Pewaukee School District
Opening the door to each child's future.

2013 Malcolm Baldrige National Quality Award Application

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Pewaukee School District
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Pewaukee, WI 53072

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

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

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

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

%
Percent

A

AASA
American Association of School Administrators; national superintendent's association

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

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

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

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

Act 10
2011 Wisconsin legislation that limited collective bargaining rights for public workers; also called WI Budget Repair Bill

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

Administrative Cabinet
See AC

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

Administrative Team
See AT

ADS
Assessment and Data Specialist; new PSD hire who manages the district-wide data warehouse, school and district dashboards and prepares reports in support of district data analysis needs

Advanced Placement
See AP

ADR
Annual Data Review; review of student performance and perceptual data conducted annually by District and Building Data Teams

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

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

AESOP
Automated Substitute Placement and Absence Management; internet-based tool implemented for employees to report an absence and secure a substitute teacher

AP
Advanced Placement; college courses taught at the high school level; national program with curriculum specified by the College Board; also abbreviation for Action Plan

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

AR
Assessment Reports; published by the PSD Assessment and Data Specialist to provide PSD Data Teams synthesized and formatted data with analysis

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

ASCD
Association for Supervision and Curriculum Development

Aspiring
PSD self-selected school districts used for academic benchmarking (Whitefish Bay, Mequon-Thiensville,

Elmbrook, New Berlin, Kettle Moraine, Middleton-Cross Plains)

ASQ
American Society for Quality

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

B

BA
Bachelor's Degree

Balanced Literacy Program
Curricular approach used to integrate the teaching of reading, language arts, and writing

Balanced Scorecard
See BSC

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

BDT
Building Data Teams; PSD school teams responsible for analyzing student achievement, demographic and perception data to identify improvement goals

Block Schedule
Academic schedule in which students have fewer classes per day for a longer time per day

BLS
Bureau of Labor & Statistics

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

Board
Shortened term for Board of Education; the 7-member governance body for PSD

BOE
Board of Education; see *Board*

BSC
Balanced Scorecard; the most important results measurements for PSD; measures SP Goals

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

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

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

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

C

CAO
Chief Academic Officer; one of the two Senior Advisors in PSD

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

CC
Core Competencies**;** An organization's areas of greatest expertise; in relation to student learning, unrelated to Baldrige, PSD refers to Core Competencies as our 21st Century Learning Skills: Critical Thinking & Problem Solving, Creativity and Innovation, Collaboration, Citizenship, Communication, Information Technology and College & Career Readiness

CEO
Chief Executive Officer; more frequently referred to as the Superintendent or District Administrator

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

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

C&I
Curriculum & Instruction

CIDTP
Continuous Improvement and Data Teaming Process; structure linking district data analysis practices with strategic planning

CIP
Continuous Improvement Plan; former term for PSD Action Plans

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

ClassList
Template utilized to develop grade level and teacher web pages

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

Communication Plan
Key work process tool to manage Communications Management; organizes both the communication PSD generates for stakeholders and the engagement of stakeholders that is sought

Continuous Improvement
A strategy of planned activities and measurements implemented to bring gradual but continual improvement to a work process, system, and, thereby the entire organization;

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

CP
See Communication Plan

CPR
Cardiopulmonary Resuscitation

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

Crisis Response Plan
See CRP

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

Curriculum
Program of study for all students

D

Data Retreat
See Annual Data Review

Data Wall
Visual display of student achievement

DBA
District Benchmark Assessments; local common assessment tools to monitor student learning progress

DBG
Director of Buildings & Grounds

Department of Public Instruction
See DPI

DDT
District Data Team; monitors progress on strategic goals, district achievement, demographic and perception data on to identify issues and opportunities for improvement in a timely and systematic manner

DHR
Director of Human Resources

Differentiation
Teaching with student variance in mind; instructional focus on employing varying curricular, instructional and assessment strategies to meet the varying needs of students; first level in our Response to Intervention "pyramid" of services

District Benchmark Assessments
See DBAs

DPI
Wisconsin Department of Public Instruction; state educational agency enforcing statutory education regulations

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

DVD
Digital Video Disc

E

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

EDIS
Economically disadvantaged

Educator Effectiveness
State-mandated new teacher evaluation system to be put in place by 2015

EEO
Equal Employment Opportunity

EEOC
Equal Employment Opportunity Commission

Elective
A non-required curricular class a student chooses to study

ELL
English Language Learners; term used for students with limited English proficiency

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

EMS
Emergency Management System

Encore
Daily curricular classes in Art, Music, Physical Education, and World Language that are taken by PSD elementary (K-6) students on a weekly rotating schedule

EPAS
Suite of standardized tests (Explore, Plan and ACT) used by PSD to measure college and career readiness

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

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

ES
Environmental Scan; a term for the activity conducted in strategic planning to gather external information on internal and external issues that may potentially influence the organization

ESEA
Elementary and Secondary Education Act

EXPLORE
Part of the Explore, Plan and ACT (EPAS) test suite; taken by students in Grade 8 to prepare for taking the ACT in junior or senior year; scored on a 1-25 scale; a predictor of ACT scores

F

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

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

Facilities Management
Key Support work process that maintains the community's investment in the campus and its facilities using the key work process tools of Five Year Capital Projects Plan and the Ten Year Campus

FAQ
Frequently Asked Questions

Financial Management
Key Support work process that creates, implements & monitors PSD financial operations using key work process tools Budget & Staffing Plan and Budget Planning Cycle

FIRST
For Inspiration and Recognition of Science and Technology; the First Lego League is an extra-curricular at ACMS and PHS

First Student
Key vendor providing student transportation to PSD

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

Five Year Old Kindergarten
See 5K

FP
Fountas & Pinnell Benchmark Assessment System; tool used at elementary level to monitor student reading progress and ensure students are reading materials at the appropriate level

Four Year Old Kindergarten
See 4K

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

Fund Balance
Reserve fund created when revenues exceed expenditures

G

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

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

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

Grading for Learning
PSD SP Teaching & Learning Initiative focusing on reporting more meaningful, specific feedback to support learning

GSR
Setting Retreat; completed by each Building Data Team to identify goals and develop School Improvement Plans suppor-

tive of strategic district and school

Guided Reading
PLE and HES individualized/small group instructional strategy to support students learn to read increasingly challenging text using effective strategies and process with understanding

H

H1N1
Swine Flu Virus

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

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

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

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

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

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

I

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

IDT
Instructional Data Teams; responsible for closely examining student achievement data in relation to a specific curricular content area

IDR
Intensive Data Reviews; completed by Instructional and Building Data Teams subsequent to the release of results of a significant assessment or cluster of assessments and/or other key sources of information

IEP
Individualized Education Plan; a detailed educational plan outlining the educational goals, assessment methods, and behavioral management plan of a student requiring special education services; creation is orchestrated by the Student Services Department; one of the highest levels of intervention in our Response to Intervention pyramid of services

Induction
Process to integrate new employees to the organization

Innovation Lab
State-supported collaborative effort managed by CESA#1 to support innovative learning methods in schools, particularly personalized learning

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

ISTE
International Society for Technology in Education

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

J

JA
Junior Achievement

K

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

K-12
Kindergarten through Grade 12; term that refers to the breadth of a student's experience from the time they enter school to the time they graduate; sometimes referred to as EC-12 as Pewaukee Lake Elementary offers Early Childhood for some students before kindergarten

KSA
Knowledge, skills and attitudes

L

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

LCD
Liquid Crystal Display

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

Leadership Week
A convening of all PSD administrative team members for the purpose of developing plans in support of strategic initiatives identified through the PSD Strategic Plan.

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

LM
Library Media

LPN
Licensed Professional Nurse

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

M

MA00
Master's Degree with zero additional credits; PSD's teacher compensation uses a salary scale dependent on years of experience and advanced credits taken

MAKM
Measurement, Analysis, and Knowledge Management

MAP
Measures of Academic Progress; Standard aligned, computerized, adaptive assessment system in grades 2-9 to monitor and benchmark student reading & math achievement level to better guide individualized instruction and predict success on state and national level assessments

Math Expressions
Curricular materials and corresponding instructional methodology used by PSD in Grades K-6 to teach math

Mb
Megabyte; computer term measuring units of information

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

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

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

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

MVV
Mission, Vision & Values

N

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

NE
Network Engineer

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

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

No Child Left Behind
See NCLB

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

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

NSPRA
National School Public Relations Association

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

NWEA
Northwest Evaluation Association; organization providing Measures of Academic Progress (MAP), a computerized, adaptive assessment system that offers educators detailed insight into student learning

O

OCSI
Open Computer and Software Inventory

OE
Open Enrollment; Statutory program allowing Wisconsin parents to apply for their child to attend a public school in a

school district other than the one in which they reside

OFI
Opportunities for Improvement

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

Open Enrollment
See OE

OPR
Organizational Performance Review

OSHA
Occupational Safety and Health Administration; government agency in the Department of Labor to maintain a safe and healthy work environment

OTPR
On Track: Post-secondary readiness

P

P/AP
Principal/Associate Principal

PAD
Public Access Defibrillation

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

PBC
Pewaukee Booster Club; also called Booster Club

PDP
Professional Development Plan; key work process tool for Human Resources Management used to plan and impart needed training; term also refers to the Wisconsin DPI term referring to the portfolio to be created by teachers and administrators for licensure

PDSA
Plan, Do, Study, Act; along with strategic planning, methodology used by PSD for continuous improvement management

PDT
Professional Development Team

PEA
Pewaukee Education Association; local teacher's union

Performance Evaluation System
See PES

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

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

Phy. Ed
Physical Education

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

PLAN
Part of the Explore, Plan and ACT (EPAS) test suite; taken by students in Grade 10 to prepare for taking the ACT in junior or senior year; scored on a 1-32 scale; a predictor of ACT scores

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

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

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

POI
Structure for our Response to Intervention; continuum of increasingly intensive services delivered by our Student Services Department for identified students in need of academic assistance or challenge

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

Professional Development Plan
See PDP

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

PSF
Pewaukee Scholarship Fund; key PSD collaborator offering scholarships to Pewaukee High School graduating seniors

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

Pyramid of Interventions
See POI

Q

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

R

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

Reading Recovery
Short-term, intensive reading intervention for low-achieving first grade readers providing a half-hour of support each day to assist the identified student read at grade level

