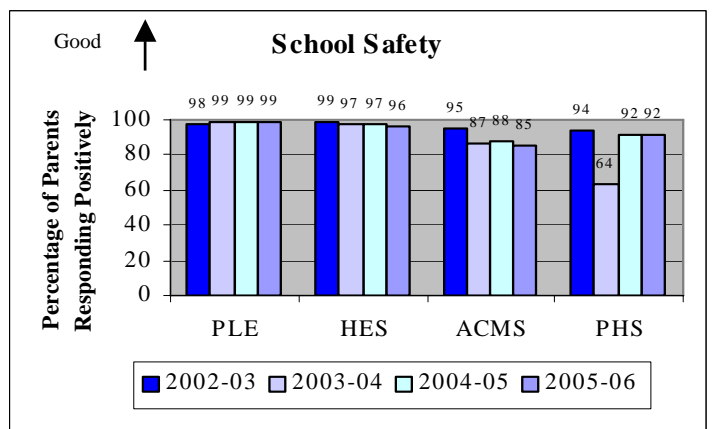
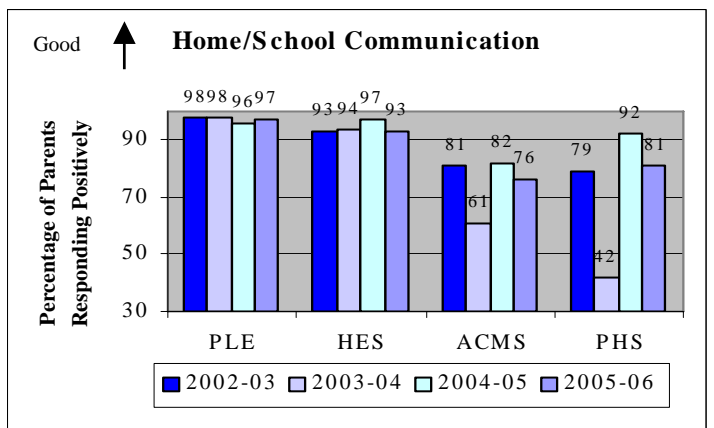


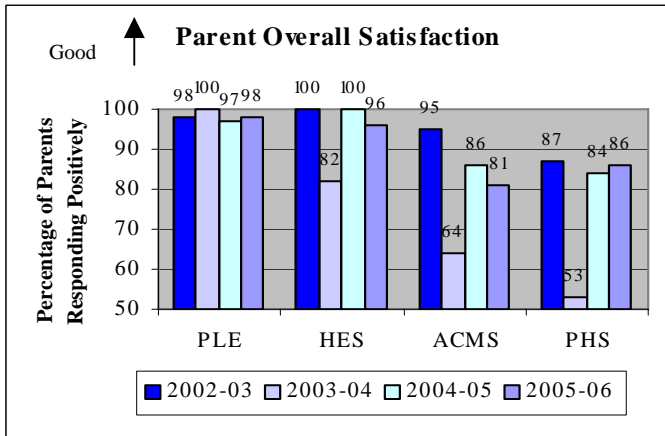
Figure 7.2-6 Parent Satisfaction - Home/School Communication



testimony of how PSD stakeholders value the education delivered in PSD and how they perceive PSD is reaching its mission (Figure 7.2-7).

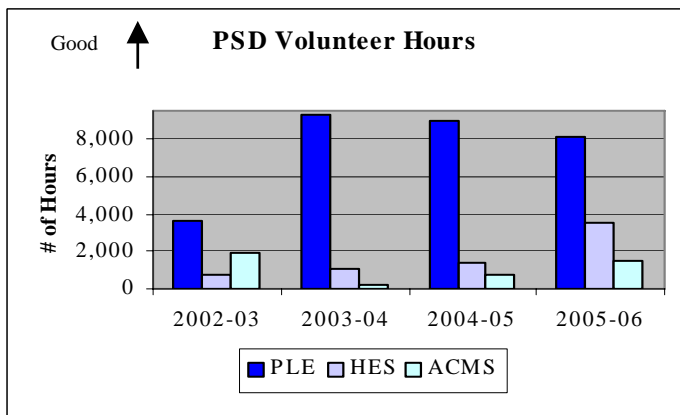
Parent volunteerism is a vital indicator of school support as student achievement is linked very closely to the degree to which parents are involved in their students' education. PSD logs volunteer hours for a variety of activities including reading with small groups of students, assisting in the library, and

Figure 7.2-7 Parent Satisfaction - Overall Satisfaction



accompanying students and staff on field trips. The majority of hours reported by PLE, HES, and ACMS report increases of approximately 3,000 combined hours over the past few years (Figure 7.2-8).

Figure 7.2-8 Volunteerism



7.2.a.(2) A measure of perceived value can be found in PSD's ability to retain students under open enrollment. Open enrollment 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 students attend PSD schools. The difference between students leaving the district versus students entering the district speaks volumes to the quality education experienced in PSD.