Response to Intervention
Tiered system of support delivered by our Student Services Department for identified students needing academic or behavioral support or increased challenge

RLA
Reading Language Arts; another term for Language Arts

RN
Registered Nurse

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

RtI
See Response to Intervention

S

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

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

SC
Safety Committee; group that evaluates campus safety and plans for emergency readiness; created and monitors implementation of the Crisis Response Plan

School Improvement Plan
Plans created by each school to support the Teaching & Learning Strategy area of the Strategic Plan

SDs
School Districts

SE
Student Engagement

SPED
Special Education; services delivered by our Student Services Management area via an Individualized Education Plan to meet learning needs of students identified as having learning or physical disabilities; highest level in our Response to Intervention pyramid

SIP
See School Improvement Plan

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

Skyward
Student, finance and human resources administrative software package used by PSD to integrate technology management throughout the school district

SL/s
Senior Leadership or Senior Leaders; also called AT or Administrative Team

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

SMART
Acronym for the creation of goals that are Specific, Measurable, Attainable, Realistic, and Tangible

SMS
School Management Software; *See Skyward*

SP
Strategic Plan; PSD key continuous improvement tool

Special Education
See SE

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

SPP
Strategic Planning Process; PSD key continuous improvement process

SPR
School Performance Report; mandated for all WI public school districts to submit and publish to communicate annual progress the school district

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

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

ST
Short Term/Shorter Term; PSD identifies both short and long term goals in the strategic planning process

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

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

SWD
Students with Disabilities

SWOT
Strategic planning analysis tool used to determine Strengths, Weaknesses, Opportunities, and Threats

SWSA
Southeastern Wisconsin School Alliance; advocacy group providing school leaders and parents non-partisan, objective information and training to be a strong advocate for public education

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

T

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

Taher
Key vendor providing food service management services

Talented and Gifted
See TAG

Tb
Terabyte; a unit of measurement for digital information storage

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

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

Technology Management
Key Support work process area that orchestrates the use of technology district-wide as a learning, organizational, communication, and efficiency tool; a Technology Plan as a key work process tool in this area

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

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

Title 1
Federal program to bridge the gap between low-income students and other students by providing supplemental funding to local school districts to meet the needs of at-risk and low income students

U

US
United States

UW
University of Wisconsin

UWW
University of Wisconsin-Waukesha

V

VOC
Voice of Customer

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

W

WAA-SwD
Wisconsin Alternative Assessment for Students with Disabili-

ties; State alternative assessment tool used by students identified with disabilities whose IEP indicates they are not to take the WKCE

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

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

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

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

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

Webspy
Webpage monitoring security system used by PSD

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

WFA
Wisconsin Forward Award; Wisconsin's state level Baldrige program coordinated by the Wisconsin Center for Performance Excellence

WI
Wisconsin; also referred to as "the State"

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

WKCE-CRT
Wisconsin Knowledge and Concept Examinations-Criterion Reference Tests; State-mandated tests measuring student proficiency in a variety of subject areas for students in grades 3-8 and grade 10; used to determine adequate yearly progress of students at the school, district and state levels; scored using four proficiency levels: minimal, basic, proficient, advanced

WL
World Language; formerly called Foreign Language

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

WSS
Wisconsin State Standards; Section 118 outlines education statutes

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

Z

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

Preface: Organizational Profile

P.1 Organizational Description

P.1a Organizational Environment

Located in Waukesha County outside Milwaukee, the Pewaukee School District (PSD) is a Wisconsin (WI) public school district that offers a quality education to Village and City of Pewaukee students in Kindergarten through 12th grade (K-12). We passionately commit to our **Mission** to ***open the door to each child's future*** ***(Figure P-1)***. Residents and non-residents alike choose PSD for the high quality education we proudly deliver. In 2013, *Newsweek* named PSD one of the best, ranking Pewaukee High School in the top 2000 high schools in the nation, placing us the 7th highest ranked high school in Wisconsin.

Figure P-1 PSD Logo

Pewaukee School District
Opening the door to each child's future.

PSD's 2012-13 student enrollment is 2,760 making it the smallest K-12 school district in Waukesha County. Our school community is enhanced by 220 open enrollment (OE) students who reside outside PSD boundaries but elect to be educated in PSD under the WI OE program. PSD serves the Pewaukee community in a unique setting with our four schools operating on a single campus; this enhances collaboration & community while increasing efficiency. Our reason for using the Baldrige Criteria for Performance Excellence as foundation of our systems approach was captured by ASQ President Paul Borawski who wrote of PSD, "Success is measured in the classroom, but the business of the school system to support educational excellence is managed too."

Figure P-4 Our Commitment to PSD Students

Mission
To Open the Door to Each Child's Future
Purpose
In pursuit of our Mission, we provide a high quality education so students graduate college- and career-ready
Values
Our school community delivers an innovative and progressive education. We are passionate about academic excellence, committed to fostering positive citizenship, and dedicated to inspiring all students to flourish.
Core Competencies
Our Culture of Continuous Improvement Our Systems Approach to Leadership & Planning

P.1a.(1) PSD delivers our educational program and service offerings using four key Academic work processes. These four key Academic processes ensure we meet student learning needs while helping every student graduate college- and career-ready. All four tightly integrated in our Teaching & Learning

Figure P-2 Educational Program & Service Offerings

Academic Processes	Key Question	Delivery Mechanisms for Academic Program & Service Offerings	Key Process Improvement Tools
Curriculum	What do students need to know and be able to do?	• Board-approved, required sequence of coursework for all students exceeding WI DPI regulations • 2 Key Areas: Math & Reading/Language Arts (RLA) • Science & Social Studies also viewed as core subjects • Supported by elective/encore courses in: Technology Education, Business, Family and Consumer Education (FACE), World Language, Physical Education (PhyEd), Health, Art, and Music • Technology infused in all curricular subject areas so students learn about, with & through it	Curriculum Renewal & Design Process (CRDP)
Instruction	How will students learn what they need to know and be able to do?	• High quality instruction integrated in the Teaching & Learning and Workforce Engagement & Development strategy areas of the Strategic Plan • Professional development on SP initiatives provided to all teachers; time built in calendar to learn strategies supporting quality instruction • Systematic methodology for teaching key curricular areas of RLA & Math • Professional Learning Communities (PLCs) provide our teachers collaboration time for knowledge sharing of best practices; a Professional Development Plan focuses on new knowledge & skills needed • Performance Evaluation System (PES) based on Danielson's *Framework for Teaching* evaluates classroom instruction of teachers • Strategic Plan focuses on personalizing learning for all students	Professional Development Plan (PDP) Performance Evaluation System (PES) Professional Learning Communities (PLC)
Assessment	How will students demonstrate what they know and can do?	• System of evaluation of student learning focusing on formative (in-process measures) and summative assessments, some designed locally and others State-mandated • PLCs provide teachers time to move to grading "for" learning rather than grading "of" learning • Student achievement data analyzed by teachers every six weeks to determine needed interventions & instructional changes; also in summer in our Annual Data Review • System of reporting student progress to parents via report cards and use of real time, on line data tool called Family Access • Use of national and state assessments to benchmark performance	Student Assessment System PLCs Annual Data Review (ADR)

Intervention	How will we respond if students don't learn or if they already know it?	• RtI: a tiered system of support delivered by our Student Services Dept. for identified students in need of academic or behavioral support or enrichment; offered in 3 tiers with each tier becoming more intensive in providing services. We also call this our Pyramid of Interventions:
		  ◦ Tier I services offered in classroom by classroom teacher (serves the most students)
		  ◦ Tier II offered via intervention specialists (Guidance, Reading Specialists, Math Interventionists)
		  ◦ Tier III offered by Special Education professionals (serves 7.54% of our student body)
		• Enrichment offered as part of Talented & Gifted program
		• 1400 students receive enrichment or remediation in PSD Summer School
			Response to Intervention (RtI)
			
			PLCs

Figure P-3 Educational Programs & Service Offerings in PSD's Four Schools

School	2012-13 Enrollment	Notable Program & Service Offerings
Pewaukee Lake Elementary School (PLE)	878 students Four Year Old Kindergarten (4K) – Grade 3	• Systematic instructional methodology using Readers/Writers Workshop & Math Expressions to personalize instruction; classes taught in daily blocks for Reading/Language Arts (RLA) & Math; Social Studies & Science taught as part of core • Half day Four Year Old Kindergarten offered to all residents as an innovative, early learning option • Encore classes rotate each day throughout the week & include Art, Music, World Language, and Physical Education • Both elementary schools employ a systematic approach to monitor reading, writing & math using student achievement data to drive instruction & intervention; a specific Intervention Block is woven into each day to provide student support • Innovative schedule implemented in 2012-13 contains daily student intervention time & teacher collaborative time, known as PLC time; classroom teachers collaborate daily while students are in Encore classes • One of 15% of schools in the nation to teach World Language (Spanish) starting in Kindergarten
Horizon Elementary School (HES)	607 students Grades 4-6	
Asa Clark Middle School (ACMS)	392 students Grades 7-8	• Innovative 70-minute, 5x5 block schedule; courses run alternate days with exception of daily blocks of Math & RLA • Core requirements for all students include Math, RLA, Science, Social Studies and World Language (Spanish, French or Chinese) • Wide variety of elective classess (e.g. Robotics, Entrepreneurship, Art, Music) may be selected by students • Daily advisory resource & intervention time for all students fosters academic growth, healthy relationships, productive work habits, and positive citizenship • Established results-driven, PDSA system and quality processes to ensure alignment to district goals and to support agility as well as innovation; PLC time for teachers provided in the schedule • To maximize college and career readiness tailored to each student's developmental needs and goals, ACMS strategically integrates personalized learning as a key strategy in achieving creating success in fulfilling our mission.
Pewaukee High School (PHS)	738 students Grades 9-12	• Graduation Requirements: 28 credits, one of the highest levels in the State (combined with 99% graduation rate) • Wide variety of curricular and extracurricular classes offered to students who take four classes per day in an alternate-day, 4x4 block-schedule; this schedule eliminates study hall for students and maximizes learning time • 17 Advanced Placement (AP) classes offered, giving students college level coursework while in high school • Resource period serves students needing assistance from teachers or peer tutors • Volunteer Program places 158 juniors and seniors in elementary, middle, and high school classrooms to assist teachers • In support of personalized learning commitment in Strategic Plan, blended courses combine the best instructional strategies in an online/face-to-face environment where students may study Human Anatomy, U.S. History, American Literature, British and World Literature, and ACT Prep • Cutting edge, innovative coursework with Northwestern University along with PHS courses in Chinese, Green Technology, Computer Animation, to name a few, support students to meet 21st century challenges • A wide range of extra-curricular activities in the Athletic, Music and Academic areas support student engagement

strategy area of our Strategic Plan (SP) and equally vital, each answers a key student learning question (***Figure P-2***).