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 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 two school years, 100% of community members in attendance at the annual meeting have approved the district's educational program and proposed tax levy (Figure 7.2-10).

Figure 7.2-9 Open Enrollment History

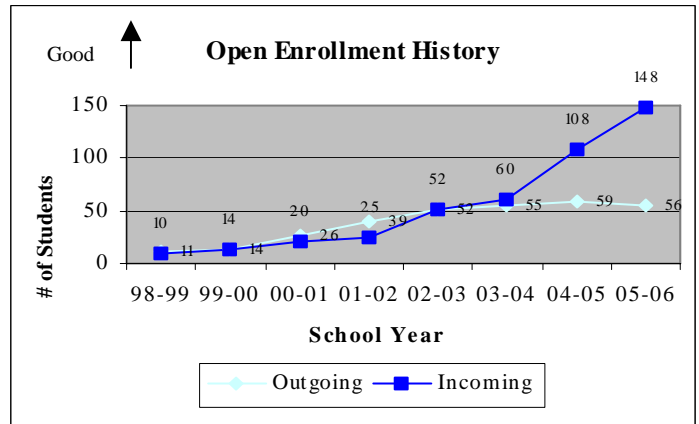
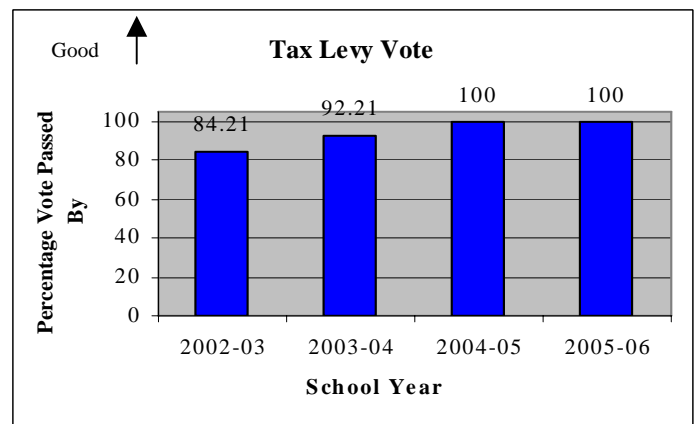


Figure 7.2-10 Tax Levy Vote



Community stakeholders also demonstrate their support of PSD by committing to partnerships with students in PSD schools (Figure 3.1-2). The true value of the educational experience at PSD is measured in how prepared students are for life after high school. In the last five years, over 80% of graduating seniors have gone on to further their education at a four-year college or vocational college. This growth in students choosing to continue their education speaks to the success of the PSD educational program.

7.3 Budgetary, Financial, and Market Outcomes

7.3.a Budgetary, Financial, and Market Results

7.3.a.(1) PSD leaders recognize that 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 strategic plan 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

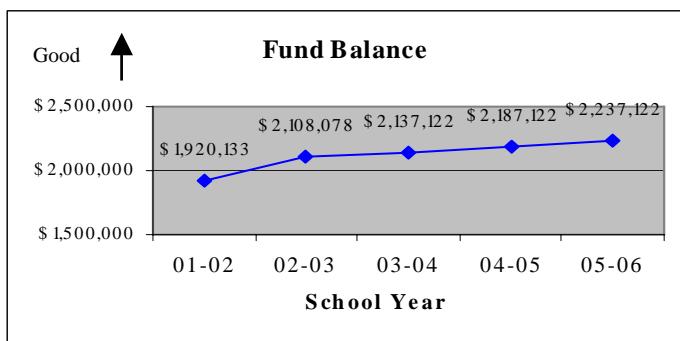
- Proven cost containment measures
- A commitment to preventive maintenance
- Identifying future trends and responding proactively

The District is meeting the Strategic Planning 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 growing fund balance resulting in an improved Moody’s bond rating
- Support of citizens at the annual meeting (**Figure 7.2-10**)
- Settled contracts with all unions without implementation of the qualified economic offer (QEO)
- In the last fifteen 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

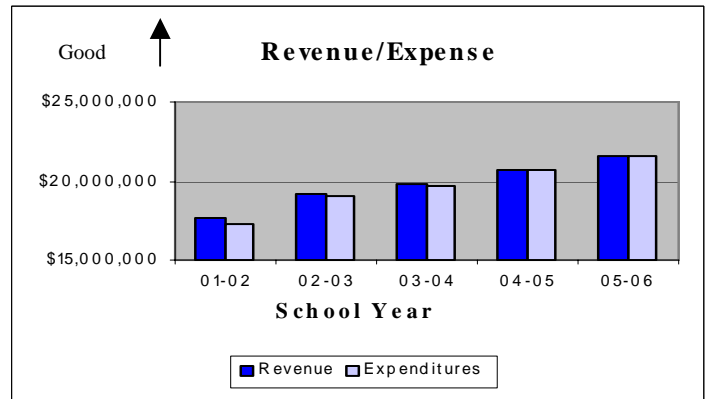
The District recognizes that fiscal integrity is based upon having a fund balance to utilize as working capital. This allows for lower interest rates and is beneficial for substantiating the bond rating of the District. To that end, the BOE made a commitment to adding \$50,000 to the fund balance each year for the past several years. The result is a much improved fiscal picture for the District. When this initiative began, the fund balance was at slightly over \$300,000. In 2007, the fund balance is over \$2.3 million and represents 11% of the PSD budget (**Figure 7.3-1**).