Our high quality faculty & staff deliver our educational programs and services. Our four campus schools provide a connected system for comprehensive study of Board-approved curriculum, student interventions, teacher collaborative time for learning together and problem solving in Professional Learning Communities (PLCs) and an opportunity for students to take a wide variety of extra-curricular classes ***(Figure P-3)***.

P.1a.(2) PSD has involved the community in creating a strategic plan (SP) since 1992 with the Mission, Purpose, Vision, and Values (***Figure P-4***) determined in this vibrant strategic planning process (SPP). Our empowering ***Mission*** is PSD's foundation and is branded in our logo that symbolically is both door and book. (***Figure P-1***). For clarity and integration, we define our Vision in our five strategy areas of our SP (***Figure 2.1-2)***. Our core competencies truly propel PSD in reaching our Mission. We demonstrate our commitment to continuous improvement and use of a systems approach.

P.1a.(3) 296 dedicated PSD employees help reach our Mission for students. Guided by our strategic plan**,** PSD implements a Recruitment & Retention Plan to attract and retain the most highly qualified staff to help reach our Mission. PSD segments our workforce as presented in ***Figure P-5.*** All teachers and paraprofessionals are licensed by the Wisconsin Department of Public Instruction (DPI). PSD's comprehensive multi-year induction/mentoring program provides professional support for newly hired teachers provided by a team of 34 trained teacher mentors. We currently work with two union groups representing teachers and custodians. Prior to Act 10 in 2011, we had five union bargaining units and contracts with each. Three groups elected not to recertify. Post-Act 10 we employ a common employee handbook and individual addendums for each employee group to specify salary, benefits and job requirements. Our staff has remained dedicated & professional throughout this time of WI legislative changes to collective bargaining via Act 10. Job descriptions delineate special health and safety requirements, where applicable. In addition to motivating all employees with our Performance Evaluation System (PES), a Workforce Engagement & Satisfaction Survey assesses key indicators of job satisfaction. Our motivated staff is annually recognized for years of service, outstanding attendance, and attaining advanced degrees. We are very proud our employees nominated us and we were chosen as a *Milwaukee Journal Sentinel* Top Workplace for the past three years. This speaks to our strong work culture.

P.1a.(4) PSD takes pride in our unique campus setting and in the safe and efficient ***facilities*** we operate. With community support funding multiple referenda, our facilities have undergone expansion and renovation in the last twenty years. Passage of a November 2010 $16.5 million dollar referenda allowed PSD to renovate and expand district facilities to meet growing enrollment needs and improve programming in the

arts. PSD facilities are comprised of the four schools on our 85 acre campus. The facilities, valued at over 80 million dollars, are maintained through our Building & Grounds Department. A BOE-approved Five Year Capital Projects Plan maintains facilities and ensures that we address the life cycle replacement of ***equipment***. Planning for future campus needs is accomplished by a Ten Year Campus Facility Planning Process and a commitment to a sustainable, sound budget process. Through the combined efforts of PSD, Booster Club, PHS Track/Cross Country and Pewaukee Youth Football, a funding plan was put in place for the reconstruction of the high school's track and installation of artificial turf on the football field to be completed August 2013. Community support is strong!

Figure P-5 Key Workforce Segments: 2012-13

Employee Group	Job Type # of Employees	Bargaining Unit	Total FTE	Education Levels	Gender / Diversity
Administration	Superintendent (1) CFO/CAO(2) Principal/AP/Other AT Members (14)	None	17	1 Ed.D. 15 MA 1 BA	9 F 8 M
Faculty	Teachers	WEAC	170	125 MA 45 BA	134 F 36 M
Support Staff	District Support	None	14	HS Diplomas to MA	94 F 15 M Diversity 290 Caucasian / 6 Minority
	Technology	None	4		
	Paraprofessionals	None	33		
	Secretaries	None	13		
	Custodians	SEIU	26		
	Food Service	None	19		

PSD's Information Technology (IT) Dept. is recognized statewide for its innovation in supporting the District focus on improving student learning and increasing stakeholder engagement via the use of ***technology***. The major emphasis of the District's Technology Plan, as set forth in the SP, is on increased accessibility to information and technology resources to transform teaching and learning. All students and staff have access to instructional technology resources and the Internet via our fleet of 2658 computers (includes laptops, netbooks, and desktop computers). Additional access in classrooms also includes TV monitors, media playback device, and telephones. Computer labs at the middle and high schools serve students enrolled in courses that require specific access to instructional software applications. Our successful 1:1 Teaching & Learning Initiative, one of few in the state and nation, provides students in Grades 5-12 with a laptop. Students in Grades 7-12 have access to this laptop for learning 24/7, while use of the laptop in Grades 5-6 is limited to the school day. The Digital Classroom initiative equipped each PLE and HES classroom with an interactive whiteboard and ceiling-mounted LCD projector. PSD assesses student and teacher technology skills, and teachers and administrators participate in professional development opportunities to improve skills: "lunch & learn" sessions, graduate courses offered on campus, and workshops, as part of our Professional Development Plan (PDP). IT dashboards are systematically reviewed to monitor technology use, customer service, and effectiveness.

Figure P-7 Key Collaborators, Partners and Suppliers

Collaborators	Volunteers, PTO, Booster Club, Friends of the Fine Arts, Parent Advisor Groups (PAGs)
Partners	Village/City, Community day cares providers used in our 4K program, CESA #1, Kiwanis, Chamber of Commerce, WCTC
Key Vendors	First Student (Transportation); Taher (Food Service)

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

The student testing environment is highly regulated with WI Knowledge and Concepts Examinations-Criterion Reference Tests (WKCE-CRTs) being state and nationally mandated for students in Grades 3-10. This WI State assessment system supports federal NCLB legislation and measures Adequate Yearly Progress (AYP), the determination used for schools in need of improvement. **PSD has met AYP every year in <u>all</u> student, school and grade level, and sub-group segments.** Similarly, PSD has all schools meeting & exceeding expectations on our new WI State Report Card. To better monitor student achievement in an on-going and systematic basis, PSD augments mandated testing with use of our tiered Assessment program including Measures of Academic Progress (MAP), the EPAS system (Explore, Plan & ACT tests) and local key assessments. We use data systematically to monitor student learning & respond with needed interventions.

P.1b Organizational Relationships

P.1b.(1) PSD is **governed** by a seven member Board of Education (BOE) elected at large to three year terms who work collaboratively with the Administrative Team (AT) to implement PSD's strategic plan. The BOE hires and evaluates the Superintendent who serves as PSD's Chief Executive Officer. Two senior advisors (CFO & CAO) report to the Superintendent along with the four Principals. The 17 administrators who serve PSD as an Administrative Team are identified in ***Figure 1.1-1***. The Superintendent leads the AT and charges all SLs to work with their staffs to reach our SP Goals and carry out procedures to support BOE policy.

P.1b.(2) ***Key student segments*** and current enrollments for key sub-groups are identified in ***Figure P-8.*** These are

determined by the methods PSD utilizes to analyze student achievement, a key to integration. We pride ourselves on the degree to which we monitor individual student achievement and personalize academic interventions. To make certain we are equitable in helping all groups of students achieve, we closely monitor the academic performance of multiple student segments. In commitment to our Mission, we identify and work to rectify performance gaps found in analysis of our identified segments. ***Key market segments*** are determined by how we attain student enrollment ***(Figure P-8)***. Most Pewaukee resident students elect to attend PSD schools, but some choose private or parochial school, are home schooled, or participate in open enrollment in a non-Pewaukee school district. PSD maintains a strong hold on the resident market. ***Key stakeholder groups*** identified in ***Figure P-9*** have been involved in the SPP since its inception in 1992 so the voice of stakeholders has a vital role in the innovation of our programs, offerings and services. Stakeholder requirements for these groups are determined in the SPP (***Figure P-9***).

Figure P-8 Key Student & Market Segments

Key Student Segments	Key Market Segments
School	***Resident***
Grade Level/Graduating Class	PSD Students
Gender	Open Enrollment - Out
Economically Disadvantaged (12.04%)	Private School Students
Students with Disabilities (7.54%)	Home-Schooled Students
English as a Second Language (1.74%)	***Non-Resident***
Race/Ethnicity (83.22% Caucasian, 5.5% Hispanic, 5.4% Asian, 1.49% African American, 4.39% Other)	Open Enrollment - In
Individual	Families Relocating

P.1b.(3) Key collaborators, partners and suppliers are identified in ***Figure P-7***. ***Collaborators*** are the volunteers and groups, often made up of PSD parents & citizens, whose efforts are designed to improve PSD student programs and offerings. PSD has thousands of ***key collaborators***. Currently, all K-8 parents are Parent Teacher Organization (PTO) members and 236 PHS parents serve in the Booster Club. PSD volunteer base encompasses students, parents, and citizens. We share a highly collaborative relationship with our support groups as they directly support our Mission and work closely with us to that end. The PTO supports curricular enhancement with the funding of assemblies, field trips and teacher grants while the Booster Club provides additional funding for all PHS athletics & activities. Both play a key role in teacher, student and staff recognition. PAGs are the Principal-led parent advisory groups that serve as a sounding board to attain parent input concerning programs, offerings, and services. The Superintendent regularly meets throughout the year with representatives to maintain two-way communication. ***Partners*** are the many members of our local and greater-Milwaukee business & civic community with whom we have more formal partnerships to support PSD's Mission. Many area business leaders serve on PSD SP Teams, task forces and committees, with foundations and firms providing expertise, gifts, and grant dollars to support curricular initiatives. Our collaborators and partners are represented on SP Teams to further integrate their valued input in our plans and play a vital role in our innovation. Over 2000 ***Suppliers*** provide needed materials & services, all functioning under BOE policy mandating that expenditures over $3,000 be competitively bid using a minimum of three vendors. BOE policy and contracts outline District requirements. Our two key vendors are First Student, who is hired to transport students safely and have timely school and home arrival; and Taher, hired to manage our food service program with the requirement of serving nutritious meals in a timely, cost-effective manner.