Figure 7.3-1 Fund Balance



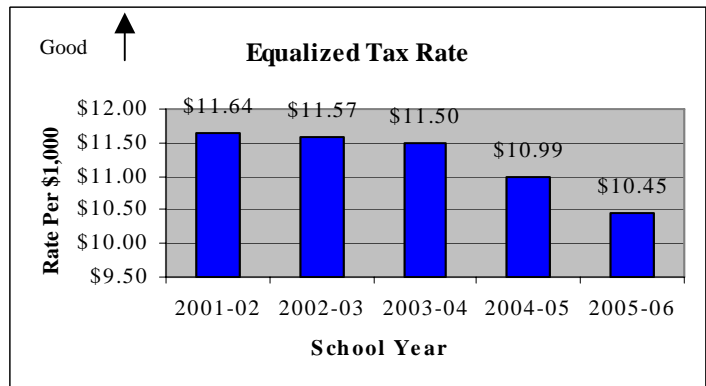
In reviewing the revenue and expenditure chart (**Figure 7.3-2**) one can see that for the last five years revenue has exceeded expenditures. This directly speaks to wise budget management and positively impacts the fund balance (**Figure 7.3-2**).

Figure 7.3-2 Revenue/Expense Data



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**).

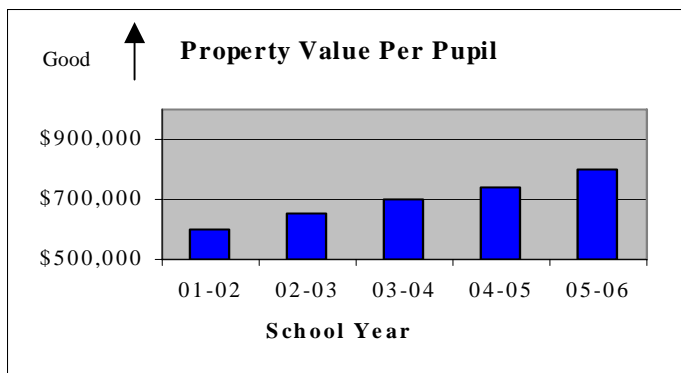
Figure 7.3-3 Equalized Tax Rate



Property Value per Pupil 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.

PSD has achieved high student success while maintaining per student expenditure levels below the budgeted state average for the 2005-06 school year. The Wisconsin K-12 average budgeted expenditures for Per Pupil Instructional Costs was \$6,224.00 versus the PSD budgeted amount of \$5,965.00.

Figure 7.3-4 Property Value Per Pupil



7.4. Faculty and Staff Outcomes

7.4.a Faculty and Staff Results

7.4.a.(1) PSD is committed to hiring and retaining highly qualified and talented staff in all positions. PSD looks to build a team of dedicated professionals passionate about reaching the PSD Mission.

Teachers cite tremendous satisfaction regarding their work in PSD. On 2005-06 surveys (**Figure 3.1-1**), 96% of PLE teachers report that it is a pleasure to work in this school, 93% of HES teachers find their job challenging and exciting, 90% feel their school has a positive image, and 95% of PHS teachers feel the Administration and staff are responsive to their concerns. With the staff holding perceptions like this, it is easy to see why excellence is achieved: PSD’s high quality staff is motivated to go the extra mile to help students learn and achieve. It is a positive and productive work environment.

With a centralized Human Resources department, PSD is able to track statistics regarding work performance. **Figure 7.4-1** shows that PSD is seeing an increase in teacher retirements, yet no involuntary terminations in the last four years. A similar trend exists for support staff (**Figure 7.4-2**).

Figure 7.4-1 Teacher/Paraprofessional Turnover

Teacher and Paraprofessional Turnover	2003	2004	2005	2006
Retirement	0	1	4	6
Voluntary Term	7	11	9	7
Layoff	3	4	0	3

The District’s results in posting and recruiting for positions are an indication of the desirability of candidates wanting to seek a position in the PSD. It is clear that PSD is attracting more candidates for its positions and the number of experienced candidates has increased by 314% from 2003 to 2006. The total number of candidates has increased by 344%. This larger pool of qualified candidates affords the District a bigger talent base from which to choose the best teachers for its vacancies. Despite efforts to attract minority candidates, PSD has not hired any minority candidates in the last five years. This continues to be a priority (**Figure 7.4-3**).