Figure P-9 Key Stakeholder Groups & Requirements

Group	Key Stakeholder Requirements
Students	High quality education, engagement, challenge
Parents	Safe schools, strong communication, high quality education
Community	High quality education, cost effective, communication
Alumni	Preparedness for college or career, high quality education
Employees	Safe work environment, involvement & engagement, communication, responsive leadership, and compensation/benefits

P.2 Organizational Situation

P.2a Competitive Environment

P.2a.(1) Viewed as a high performing school district in a county that is home to eleven high achieving K-12 school districts (with three school districts participating in our state-level Baldrige program), PSD is reaching increasingly high levels of excellence positively impacting our ***competitive position***. In 2009 *Business Week Magazine* rated the City of Pewaukee as the #1 affordable suburb in the nation, citing quality schools. *Money Magazine* ranked Pewaukee in the top 100 places to live in the nation in 2010, also citing the quality school system. *Milwaukee Magazine* rates Pewaukee High School an over-performer and one of the top 20 area prep schools and Pewaukee a Top Ten community in which to reside. When comparing ***size***, PSD has the smallest K-12 student enrollment in Waukesha County and ranks 91st largest of the 424 school districts in WI when comparing enrollment size. PSD's operating budget is $28.6 million and our comparative cost per pupil is $11,688 which ranks 294th out of 424 school districts in the State. Unlike 2/3 of the school districts in WI, PSD is experiencing steady enrollment ***growth***, greatly impacting a more favorable budget picture when compared to our competitors. In terms of ***market share***, PSD holds 87% of resident students who elect to attend PSD schools over private/parochial or home school options, a percent greater than area districts. At one time PSD had a negative OE trend, sending more resident students to other schools than attracting non-resident students to PSD. This trend has changed dramatically. We currently have 220 incoming OE students and 65 outgoing OE students with 153 OE applications for seats we cannot fill. PSD's key ***competitors*** are the Waukesha County (WC) public schools, in particular the schools with whom we share a border, that we compete with for market share. In analyzing student achievement, PSD elects to benchmark with six high performing WI public schools due to their high levels of student achievement; we call these "Aspiring" school districts. These schools provide us stretch goals we aspire to reach.

P.2a.(2) ***Competitive changes*** that may affect PSD's competitive situation and provide opportunities for innovation and collaboration include:

- Our partnership with CESA 1 and the Innovation Lab which is propelling our SP Action Plan in Personalized Learning, an innovative instructional strategy. We are viewed as a leader in personalized learning throughout our state.

- State legislation which is increasing opportunity for students to elect non-public school options using vouchers to attend parochial school or attend independent charter schools.
- The passing of Act 10 which changes the WI State budget & funding formula and collective bargaining practices presents challenges but also results in the development of innovative approaches to fiscal responsibility and operational practices that may better support student learning, and staff recruitment and retention. Our core competencies facilitate our being both strategic yet agile at a time of educational change in WI.
- Educator Effectiveness, a WI-mandated teacher evaluation system to be implemented by 2015, will change how we evaluate teachers and potentially how we compensate staff.

P.2a.(3) PSD utilizes ***comparative and competitive data (Figure P-6)*** as part of our core competency of creating a culture of continuous improvement. Since we are a small organization with very limited data assessment staff, we primarily use available public data as our source of comparative and competitive data with much found on the DPI Wisedash/WINNS web site. Many competitors do not collect data with the same depth in areas other than student achievement, so benchmarking opportunities are challenging in our support work process areas. PSD strategically identifies "stretch providing" benchmarking opportunities in our Academic work process area, electing to benchmark with high performing WI schools whose student achievement we aspire to attain.

Figure P-6 Sources of Comparative & Competitive Data Used by PSD to Strategically Benchmark

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

P.2b Strategic Context

Our strategic advantages heighten PSD's sustainability and support attainment of our Mission. They influence our core competencies. Strategic challenges are addressed in our SP Strategies and by our core competencies. Strategic challenges and advantages (***Figure P-10***) are identified in the Environmental Scan (ES) and SWOT analysis conducted in our SPP, addressed in our SP, and reviewed by the AT.

P.2c Performance Improvement System

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

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

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

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

In 2010, PSD was honored to be recognized by the Wisconsin Center for Performance Excellence as the first K-12 recipient in Wisconsin to receive the Governor's Award for Excellence, the highest level of achievement for the Wisconsin Forward Award. While proud of this distinction, we remain dedicated to continuous improvement via a systems approach so that we open the door to each child's future.

Figure P-10 Strategic Advantages & Challenges

Area	Strategic Advantage	Strategic Challenge	SP Integration
Educational Programs & Services	High student achievement Comprehensive curriculum & extra-curricular offerings Innovation in academic programs and use of technology	Teaching 21st century skills Increasing student achievement for all students Increasing student & stakeholder engagement using technology Growing community partnerships	Teaching & Learning Technology Communication
Operations	Safe campus setting and small size	Operating with increased efficiency	Facilities & Operations
Societal Responsibilities	Fiscal stability & growing enrollment	Changes in WI education funding system and changes to collective bargaining due to Act 10	Facilities & Operations
Workforce	Talented & professional workforce Strong leadership Strong collaborative culture	Engaging & developing our talented staff	Workforce Engagement & Development

1.0 Leadership

1.1 Senior Leadership

1.1a Vision, Values, and Mission

PSD's 17 SLs form an Administrative Team (AT) (***Figure 1.1-1***). The AT meets 2 times per month to monitor Strategic Plan (SP) implementation. To deploy Teaching & Learning SP Action Plans, the CAO meets with an Administrative Cabinet (AC) an additional 2 times per month to more closely focus on the all-important work of our schools. The Superintendent works closely with 2 Senior Advisors (SAs), meeting weekly. Our organization is small enough for us to work face-to-face, building collaboration in the name of meeting our Mission.

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

Superintendent						
Administrative Cabinet (AC) *denotes AT members who serve on AC						
Senior Advisors (SAs)			**Four Principals**			
Assistant Superintendent/ Chief Financial Officer (CFO)	Chief Academic Officer (CAO)		PHS Principal	ACMS Principal	HZ Principal	PLE Principal
Other Leaders Participating on AT						
Director of Bldgs. & Grounds	Director of Human Resources	*Director of Student Services	*Director of Technology	Public Information Coordinator	Associate Principals in 4 Schools PHS Athletics & Activities Director/ Dean of Students	

1.1a.(1) Determining PSD's Mission, Vision and Values (MVV) is deeply integrated in our strategic planning process (SPP) outlined in ***Figure 2.1-1***. Since 1992, all SLs take an active role in the SPP, many serving as strategy leaders and process owners. In the PLAN phase of the annual SPP, SLs edit or seek validation from the 45-55 stakeholders involved in the SPP that the MVV still propels us and our work.

SLs use key processes within our leadership system to systematically deploy MVV throughout our organization to our workforce, key suppliers, partners, students, and stakeholders (***Figure 1.1-2***). Most importantly, SLs drive deployment of our MVV by creating and accomplishing SP Action Plans. In the DO phase of the SPP SLs lead employees at the school and department level to create School Improvement Plans (SIPs) in support of SP Teaching & Learning Goals ***(Figure 2.1-1)***. The SL decision to increase employee involvement in the SPP fosters more integrated deployment throughout PSD. MVV is not just something we *believe*; we *act* on these beliefs by putting our SP in action.

A Communication Plan (CP) ensures that SLs communicate the MVV and SP to all stakeholders, both internal and external. By deploying the CP ***(Figure 1.1-2)***, SLs personally embed our MVV in our culture. Key to communication of our Mission is the branding of our PSD logo (located in upper left hand corner of page) which communicates our Mission both verbally and graphically. In review of our CP, SLs strategically determined best vehicles for communication of our Mission and logo to stakeholder segments such as suppliers and partners. This cycle of learning resulted in innovation in communication of our MVV: the logo is placed on ID badges, prominently displayed on our web site, on shirts worn proudly on and off campus, and on coffee mugs given to stakeholders. Our logo also became our computer screen saver so it is the first thing all employees see each day as computers are turned on. These are concrete reminders of our "why."

Through the actions of SLs, our Mission permeates campus culture. ***Figure 1.1-2*** also documents the system SLs use to recognize students and employees who exhibit evidence of reaching our Mission. We celebrate the MVV at events such as NHS Induction, Honors Banquet and graduation. Annually, to integrate learning & improvement, SLs use AT meeting time to employ a plus/delta tool to identify opportunities for improvement. SLs also analyze survey results to ascertain depth of MVV deployment (***Figure 7.4-3***). Monthly meetings with key vendors emphasize MVV while focusing on maintaining the quality service called for in our contracts.

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

1.1a.(3) ***Figure 1.1-3*** presents the processes strategically employed by SLs to create a high performing, sustainable organization. SLs have been personally involved in institutionalizing continuous improvement practices, evolving into a PSD core competency. For over 20 years, SLs have deployed a systematic SPP that is the cornerstone of our sustainability. SLs use PDSA in our implementation and improvement of key work processes. Use of the Baldrige Criteria for Performance Excellence is the framework that binds and integrates our approach to continuous improvement.

To further integrate SL learning and grow our leadership system, each summer SLs spend a week together in an Administrative Retreat, now called Leadership Week. In recent Retreats SLs have learned to create dashboards using Excel, been trained on work process flowcharting and learned research about student motivation with an area expert. At this

time, SLs build leadership capacity; it is also the designated time that SLs analyze our progress in creating a high performing and sustainable organization district.

1.1b Communication and Organizational Performance

1.1b.(1) PSD SLs communicate with our stakeholders using our Communication Plan (***Figure 1.1-2)*** using a variety of approaches that form an integrated system senior leaders systematically use to reach varying target audiences with frank, two-way discussion; reward and recognition; and communication of key decisions. Capitalizing on our unique all-campus setting, SLs promote face-to-face dialogue to build strong bonds with stakeholders. In a cycle of learning gained by learning from the Baldrige Award winning Studer Group, SLs conduct face-to-face 45-day interviews that prompt frank communication and the opportunity for the new employee and his/her supervisor to build a more solid working relationship and improve the organization. Our PES compels frank face-to-face discussion about annual goals and job performance that fosters improvement. This integration into a key work process, combined with leadership development on crucial conversations, ensures effective frank-two way communication with all employees concerning performance against goals.

Consistent with our policy for transparency of operations, SLs systematically communicate key decisions using multiple approaches deployed to all stakeholders (***Figure 1.1-2***). SLs determined that most key decisions are made in the SPP and at BOE, AT and AC meetings; thus, a system was created to share decisions from these groups with all stakeholders. All employees receive the SP in hard copy and minutes of all BOE meetings electronically. The SP is published in the Annual Report. In addition to publishing BOE agendas and minutes in the local paper, the district web site contains BOE

Figure 1.1-2 Communication Plan Processes

Systematic Deployment Methods of MVV and SP	Deployment			Purpose				Target Group									Frequency					
	Two-Way	Upward	Downward	Engagement	Frank, 2-way	Key Decision	Reward/Rec.	Employees	Students	Parents	Teachers	Community	Volunteers	Collaborators	Suppliers	Alumni	Yearly	Quarterly	Monthly	Weekly	Daily	Ongoing
Publishing/Sharing SP	•			•		•		•	•	•	•	•	•	•	•	•	•					
Branding of Mission			•	•		•		•	•	•	•	•	•	•	•	•						•
Administrative Retreat	•			•	•	•	•	AT									•					
Data Retreat	•			•	•	•	•	•									•	•			•	•
Satisfaction Survey Review		•		•				•	•	•		•				•	•					
New Employee Induction			•	•	•	•		•									•					
Welcome Back Breakfast	•			•		•	•	•									•					
Budget Planning Meetings	•			•	•	•		•								•						•
PES	•			•	•	•	•	•														•
45 Day Interviews	•			•	•	•	•	•														•
360° Feedback		•		•	•			•									•					
Annual Report			•	•		•						•					•					
Annual Meeting	•			•	•	•						•					•					
Volunteer Recognition	•			•			•						•				•					•
Perspective Newsletters	•			•		•		•			•	•			•		3x •					
Meetings w/ PTO, BC	•			•	•	•							•	•				•				
SP Quarterly Updates	•			•	•	•		AT										•				
PAGs	•			•	•	•				•							2x •					
BOE Minutes			•	•		•		•				•										•
School Newsletters	•			•		•	•	•		•								•				
AT / AC Meetings	•			•	•	•	•	AT				•										•
Curriculum Teams	•			•	•	•		•	•	•	•											•
PLC Meetings	•			•	•	•					•									•	•	
Faculty Bulletins & Curriculum Connection	•			•	•	•	•	•			•									•		
Learning Walks	•			•	•		•	•			•								•			
Thank You/Recognition Notes			•				•	•	•	•	•	•	•	•	•	•					•	
One-to-One Discussion	•			•	•	•	•	•	•	•	•	•	•	•	•	•					•	•
Faculty Meetings	•			•	•	•	•				•								•			
Web Site	•			•		•	•	•	•	•	•	•	•	•	•	•						•
Videos	•		•	•		•		•	•	•	•	•	•	•	•	•			•			
Facebook & Twitter Posts	•						•	•		•		•				•			•			
Supplier Review			•	•	•						•		•				•					
Spotlight on Teaching/Learning	•						•		•		•								•			
Kohl Award, Chamber Award	•						•	•									•					
Honor Roll, Merit Award, Student of the Month, etc.			•				•		•								•		•			

Key: AT = Administrative Team, AC = Administrative Council, PR = Principal

Figure 1.1-3 Processes Used by Senior Leaders to Create a High Performing Organization

Attributes of a High Performance Organization	Methods & Processes to Promote, Create, or Sustain a High Performing Organization	Target Group	Frequency	SL Participation
Legal & Ethical Behavior	See ***Figure 1.2-4*** for Ethical Responsibilities See ***Figure 1.2-1 and 1.2-4*** for Legal Responsibilities			
Fiscal Accountability	See ***Figure 1.2-3*** for Fiscal Responsibilities			
Performance Improvement	SP & Action Plan Creation / Monitoring	All	Annual/Qtrly.	AT develops SP/Supt. monitors
	Curriculum Renewal & Design Process	T & S	On-going	CAO leads/AC participates
	Professional Development Plan	T & E	On-going	CAO & HR facilitates
	Professional Learning Communities	T	On-going	Principals facilitate
	Performance Evaluation System	All E	On-going	AT evaluates / HR facilitates
	Induction / Mentoring	All E	Upon hire	CAO/Pr/HR run; AT participates
	Learning Walks	T	Bi-monthly	Cabinet
	Response to Intervention	S	Daily	DSS & Principals facilitate
Accomplishment of Strategic Objectives, Mission and Vision	SP & Action Plan Creation	All	Annual	All AT members create SP
	SP Action Plan Monitoring	AT	Quarterly	Supt. monitors
	Continuous Improvement Reports	All E	Annually	AT submits to BOE
	Budget Planning Cycle & Staffing Plan	All E	On-going	CFO facilitates; AC creates plan
	BOE Monitoring & Learning Sessions	BOE	Quarterly	Supt., SA & AC facilitate
	Communication Plan	All	On-going	PIC creates; AT implements
Innovation & Intelligent Risk Taking	SP & Action Plan Creation	All	Annual	All AT members create SP
	Curriculum Renewal & Design Cycle	T	On-going	CAO leads / AC participates
	Professional Learning Communities	T	On-going	Principals facilitate
	Professional Dev. (SP, Quality Tools, IT)	All E	On-going	CAO plans / AC facilitates
	Technology Plan	All E	On-going	DOT plans / AT participates
	Safety Plan	E, S, C	Monthly	DBG plans; some AC serve
Organizational Agility	SA, AC & AT Meetings	AT	2xW/2xM	AT leads in deployment to all E
	Curriculum Renewal & Design Cycle	T	On-going	CAO leads / AC participates
Workforce Culture Supporting Learning/ Engagement	Recruitment & Retention Plan	All E	On-going	DHR plans; AT implements
	Professional Development Plan	All E	On-going	CAO & AC Plans/ Facilitates
	Professional Learning Communities	T, S	Weekly	Principals facilitate
	Induction / Mentoring	All E	Upon Hire	CAO/Pr/HR run; AT participates
	Technology Professional Development	All E	On-going	DT plans ; AC facilitates; AT
	Safety Training	All E	On-going	DBG facilitates
Succession Planning & Leadership Development	Succession Plan	AT	Annually	Supt. Presents to BOE/HR dev.
	Leadership Identification	AC	Quarterly	All AT evaluate & ID leaders
	Performance Evaluation System	All E	On-going	AT evaluates / HR facilitates
	Conference/Workshop Attendance	E	On-going	AT elects to present & attend
	Book Studies	AT	AT Meetings	Supt./CAO facilitate for AT
	Administrative Retreat	AT	Annually	Supt./CAO facilitate for AT
	Advanced Degrees	T, AT	On-going	SL & T have credits reimbursed

Key: SA=Senior Advisors, AC=Administrative Cabinet, AT=Administrative Team, T=Teachers, S=Students, C=Community, CAO=Chief Academic Officer, DSS=Student Services Department, CFO=Chief Financial Officer, PIC-Public Information Officer, DOT=Director of Technology, DHR=Director of Human Resources, SL=Senior Leaders

knowledge sharing, SLs place agendas & minutes of all AT, SA and AC meetings on the internal Google site. Principals communicate on a published cycle with students and parents regarding school decisions using newsletters and their web page. In a cycle of improvement, School Messenger now sends emails or phone messages to every parent or employee within minutes to communicate information or key decisions.

Recognizing that positive communication motivates and empowers our employees, SLs implemented a recognition system which is deployed throughout PSD. While we currently do not reward non-administrative staff via compensation incentives as we transition out of union contracts which did not allow for this, our employee satisfaction surveys determined that people desire *personal* recognition for work well done and for their commitment to quality (***Figure 7.3-12***). SLs recognize excellence with personal notes; the Superintendent has a commitment to starting each day writing 3 positive notes to students or employees. A Welcome Back Breakfast celebrates the start of the school year with SLs welcoming new employees; the Superintendent's remarks reinforce our Mission with BOE members and SLs recognizing employees for outstanding attendance, years of service, and attainment of advanced degrees. To further integrate on-going recognition, during every BOE meeting, the Superintendent & BOE members formally "salute" employees, students and community members for helping us reach our Mission. Each BOE meeting begins with a Spotlight on Learning where teachers and students inform the Board about innovative work occurring in classrooms. The BOE recognizes Spotlight participants with an engraved star. SLs organize volunteer and retiree recognition at the end of each school year. Students are honored for achievement and citizenship in assemblies and events such as the Kiwanis Honors Banquet and Merit Award assembly. Here SLs role model and affirm our Mission & Values. Our PIC annually leads the AT in a review of our CP approaches to identify opportunities for improvement.

1.1b.(2) ***Figure 1.1-3*** identifies actions taken by SLs to focus the organization to take action to accomplish our objectives. The SPP is our key process to identify PSD objectives to be accomplished. Our SP Action Plans serve as our "do list," as we often say. SLs are systematic in how we drive our SPP to improve performance and attain our Mission and Vision, a PSD core competency. ***Figure 2.1-1*** defines the system SLs used to make our SP actionable.