Figure 7.4-2 Support Staff Turnover

Other Support Staff Turnover	2003	2004	2005	2006
Retirement	1	1	0	0
Voluntary Term	6	7	9	4
Involuntary Term	1	0	0	0
Layoff	0	0	0	0

Figure 7.4-3 Candidate Pool

Year	# of Teacher positions posted	# of Experienced Candidates	# of New Graduate Candidates	# of Male Candidates	# of Female Candidates	Total # of Candidates
2003	12	183	100	83	200	283
2004	13	338	303	257	384	641
2005	18	444	320	120	644	764
2006	20	757	500	209	1048	1257

In the last five years, PSD has employed a more rigorous hiring procedure to increase the likelihood of selecting the best candidate. These enhancements include the inclusion of an on demand writing sample, the critique of a teaching lesson, a wider pool of stakeholders serving on interviewer teams, protocols to match interview questions to the PSD Strategic Plan mission, goals, and strategy areas, and improved procedures to meet fairness/equity standards.

Retention of new teachers is also measured. Currently PSD holds a 61% retention rate of new teachers (**Figure 7.4-4**).

Figure 7.4-4 Retention of New Teachers

Year	Number of Teachers Hired (excluding limited term)	Number of Teachers Retained until the start of the 2006-07 school year
2002	18	8
2003	11	7
2004	11	9
2005	11	7
Totals	Total Hired: 51	Total Retained: 31
61% retention rate		

Retention can also be measured by analyzing the longevity of the teaching staff. Over two thirds of the staff has been with PSD for over five years (**Figure 7.4-5**).

PSD’s commitment to making sure our certified workforce is meeting and/or exceeding the Department of Public Instruction’s certification and No Child Left Behind requirements is evident. All but one of our current teachers are fully certified in their assigned teaching subject. All of our instructional paraprofessionals have met the DPI’s certification requirements and have Special Education Aide licenses.

One way that PSD attracts and retains quality staff members is by paying a competitive wage. The 2006-07 salary schedule was negotiated with the PEA (**Figure 7.4-6**).

Figure 7.4-5 Staff Longevity

Number of Years of Service	Number of teachers on staff
40	1
30 – 39	11
25 – 29	10
20 – 24	14
15 – 19	15
10 – 14	27
5 – 9	34
5 or less years	51

In examining compensation comparables within CESA #1, which Pewaukee School District is a member, the following results can be found:

Figure 7.4-6 Salary Schedule

2006-07 Salary Schedule					
	BA00	BA15	MA00	MA15	MA30
1					
2					
3	34,850	36,703	38,538	40,657	42,894
4	35,600	37,703	39,694	41,979	44,395
5	36,350	38,703	40,885	43,343	45,949
6	37,100	39,703	42,111	44,752	47,557
7	37,850	40,703	43,375	46,206	49,221
8		41,703	44,676	47,708	50,944
9		42,703	46,016	49,258	52,727
10			47,397	50,859	54,573
11			48,819	52,512	56,483
12			50,283	54,219	58,460
13			51,792	55,981	60,506
14			53,345	57,800	62,623
15			54,946	59,679	64,815
16			56,594	61,618	67,084

- The average BA base starting salary based on the 26 schools in CESA #1 is \$33,391. The BA base salary for PSD is \$34,850. Our District’s starting wage is \$1,491.00 above the CESA #1 average. Our starting wage is also higher than 21 of the other Districts within CESA #1.
- The average MA00 base within CESA #1 is \$38,479. The MA00 base salary for PSD is \$38,538. Our District’s MA00 base is \$59.00 above the CESA #1 average. Our MA 00 base salary is higher than 13 of the other Districts within CESA #1.

- The average salary schedule maximum within CESA #1 is \$67,427. The salary maximum for PSD is \$67,084 which is \$343 below the CESA #1 average. However, our salary maximum is higher than 13 of the other Districts within CESA #1.

From these statistics it is clear that Pewaukee is a leading school in BA base starting salary which is crucial in attracting and retaining newly graduating teachers. This recruitment is highly competitive among CESA #1 schools to attract the very best of the new teachers. It is evident that new teachers are shopping districts and asking about starting salaries in determining where to apply. Continuing to remain competitive across our salary schedule also helps in the longer term retention of our teaching staff. Effective with the 2006-07 salary schedule, the lane movement advancement process changed to make the attainment of Master’s degree a higher incentive for teachers. Keeping compensation competitive while remaining fiscally sound is a key component of our teacher negotiation strategies.

Each year at the Welcome Back Breakfast, PSD recognizes employees for outstanding attendance. In order to achieve outstanding attendance recognition, employees must not have used any leave time other than vacation, jury duty or military leave. In Fall 2006, 19 staff members achieved this award. Four new staff members were recognized, and one veteran employee has received this distinction for 21 years (**Figure 7.4-7**).

Figure 7.4-7 Outstanding Attendance Award

Number of years with Outstanding Attendance	Number of Teachers achieving this award
21	1
16	2
14	1
6-10	6
2-5	5
1	4

In addition, we also give recognition to those achieving 25 years of service and beyond. **Figure 7.4-8** outlines our teaching staff’s years of service as of the 2006-07 school year.