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

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

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

Figure 1.2-1 Systematic Processes for Measuring Regulatory, Safety, Accreditation & Legal Responsibility

Processes Used	Key Measurement Tool	SL & BOE Role	Results Found
Board Operations			
Strategic Planning*	BOE & SL Participation in Strategic Planning Process Minutes Showing BOE Approval & Monitoring of SP &, CIRs BOE Learning Sessions Held on New Aspects of SP	BOE/SLs BOE BOE/AT	7.4-6 7.4-6 7.4-6
Policy Review Process/Cycle	# BOE Policies on Governance Minutes Showing BOE Updating & Consideration New Policies	BOE /Supt. BOE /Supt.	7.4-6 7.4-6
Curriculum Renewal	Minutes Showing BOE Discussion of Student Achievement Minutes Reflecting BOE Approval of all Curricula	BOE/AC BOE/CAO	7.4-6 7.4-6
Financial Oversight	BOE Review Acceptance of Independent Audit Report / BOE Negotiations Involvement	BOE/Supt. BOE/CFO	7.4-6 7.4-6
Advocacy	Sustained Membership in Advocacy Groups: SWSA, NSBA, WASB	BOE/Supt.	7.4-6
Performance Evaluation System	SLs evaluated annually by Supt., BOE or AC members Minutes Showing BOE Discussion of Administrative Evaluations & Compensation / BOE Signed Contracts BOE Policy on Performance Evaluation, Job Descriptions	BOE/AT BOE/Supt. BOE	7.4-6 7.4-6 7.4-6
Professional Growth	BOE Participation in WASB and NSBA # NSBA Presentations given annually	BOE / AC	7.4-8 7.4-8
Recruitment & Retention Plan	BOE Policies on Hiring, Job Descriptions, Evaluation BOE Approval of all Certified Hires & Resignations	BOE/S/HR BOE	7.4-6 7.4-6
Stakeholder Accountability	Community Surveys Conducted & BOE-Reviewed Citizen Budget Vote at Annual Mtg.	PIC/BOE BOE	7.4-6 7.4-6
Transparency in Operations			
Open Meetings Laws	# Open Meetings Violations / All Meetings & Minutes Published & Posted on Web / Minutes Shared with Employees	BOE / Supt.	7.4-6 7.4-6
Communication Plan	Newsletters sent to all citizens per year Minutes reflecting annual review/discussion of Parent, Student & Employee Survey Results	BOE/AT/ PIC /Supt. BOE/AC	7.1-23 7.4-6
Voice of Customer	# comments heard at BOE meetings BOE Minutes reflect review of stakeholder satisfaction surveys	BOE / Supt. PIC	7.4-6 7.4-6
Annual Meeting	Levy/Budget Vote at Annual Meeting	BOE / SA	7.4-6
Selection & Disclosure			
Ethics Policies	# violations (Conflict of Interest, gifts , vendor selection)	BOE / SL	7.4-6
Election Laws	# violations in election voting, canvassing, posting of elections	BOE/Supt.	7.4-6
Stakeholder Protection			
Fund Balance & Bond Rating	# Years BOE places $50,000 in Fund Balance # Years Bond Rating Sustained	BOE / Supt. CFO	7.4-6 7.5-1
BOE Induction	BOE Policy on New Member Induction followed BOE Ethics Pledge Taken by Newly Elected Members	BOE BOE	7.4-6 7.4-6
Succession Plan	BOE Approval of Succession Plan	BOE	7.4-6
Accreditation			
DPI Standards	# DPI Standards Violations NCLB; AYP	CAO/Supt.	7.4-6

- Involving partners in teams & committees
- Responding to VOC feedback
- Involving stakeholders in the hiring process
- Writing supplier contract specifications to meet SP goals

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

1.2 Governance and Societal Responsbilities

1.2a Organizational Governance

1.2a.(1) PSD is governed by a seven-member elected Board with all members serving at-large for three-year terms. BOE members are selected based on a citizen vote held during a regular municipal election in the City and Village of Pewaukee. By policy, the BOE strategically deploys a governance system that reviews and achieves fiscal and management accountability, transparency in operations, and protection of stakeholder interests. ***Figures 1.2-1, 1.2-3, 1.2-4*** document how SLs and the Board achieve this. The BOE is accountable to the state and federal government for meeting statutory and regulatory requirements and to the Pewaukee taxpayers for protecting their interests while delivering a quality education.

Management accountability is achieved via bi-monthly BOE meetings, BOE oversight and involvement in the SPP, and performance review processes. BOE members participate on committees including Policy, Business & Finance, and Negotiations. Involvement by the BOE in District-wide performance reviews has undergone a cycle of refinement. The BOE receives CIRs updating progress on SP Goals & Action Plans from schools and the 5 SP Strategy Areas, thereby increasing oversight. Two times per year, the BOE ensures management accountability by conducting a performance evaluation of the Superintendent. SLs and BOE members deploy systematic processes to foster transparency ***(Figure 1-2-1)***. All BOE meetings adhere to all regulations of the WI Open Meetings Law. Agendas and minutes are published in the newspaper, posted on our web site, with minutes sent to all employees. Statutes require that a portion of the agenda allow for citizen comment. In a cycle of refinement, PSD exceeds this requirement and allows for comments twice during each meeting. An extensive Annual Report and School Performance Report highlighting fiscal and student academic performance is published to ensure transparency of District operations. Another cycle of refinement is the new link on the PSD web site that informs the public about the SP. The *Perspective*, our award-winning district newsletter sent to all residents 3 times per year, also enhances transparency, as does citizen involvement in SPP, task forces, interviewing/hiring of candidates, CRDP focus groups, and PAGs. Citizens recognize our communication commitment (***Figure 7.2-6-7, 7.2-8***)

The BOE ensures fiscal accountability and transparency in operations through systematic deployment of extensive policy and processes providing specifications for budget preparation, handling of expenditures, and account management ***(Figure***

Figure 1.2-2 SL Performance Evaluation System

1.2-3). To lessen the possibility of mishandling funds, internal controls mandate dual signatures on checks and a monthly review of all checks written as well as approval of the revenue/expense report and check register during open session of the BOE meeting. The annual budget process culminates with BOE budget approval of the Budget & Staffing Plan. A citizen advisory vote on the budget is required at the annual budget meeting to ensure stakeholder interests are protected. BOE policy, WSS, and Government Accounting and Standards Board mandate that an independent external audit is conducted annually with the findings reported by the audit firm directly to the Board. Internal control policies and segregation of duties are reviewed annually by this independent audit firm. The Board supports internal controls and proactive management of finances with processes to ensure accountability in managing PSD assets and debt. The BOE supports proactive management of debt service to take advantage of favorable interest rates as well as a commitment to pursuing cost savings strategies such as the formation of an innovative, county-wide health care cooperative for the purchase of insurance. A BOE-approved Five Year Capital Projects Plan and Ten Year Campus Facility Plan protects stakeholder investment in District facilities. In a cycle of learning, purchasing procedures & staffing plan development process have recently been updated. AT members annually evaluate the effectiveness of the budget development process after the Budget & Staffing Plan is BOE-approved.

SAs annually update a succession plan for all SLs and present it to the Board (***Figure 5.2-4***). It was recently used to identify a potential hire when a SA left the organization. The plan identifies importance of job, person to the position, and likelihood of the person to depart. It also identifies possible replacements, both internal and external.

Figure 1.2-3 Systematic Processes for Measuring Fiscal Accountability

Process Used	Measurement Tool	SL & BOE Involvement	Results
Internal Fiscal Oversight			
Budget & Staffing Plan	Minutes of AC Discussion of Budget Minutes Showing BOE Approval of Budget & Staffing Plan with Discussion of Per Pupil & Instructional Expenditures	AC BOE/SAs	7.4-6 7.4-6
Fund Balance	$50,000 added annually to Fund Balance	BOE/CFO	7.4-6
Review of Enrollment	Minutes Showing BOE Approval of OE Seats / Class Size Reviewed by Board	BOE/CFO/ BOE/Supt.	7.4-6 7.4-6
Negotiations	BOE Involvement in PEA Contract Negotiations	BOE/SAs	7.4-6
Review of Facility Plans	BOE Approval of Five Year Maintenance & 10 Year Facility Plan / BOE Approval of Safety Plan	BOE/Supt/ CFO/DBG	7.4-6 7.4-6
Contract Approval	BOE Approval of Negotiated Agreements and Key Contracts	BOE/CFO	7.4-6
Internal Audit			
Review of Budget Activity	Minutes Showing Monthly Finance Committee & BOE Approval of Revenue/Expense Report & Check Register	BOE/CFO	7.4-6
Monthly Review of Finance Activity	Minutes reflecting BOE & Finance Committee Approval of Check Register and Revenue & Expense Report	BOE/CFO	7.4-6
External Audit			
BOE Policy	BOE Policy citing Annual Independent Audit BOE receives Audit Report annually / # Significant Findings	BOE/CFO/ Supt.	7.4-6 7.4-6
Bond Rating	Sustained Bond Rating	BOE/CFO	7.5-1
IRS Violations	# IRS Violations	BOE/CFO	7.4-6

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

BOE policy directs the frequency, purpose and form of Superintendent evaluation. It is comprised of a mid-year written evaluation and end-of-year written summative evaluation. Evaluation is a multi-step process beginning with the BOE mutually setting goals with the Superintendent. The accomplishment of the goals serves as part of the evaluation along with assessment of effective school leadership components and SP accomplishment. A final written evaluation determines contract terms and compensation for the next year. This process mirrors the process deployed with SLs.

The evaluation for AT members has undergone several cycles of improvement. Guided by BOE policy, the Superintendent supervises and annually evaluates the AC with the AC evaluating direct reports. As evidence of integration, each administrator annually participates in the PDSA cycle identified in ***Figure 1.2-2***. For further integration, the Superintendent evaluates the AC using components of the Superintendent evaluation criteria. The Superintendent then presents salary recommendations to the BOE prior to the onset of a new contract. BOE policy outlines steps to be taken if administrator performance is found to be unsatisfactory. AC members evaluate their direct reports with similar PES steps.

BOE member behavior expectations are clearly delineated in BOE Policy. Policy outlines specific expectations for their roles, communication with each other, the community and the Superintendent and his/her staff. The Board sets goals for itself and quarterly monitors progress on those goals. As part of the annual meeting, citizens critique the Board's decisions and set their salary for the upcoming year. In a cycle of improvement, the Board implemented an annual evaluation benchmarked with the NSBA's *Key Work of School Boards*.