Figure 7.4-8 Years of Service

Number of Years of Service	Number of teachers on staff
40	1
30 – 39	11
25 – 29	10
20 – 24	14
15 – 19	15
10 – 14	27
5 – 9	34
5 or less years	51

7.4.a.(2) Pursuing lifelong learning is valued in the District, with emphasis placed on our teachers attaining their Masters degrees. Of the 163 regular teachers currently employed in the District, 114 have Masters degrees. This is 70% of the teaching staff. This far exceeds State averages. Recently, PSD made it more convenient for teachers to obtain their advanced degree when a partnership was generated with an area university to offer an accelerated Master’s degree program on site.

PSD has made a commitment to professional development by offering a wide variety of learning opportunities for staff. In the last five years, nationally renowned educational experts Doug Reeves and Susan Weinbrener presented as part of PSD faculty in-services. PSD administrators and staff have presented at conferences on the local, state, and national level. Most importantly, record numbers of PSD teachers also serve as trainers of trainers and help fellow colleagues learn such things as technology integration skills, six trait writing strategies, and differentiation strategies.

PSD is proud that the faculty desires to learn and serve. Over the past four summers, over 150 staff members have served on Data Analysis teams over the summer, and 45 teachers representing all four schools have been trained to serve as mentors to PSD new teachers. These are only two of the many ways PSD faculty contribute to a positive educational environment.

PSD is committed to assisting new teachers through a comprehensive induction process. Following the 2005-06 New Teacher Orientation, all new hires ranked the process “Very Helpful”, the highest rating.

PSD seeks to monitor PSD Strategic Plan initiatives. Recently the PLC Development Rubric & PLC Assessments were administered to determine progress and development needs in the fall of 2004 and in subsequent years. Grade level/department PLC Leadership teams also used the National Staff Development Standards into Practice Assessment Rubrics to assess current levels of staff development. Results on the six PLC Dimensions indicated that PSD schools had the greatest need to learn collaborative leadership as well as how to use data to guide instruction. Tools such as these are helpful in designing future professional development.

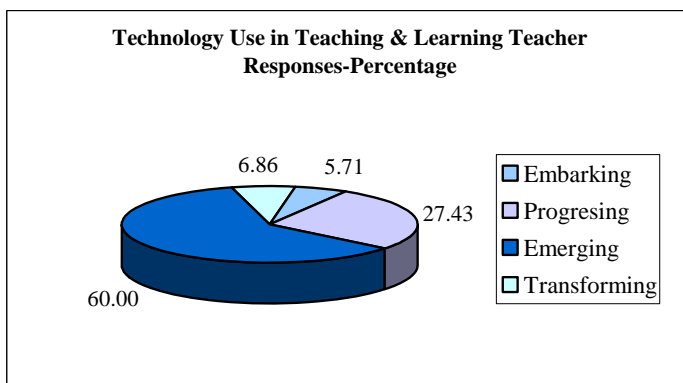
PSD has also used the Education Commission of States “Stages of Implementation of Standards-Led Education” to measure the level at which the system is perceived to be performing. In all five of these dimensions, the system was either at the transition stage or at the emerging stages. Development of skills and practices in the past two years has improved system functioning in the use of data and assessments and in the use of job-embedded staff development.

Paraprofessionals, secretaries and custodians also receive job-related professional development and report that these experiences help in their job understanding and performance. PSD values continuity of quality instruction when teachers are out of the classroom. Substitute teachers participate in a

training process that orients them to PSD and to important teaching skills such as classroom management, emergency response, and best practices of instruction. PSD currently has 104 substitute teachers in the applicant pool with 81% having teacher licensure.

As part of the District’s Information & Technology Literacy Plan submitted in 2005, teachers took the TAGLIT (Taking a Good Look at Instructional Technology) survey. This assessment tool is designed to provide information about the current status of instructional technology used in schools, and assesses teachers’ technology skills and teachers’ technology use in teaching and learning. Teachers ranked themselves using a 4-point scale, each point referring to the following stages of development: Embarking (1), Progressing (2), Emerging (3), and Transforming (4). Overall, 67% of teachers report making efforts to use or naturally use technology effectively in teaching and learning. Of those teachers, the majority report using Researching/Problem Solving Tools most frequently in teaching and learning, followed by the use of basic tools such as word processing and spreadsheet software. By analyzing TAGLIT results, professional development can be designed to better meet the needs of PSD staff (Figure 7.4-9).

Figure 7.4-9 Technology Use by Teachers



7.4.a.(3) PSD views it as a priority to create and maintain a safe and healthy work and learning environment. Current key measures and indicators of faculty and staff well-being, satisfaction, and dissatisfaction continue to be attained through informal and formal staff surveys and open professional communication.

The Safety Committee reviews accident reports and responds proactively to issues that will help create a safer work environment. Employee training, facility repairs, or the purchase of equipment to reduce accidents may result. Recently, for example, automatic controls were installed to move bleachers, thereby reducing employee back injuries. With conscientious efforts such as these, PSD insurers report that PSD has reduced its losses from worker compensation. Staff have been trained to promptly report accidents so the follow-up process can begin in a timely manner.

In 2005-06 84% of staff responding in the HES staff surveys report that the quality of the maintenance of the building and

grounds is good; over 90% of teachers in all schools feel the workplace is safe.

In measuring workplace safety, workplace employee accident data as well as worker’s compensation data reveal that PSD has a low trend of injuries and an equally low rate of employee absence due to injury (Figures 7.4-10 and 7.4-11).

Figure 7.410 Employee Accident Data

Year	Injuries	Skin Disorders	Respiratory condition	Poisoning	All other Illnesses	Deaths
2003	12	0	0	0	0	0
2004	13	0	0	0	0	0
2005	5	0	0	0	0	0

Figure 7.4-11 Worker’s Compensation Data

Year	Number of cases with days away from work	Number of cases with job transfer or restriction	Number of other recordable cases	Number of days of job transfer or restriction	Number of days away from work
2003	2	2	10	27	29
2004	3	0	10	86	19
2005	1	1	6	9	33

(Note: these statistics are based on an average FTE of 265 employees with an estimated total hours worked of 392,700).

In the 2005-06 school year, PSD implemented a BOE Wellness Policy. As part of this initiative dedicated to employee well-being, data began to be collected concerning the health of the staff. Heart Risk Assessments were given as a preventive education measure as part of a change in health insurance for the teacher bargaining unit. Teachers were offered an opportunity to reduce their premium contribution by voluntarily participating in this confidential process. 125 completed assessments reveal that PSD staff, in comparison to national averages, make wise choices regarding taking screening tests, the use of tobacco and the wearing of seat belts. Yet more could be done with regard to exercise and weight loss. This data offers compelling information on which to develop future wellness activities and health initiatives (Figures 7.4-12-15).

PSD Health Services programs such as AED training, CPR training and random student drug testing have been recognized on the local, state and national level for their efforts to create a healthy workplace environment.

Figure 7.4-12 Staff Composition

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

Figure 7.4-13 Screening History

Screening History		
	PSD	National
Not Checked in the Last Year		
Blood Pressure	0%	14.0%
Cholesterol	0%	31.4%
Glucose	0%	33.4%
Never Checked		
Physical Exam	1.6%	11.3%
Pap Smear	1.1%	3.4%
Mammogram (women over 40)	0%	11.5%
Prostate Exam (men over 40)	23.8%	32.0%

Figure 7.4-14 Body Composition

Body Composition		
	PSD Workforce	National
Body Mass Index		
Lean	1.6%	1.4%
Desirable	41.6%	34.1%
Overweight	36.0%	36.4%
Obese	19.2%	24.4%
Severely Obese	1.6%	3.7%
Total Overweight/Obese	56.8%	64.5%
Body Fat Percentage		
Below Average	52.5%	56.9%

Figure 7.4-15 Modifiable Lifestyles

Modifiable Lifestyles		
	PSD Workforce	National
Tobacco		
Smokes Cigarettes	2.4%	17.5%
Smokeless Tobacco	0%	3.9%
Exercise		
Never or Rarely	9.6%	18.8%
Sometimes	41.6%	52.6%
Frequently	48.8%	28.6%
Wear Seat Belts		
Never or Rarely	0.8%	3.7%
Sometimes	3.2%	8.2%
Frequently	96.0%	88.1%

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 begin, where it should, with student successes. While too many to mention, students have distinguished themselves with a wide variety of honors that reflect upon the quality education received in PSD.

- Over the past three years, the National Merit Scholarship Program honored five students as scholars and finalists. This prestigious designation is one of the most sought after academic honors in the nation.
- The Robotics team finished fifth at the national competition in Atlanta. Programs are designed to introduce students to the career possibilities in engineering.
- Scholarships awarded to students in recent years are: the Brady Corporation Academic All-Stars, the Wendy's Heisman Award, the Herb Kohl Educational Foundation, the Pewaukee Scholarship Fund, the Wisconsin Interscholastic Athletic Association Scholar Athlete, the Women's Sports Advocates of Wisconsin, Inc., the Lila Draper Burton Scholarship, and the All State Scholars Program. Additionally, the Pewaukee Scholarship Fund donates to graduating PHS seniors close to \$40,000 on an annual basis.
- Academic Decathlon students are often ranked near the top in state competitions.
- Model United Nations classes travel to Germany, Chicago, and New York City for conferences to debate solutions to issues that challenge countries around the world.
- PHS is experiencing an increase in students signing National Letters of Intent to play sports at the college level. In 2006 and 2007, over seven students signed to play at state and private universities throughout the United States.
- In 2006, the middle school forensics teams captured the State Championship at the Middle Level Forensics Association's Annual State Tournament.
- At the elementary level, HES talent and gifted students were one of five groups to win national recognition for a sequel they wrote for a well-known book series.
- HES students won second place in 2006 in the statewide competition, The Wisconsin Thinking Cap Quiz Bowl.
- A HES student had poetry selected for the 2004 Anthology of Poetry by Young Americans. Another HES student that year had a perfect score in the National WordMasters Language arts competition.