Valuable information is gleaned from the PES with the data being used to improve both individual leader performance as well as the larger leadership system. At the end of each evaluation cycle, the Superintendent analyzes the process with SAs for improvement opportunities and creates a list of growth areas for each administrator. These are built into the following year's goal setting. When patterns emerge from evaluations, SAs create a plan to address these in the leadership development system for the entire AT. For example, seeing that holding difficult conversations with employees was a topic many administrators desired to improve upon, a plan was made to build

Figure 1.2-4 Systematic Processes for Measuring Ethical Responsibility

Process Used	Requirements	Measurement Tool	SL & BOE Involve-ment	Results Found
Employees				
BOE Policy	BOE policies define ethical behavior & consequences; identify whom to contact	# policies / # breaches	BOE Supt	7.4-6
Hiring Process	Inform employees of requirements	% new employees receiving BOE polices % employees receiving handbook annually	Supt., DHR DHR	7.4-6 7.4-6
Hiring Process	Hire employees with clean record	% checks conducted for new employees / # hired with felony convictions	DHR	7.4-6
Hiring Process	DPI fully licensed teachers, administrators & aides	% highly qualified	Supt., DHR	7.4-6
External Audit	Use district funds ethically	# significant findings	CFO	7.4-6
IRS Audits	Use district funds ethically	# IRS violations	CFO	7.4-6
BOE Policy	Workplace free of Harassment	# harassment complaints filed via BOE policy	Supt., DHR	7.4-6
Satisfaction Survey	Perception of a safe Workplace	% employees citing PSD is a safe place to work	AC, PIC	7.3-7
Standardized Test Management	Reliable & valid student test data submitted to State	# DPI violations	CA Principals	7.4-6
Personnel Process	Confidentiality for employ-ees and records	# sanctions due to HIPPA violations	DHR	7.4-6
Students				
Student Handbooks	Communicate BOE ethical standards, consequences	% handbooks given to students annually	Prin; BOE reviews	7.4-6
Merit Award	Positive Student Citizenship	increasing # per year	PHS Principal	7.4-6
Suspensions Expulsions	Positive Student Citizenship	decreasing #/% per year	Principals Supt.	7.4-6
Student Drug Testing	Positive Student Citizenship	% positive drug screens	PHS P/AP/ Dean	7.4-6
Acceptable Use Policy	Responsible Use of Technology	# students who had technology privileges suspended	DOT	7.4-6
Parents, Stakeholders, Vendors				
BOE Induction	Pledge of ethics in boardsmanship	% new BOE members citing ethics pledge	BOE	7.4-6
Volunteer Background Checks	Safe learning environment; Verify volunteers have clean criminal record	% criminal background checks completed / % volunteers with felony conviction working with students	DHR	7.4-6 7.4-6
Vendor Contracts	Contracts awarded following BOE policies	% contracts found to be awarded inappropriately	CFO, Supt. BOE	7.4-6

capacity in this leadership domain. Time was allocated at AT meetings for a discussion of the book *Crucial Conversations* with AT members role modeling confronting difficult employee situations. This was powerful learning.

1.2b Legal and Ethical Behavior

1.2b.(1) PSD deploys systematic compliance and risk management approaches to identify, anticipate, minimize, and analyze regulatory, safety, accreditation, and legal responsibilities and risks. SAs identify risks and potential impact to the public concerning our programs, offerings & services using processes outlined in ***Figure 1.2-3***. An item on monthly meeting agendas for SAs and the BOE Policy Committee is the monitoring of regulatory, legal, safety, and accreditation requirements. Active participation in state organizations (WASDA, WASBO, SWSA, WASB) by BOE members and SLs heighten understanding of requirement changes and fosters agility in PSD response. Involving stakeholders in SPP and obtaining stakeholder voice in the ES and SWOT is the key tool used by PSD to anticipate public concerns. Involving parents & students in the revision of curriculum as part of the CRDP & holding focus groups is also key in considering impact of key academic changes. Satisfaction surveys, BOE meeting agenda time, and an open door/open call policy invite citizen concerns.

PSD meets all regulations in WI State Statutes and monitored by DPI, with no late filings or non-compliance findings. Recent DPI audits/reviews of transportation, immunization, food service, special education, and membership counts support our commitment to surpassing the standard.

PSD is systematic in limiting risk for students, employees and guests of the PSD campus. A contract with Environmental Management Consulting oversees state and federal mandated program compliance to ensure the health and safety for all users of our facilities. Food service management contracts with Taher, Inc. and transportation contracts with First Student exceed compliance to all federal, State, and local regulations as a condition. PSD's Safety Committee is enhanced with stakeholder participation of the Pewaukee Police Department, Fire Department, and Waukesha County Emergency Management. Employing systematic campus-wide lockdowns, rigorous inspections, AED & CPR drills, and safety walks, the Safety Committee has created multiple processes that surpass the required monthly emergency drills. This commitment to surpassing the standard enhances campus safety and emergency preparedness. The Safety Committee proactively plans for a potential crisis by having a comprehensive Crisis Response Plan in place. Parent, teacher, and student input is sought in yearly surveys concerning the safety of the campus and results are utilized to proactively respond. Trends are analyzed and, when necessary, improvement strategies are implemented. AC members review elements as part of their meeting structure.

1.2b.(2) SLs systematically deploy BOE policies, regulations and training programs to promote ethical behavior ***(Figure 1.2-4).*** The HR Director monitors the deployment of ethical training and serves as the Complaint Officer to whom ethical violations are reported pursuant to BOE policy. Promotion of ethical behavior begins with hiring. As part of the induction process, new employees receive training concerning PSD's high standards, requirements, and reporting processes. All employees receive BOE policies regarding ethical behavior, review them, and annually sign an affidavit of receipt. Processes are in place for all employees to learn of and respond to ethical breaches. Policies dictate when disclosures of ethical violations are called for, and employees are informed of the role of the Complaint Officer and means of reporting. The HR Director and Superintendent respond to

Figure 1.2-5 PSD as a Steward of the Environment

Category	Commitment	Measure	Results
Technology Be more efficient thereby reducing carbon footprint	Increase internal email/shared drive to reduce paper/copier use	Increased use of shared drive	7.4-5
	Institute paperless Board packets to reduce paper/copier use	Paper/copier reduction	7.4-5
	Institute automatic daily computer shut-off & use of flat screen monitors	Reduction of kilowatts used	7.4-5
Facilities & Operations Maintain facilities in a "green" manner thereby reducing carbon footprint	Maintain commitment to reduce energy usage	Therms/kilowatts consumed	7.4-5
	Replace paper/bags/cleaning supplies with "green" custodial supplies	# chemicals replaced	7.4-10
	Obtain Focus on Energy grants	$ awarded	7.4-10
	Conduct air, water, and radon tests to ensure safe campus environment	# findings	7.4-10
	Recycle paper and aluminum on campus	# recycling bins on campus	7.4-10
	Reduce water use / Irrigate athletic fields so watering more efficient	implement irrigation system	7.4-5
	CM LEED certification to pursue Facility Plan	LEED certification	7.4-10
	Dispose of chemicals in safe manner; compliance with MSDS Postings	# violations	7.4-10
Teaching & Learning Involve students in societal responsibilities	Environmental Education in BOE-approved curricula	BOE curriculum approval	7.4-10
	Participation in middle & high school environmental clubs/classes such as AP Environmental Studies & Green Technology	# students participating	7.4-10

breaches of ethical behavior as per contract and BOE policy.

Cycles of improvement are evident in how PSD enhances ethical responsibility. PSD is one of less than 2% of public schools in the nation to implement random student drug testing to reinforce our Athletics & Activities Code for students and promote legal and ethical behavior. PSD is nationally recognized as a forerunner in ethical use of this student drug prevention tool. Criminal background checks are used for all volunteers in addition to employees to identify, anticipate, minimize, and analyze regulatory, safety accreditation, and legal responsibilities and risks. A complaint tracking system brings reports to the attention of the Superintendent and SAs for resolution. In a cycle of learning, this tracking system identified a parent concern regarding teacher use of *Facebook*, that resulted in a change of procedure for use of this social networking tool.

1.2c Societal Responsibilities and Support of Key Communities

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

Citizenship is systematically taught, role modeled, practiced, and proactively recognized by PSD SLs. A systematic program of study is deployed to teach and recognize student citizenship. Our elementary students learn citizenship in Guidance classes and receive BUG stickers when they are caught "Being Unusually Good." Our middle and secondary students are recognized for their citizenship in school ceremonies and newsletters that publicly affirm this positive societal responsibility. It is part of our school culture. Our high school's Anti-Bullying Committee, comprised of students, is recognized statewide for its work. Evidence of innovation, in 2012 we began implementing a Digital Citizenship curriculum, designed to teach student responsible use of technology.

Our commitment to the environment is made actionable in the current SP which has a strategic objective of operating more efficiently. Our unique campus setting is our most powerful tool in environmental stewardship. By reducing the need to drive to meetings; facilitating campus-wide recycling efforts; and maximizing bus routes, technology networks and equipment sharing, our all-campus setting allows us to maximize efficiency while saving valuable resources. SLs have strategically deployed an energy management system integrated between the key work process areas of technology and facilities. PSD curriculum deploys and integrates energy conservation strategies that promote a healthier environment ***(Figure 1.2-5)***. We also recognize Energy Star classrooms. For deeper integration, we have also increased curricular opportunities for students to gain environmental awareness.

Extensive cycles of improvement are evident in PSD's deployment of environmental responsibility. While we have pursued *Focus on Energy* grants for some time, in 2009 SLs pursued larger projects to increase energy savings. A $600,000 investment was made to purchase new boilers and HVAC units which are increasing energy efficiency.