The arts are strongly supported at PSD and often validated by student awards.

- In 2006, a student won first-place in a Student Art Exhibit sponsored by the Wisconsin Association of Schools Boards. The art hangs at the Wausau Insurance headquarters.
- In 2005, a senior was awarded the Silver Key Award from the Scholastic Art Awards.
- On an annual basis, students win local, regional, and state recognition for their work in competitions. The PHS Varsity Choir and the Swing Choir captured first place trophies at the 2005 Festivals of Music

Competition in New York City. The Varsity Choir also won the award for Best Mixed Choir. The Jazz Band received a third place trophy and the Symphonic Band received a fourth place trophy at the competition.

Student success occurs at the hands of professional, passionate educators who bring learning to life. PSD is blessed with a tremendous faculty, many of whom have been recognized with awards of distinction. Some of these honors include:

- The PHS Principal was selected for the 2004 State Principals of the Year Award sponsored by MetLife and the National Association of Secondary School Principals.
- The Pewaukee Chamber of Commerce chose a PHS technical education teacher for the 2006 Person of the Year Award.
- A HES teacher received the 2006 Outstanding American Teacher Award and was appointed to the Governor's Reading Selection Committee.
- A special education teacher received Teacher of the Year honors from the Wisconsin Council of Administrators of Special Services.
- On a yearly basis, teachers are nominated for the prestigious Kohl Teacher Fellowship. As this is being written, five PSD teachers have advanced and are pending selection at the State level. This is the highest number of PSD teachers to receive this honor.
- Another HES teacher received a 2006 fellowship for an eight-day workshop in Colonial Williamsburg. Several PSD teachers are included in *Who's Who Among American Teachers*.
- A guidance counselor and school secretary were awarded Employee Recognition Awards through the community organization - Positively Pewaukee.

Communication with the public is a key strategy in the PSD Strategic Plan. The National School Public Relations Association (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.

The Board of Education has been recognized by the National School Board Association and asked to speak at the National Convention on the topic of strategic planning and the implementation of random student drug testing. PHS was the first high school in the State to utilize random student drug testing for students involved in both athletics and extra-curricular activities. Subsequently, PHS Administration have served as a resource to other schools on the local, state, and national level. PSD has been asked by the White House Office of Drug Control to speak at an informational session held in Nevada in April 2007. The PHS Principal will speak on the topic at the National Secondary School Principals Association National Convention in 2007.

PSD also prides itself on being a good community member. PSD facilities have been used by non-profit community groups

at no cost. In the last three years, PSD facilities have been used more than 14,000 hours by 40 organizations. This benefits the children, youth, and adults of the Pewaukee community.

7.5.a.(2) Operational efficiency rests in many facets of PSD, but technology has been a priority of the PSD Strategic Plan; thus, it is an area where effectiveness is measured more frequently.

Over the past five years, numerous upgrades have been made to the PHS technology system as part of the PSD Strategic Plan. These include enhancements to the network system and efficiency software. **Figure 7.5-1** lists software purchased in the last five years to enhance the operational efficiencies of PSD administrators and staff.

Figure 7.5-1 Efficiency Software Purchases

Application	Location	Implementation
Skyward PaC - Educator Access+ (attendance only)	HES ACMS PHS	August 2002
SPSS data warehousing	District Office	September 2003
Family Access	PSD	October 2003
Skyward PaC - Textbook Tracking	PHS	August 2003
Skyward PaC - Fee Tracking	PHS	August 2003
Skyward Finance PaC	District Office	December 2003
Skyward PC - Special Education	Special Education Office	September 2003
Skyward PaC - Health Records	PSD	September 2003
Skyward PaC - Textbook Tracking	ACMS	August 2004
Skyward PaC - Fee Tracking	ACMS	August 2004
Skyward PaC - Educator Access+ (online grade book)	HES ACMS HS	August 2004
Skyward PaC - Food Service	PLE HES ACMS	August 2004
NetStorage (remote access to network files)	PSD	December 2004
Skyward PaC - Food Service	PHS	August 2005
NetStorage (remote access to network files)	ACMS PHS	December 2006
Skyward - Pocket PaC (attendance in PhyEd classes)	ACMS PHS	January 2007

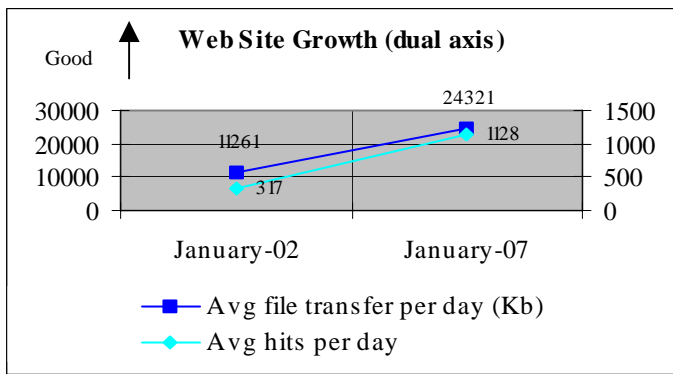
Similarly, the PSD web site has undergone massive revision to better serve users. In the past five years the site has seen extensive redevelopment including:

- Pull down menus for cleaner page look

- New pages setup for:
 - District newsletter
 - Annual report
 - Video tour of the schools
 - Photo gallery
 - Each building has pictures of students, facilities, and artwork.
- All schools have web sites of their own, compared to a District only site
 - Principal Welcome pages
 - Events Calendars
 - Building newsletters
 - Scholarship information (PHS)
 - Teacher pages (upper grades)
 - Grade level pages (lower grades)
 - Club pages
 - Athletics pages
 - Daily Announcements
 - Guidance page
- School closings page
- Departmental pages
- Portal page for students and staff
 - Links to Educator Access grading system (teachers)
 - Links to GroupWise Email system (teachers)
 - Links to Netstorage remote access to files (teachers & students)
 - Documentation / User Guides
 - ERMA (employment information - staff)
 - VPN software (remote access – staff)
- Board of Education
 - Welcome
 - Member information
 - Board Policy & Procedure manual
- Non-webmaster managed employment pages, categorized by type of job opening.
- Online Bus Route information
- Annual notices, and Policy & Procedure page
- Family Access links for checking student information
- Additional forms and lists provided on Forms page
- Open Enrollment page
- Lunch nutritional information
- NCLB page
- Open Enrollment page
- Curriculum Guides page (by grade level)
- State curriculum links
- Weathernet page from Asa Clark weather station
- Community Information page
- Community Links page
- Links to PTO & PHS Booster Club

With these dramatic web site enhancements, the usage of the PSD web site has dramatically increased. **Figure 7.5-2** also presents the increases in the number of computer files transferred each year.

Figure 7.5-2 Web Site Use



As the computer network grew, PSD Administration needed to respond to increased service issues. In 2006 Help Desk tracking software was installed to better serve users. Help Desk calls will be tracked over time to improve efficiency levels.

Service Efficiencies are evidenced in other PSD employee groups. Custodial/cleaning operations clean 496,547 square feet between four buildings space that must be cleaned. The District 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, our District 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.

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 10.4. During the 2005-06 school year, the Food Service Department served a total of 195,506 meals. This computes to 18,798.65 meals per food service employee. The 195,506 meals served are quantified in **Figure 7.5-3**.

Energy conservation measures enacted in the past year have resulted in lowering the energy consumption over the short term. These results will continue to be monitored over the long- term to optimize the efficiency of the building systems and to quantify cost savings.

7.5-3 Food Service – Meals Served

Type of Meal	Number Served
Paid lunches (full cost)	169,301
Free lunches	11,889
Reduced lunches	7,342
Total Student	188,532
Adult meals	6,974
Total Served	195,506

7.6 Leadership and Social Responsibility Outcomes

7.6.a Leadership and Social Behavior Results

7.6.a.(1) The strategic plan with corresponding action plans have been implemented every year since 1992, with the exception of three years in the late 1990’s when it occurred every two years. In 2005-06, 90% of the action plans were completed during the course of the year.

7.6.a.(2) 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:

- 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

Our PHS Principal was selected as Principal of the Year partly due to the integrity he brings to the job. Administrators elect to donate personal funds for a \$1,000.00 scholarship for a graduating senior each year through the Pewaukee Scholarship Fund. Administrators also donate more than any other employee group to United Way, even though it is one of the smallest 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 scholarship to a graduating senior each year. The community extends its support to the BOE. In the last six 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 Director of Business Services was elected to serve on the board of the Wisconsin Association of School Business Officials, 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 three accomplishments speak to the accountability in PSD business operations.

7.6.a.(4) PSD is in regulatory compliance with all agencies with which the District interfaces (Figure 6.1-3).

7.6.a.(5) Community service and citizenship has always been a District priority and has been included in the Strategic Plan 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:

- 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 rate and few drug related incidents. PSD is particularly proud that in the last three years DPI reports no violent crimes involving PAD students (Figure 7.6-1).

Figure 7.6-1 Destructive/Harmful Behavior

School Year	Expulsion Rate	# Students Violent Crimes/Actions	Drug Related Incidents
2003-04	.026%	0	8
2004-05	.14%	0	1
2005-06	.40%	0	4

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 ten times to investigate poor or unsafe bus behavior.

Service learning continues to be a part of the PSD Strategic Plan Action Plan. 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, and building a park pavilion for the Village of Pewaukee. Corporate citizenship is a tenet of the PSD Strategic Plan and PSD administrators and staff pledge to work to provide the volunteer base for one Positively Pewaukee event each year. PSD contributions to United Way have 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.