Figure 1.2-6 Senior Leader Support of Key Communities

Support	Purpose	Senior Leader Involvement
Pewaukee		
Chamber of Commerce Positively Pewaukee	Provide volunteers, leadership, and event support	PIC, Supt. & AC on Committees; provide student & employee volunteers
City Strategic Planning	Provide SP expertise	Supt. serves as team member
Village & City Government	Work together to cut costs	Supt. & CFO meet 2xY
Pewaukee Rotary Club	Provide leadership, service	Supt. on Board; Served as President
Youth Sports Clubs, Boy Scouts & Girl Scouts	Provide leadership, service; make campus available for use	Many AT members volunteer; AAD provides facilities for use by Clubs
Pewaukee Library Board	Provide leadership	Supt. On Board; staff serve
Pewaukee Parks & Rec. Dept.	Make campus available for use	Supt., CFO, AAD provide facilities
Pewaukee Food Pantry	Provide support & service	Principals coordinate fundraising
Kiwanis	Provide support & service	AT membership; speak at meetings
Area Churches	Provide leadership, service	Many AT members volunteer
Waukesha County		
United Way	Provide financial support	AT participates; district participation
Pewaukee Scholarship Fund	Provide financial support	AT & BOE funds $1000 scholarships
County Superintendents	Provide leadership	Supt. facilitates meetings
Junior Achievement	Provide service & support	Supt. & CFO teach in program
Carroll, Cardinal Stritch, and Concordia Universities	Educate future leaders; Provide leadership	Supt. supervises Master's program on site; CAO, CFO, DOT, Principals teach
American Red Cross, Heart Association, Blood Center	Provide service (CC-C)	Principals organize fundraising efforts in each school
State & Nation		
CESA, ASQ/NQEC, WASB, NSBA, WFA, WASCD, WASBO , NSPRA	Role model; share best practices	Supt. Serves as Chair of SWSA & CESA#1 CFO & CAO serve on State organizations SLs & BOE speak at conferences

1.2c.(2) PSD prioritizes strong community partnerships as evidenced by one of the five SP Strategy Areas being Communication and Community Engagement. SLs personally serve the key communities identified as the City & Village of Pewaukee and Waukesha County ***(Figure 1.2-6).*** Key communities were identified when citizenship became a key PSD Value. Stakeholders conveyed that students could best appreciate citizenship close to home, since it allows for more direct student involvement. Thus, SLs identified key communities as those within Pewaukee and Waukesha County. Subsequently, PSD support is given more frequently to local organizations rather than global causes. Support of the key communities is varied and rich ***(Figure 1.2-6)*** with some local agencies contacting us for assistance and with SLs determining avenues for service that match our Mission and values. Service is infused on our campus: SLs bring together students & faculty to support our local food pantry, blood drives, and walks for charitable causes, to name a few. SLs are active participants in community and professional organizations where they provide leadership, volunteer support, and expertise. Additionally, all PSD SLs make annual donations to the Pewaukee Scholarship Fund ***(Figure 7.4-12)***. PSD provides facilities to the community free-of-charge or at a minimal cost. Many organizations are strengthened by this commitment including Pewaukee Parks and Recreation, Boy Scouts, Girl Scouts, and many youth sports clubs ***(Figure 7.4-11)***. SAs regularly meet with civic leaders and with leaders in adjacent school districts to identify key issues and ascertain ways PSD could better communicate and serve the community. SLs also participate in and serve on the boards of many professional organizations and state task forces as a way to serve our profession and develop as leaders. Of late, our support of key communities is growing. PSD has been called upon to speak about our strategic planning, innovation, and systematic continuous improvement processes on the state, national and international level. We are proud to share our core competencies and serve as role models to others on their continuous improvement journey; in doing so, we make our organization as well as other organizations stronger.

2.0 Strategic Planning

2.1 Strategy Development

2.1a Strategy Development Process

2.1a.(1) Our strategic planning process (SPP) is a systematic process grounded in the use of PDSA and the Cook model of strategic planning (***Figure 2.1-1)***. Implemented on a yearly cycle, PSD's 20 year commitment to SPP has created a culture of continuous improvement, one of our core competencies, as the process guides us in setting long-term direction supported by Action Plans that provide short-term term direction to accomplish our SP Goals. PSD has deployed a SP since 1992, longer than most school districts in WI and the nation, and we are frequently called on to speak about our process at the state and national level. Our SPP is key to our continuous improvement, a core competency:

- Relying on data to make decisions
- Anticipating and responding to student & stakeholder needs and market trends
- Measuring progress against plan
- Developing a broader ownership of Mission, Vision, Values

PSD organizes this multi-step process using PDSA ***(Figure 2.1-1).*** The **PLAN** phase of the SPP clarifies purpose and direction. Participation from a wide representation of 45-55 stakeholders is proactively sought by SLs because it shapes a strategic direction responsive to stakeholder expectations and requirements. Annually, SP Teams include citizens without children in our schools, community leaders, parents representing multiple student segments, teachers, partners, collaborators, union representatives, BOE members, faculty, students, support staff representing multiple employee groups, and AT Members. The PLAN phase takes place over the course of 1-2 evenings and a full weekend day in spring prior to BOE budget approval; timing is vital so we can allocate resources in support of the SP in the budget for the upcoming school year. An external facilitator is used for this phase. Four activities are vital in this PLAN phase (***Figure 2.1-1)***:

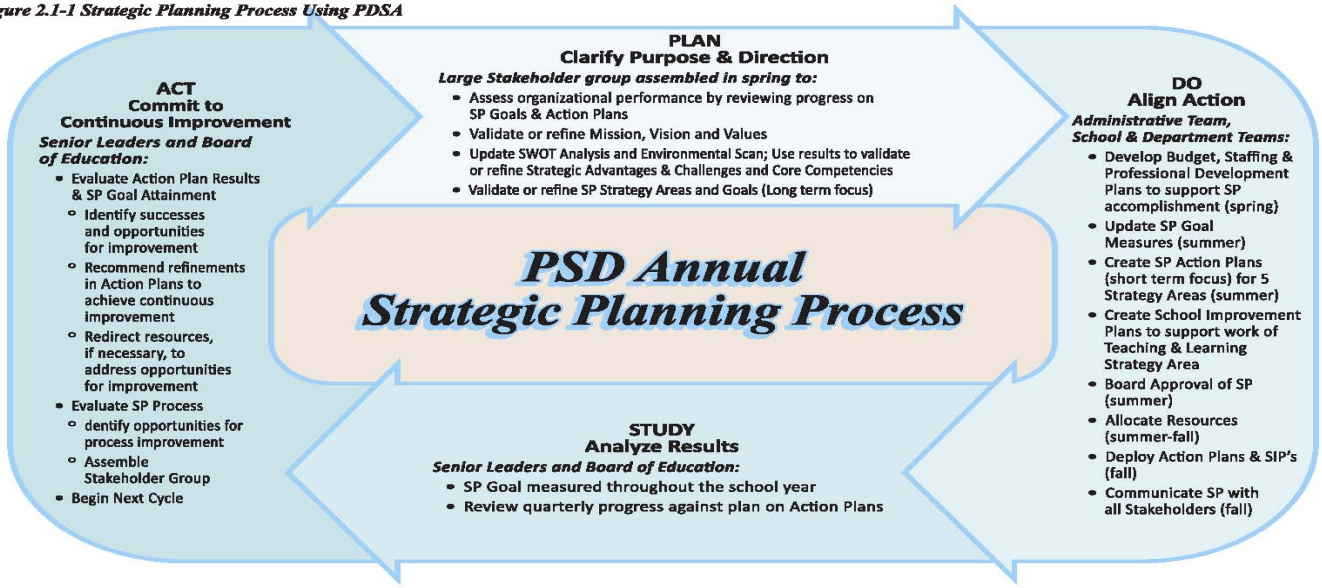
- Review of work accomplished gives all SP Team Members, veteran or new, a framework for understanding operational performance and a clearer picture of what work is still to be completed. It is also a celebration of the accomplishments.
- MVV are reviewed for continued relevance and revised as needed.
- So the SP Team can better understand the broader evolving environment in which PSD operates and to better identify possible blind spots, a thorough Environmental Scan (ES) and SWOT Analysis is conducted The ES is conducted using information on market share, economic & societal trends, and competitive environment (***Figure 2.1-3***).
- Strategic challenges & advantages that impact the identified Strategy Areas are identified and SP Goals for each identified Strategy Area (our Vision) is also reviewed.

PSD's long history with SPP is of great benefit: through the repetition of this process year after year, profound patterns emerge which help us identify our core competencies.

In a major cycle of refinement, the **DO (*Figure 2.1-1***) phase of the SPP begins a phase of planning that is now performed by AT members rather than the entire SP Team. SL Action Plan ownership has increased accountability and SP Action Plan completion ***(Figure 7.1-14).*** In the DO phase:

- Measures for SP Goals are reviewed and updated as needed during our Administrative Leadership Week.
- The budget planning process is integrated with the SPP so SP Action Plan initiatives are supported in the financial and human resource planning for the upcoming year PSD proactively budgets to make certain that necessary funds are available for realization of SP Action Plans.
- During this phase, capacity and intelligent risk in the name of innovation are weighed. The SL responsible for the work process drafts Action Plans in PDSA form.
- To deepen integration, the CAO works with Principals to develop School Improvement Plans (SIPs) for each Teaching & Learning Action Plan in the SP.
- Principals then work with their building leadership teams (BLTs) to complete these SIPs in support the Teaching & Learning SP strand to drill the work into each classroom.
- The BOE formally adopts the SP prior to the start of the school year in which it will be implemented.
- Once approved, a SP Communication/Deployment Plan is put in motion. This begins with the Superintendent reinforcing the Mission and conveying key elements of the

Figure 2.1-1 Strategic Planning Process Using PDSA



SP in remarks at the Welcome Back Breakfast. Principals use initial school year faculty meetings to discuss SP Goals and begin work on SIPs. The SP is printed in the annual report distributed to all citizens and SP hard copies are given to all employees.

- The SP is then implemented throughout the academic school year with time allocated for SP work and corresponding professional development scheduled during staff development days and faculty, AT, and AC meetings.

Employing multiple cycles of learning, the **STUDY** phase has become more robust with increased and more structured analysis of progress against plan ***(Figure 2.1-1)***. In a cycle of learning, the Board of Education now incorporates Board Goals, Learning Sessions and Spotlights on Learning into their meeting structure to further integrate the SPP in BOE work. In a further cycle of improvement, a system to strengthen internal accountability was put in place by Senior Advisors. Quarterly reporting of SP Action Plan progress is incorporated into AT meetings to heighten knowledge sharing and integration.

The feedback loop begins in the **ACT** phase ***(Figure 2.1-1)***. Action Plans not meeting timelines are evaluated to determine root cause. If needed, resources are reallocated. This analysis promotes agility and operational flexibility. We modify and re-assess on a quarterly basis; thus, we are not surprised at the end of a yearly cycle about what is and is not accomplished.

On an annual basis the AT and BOE analyze the SPP and identify opportunities for improvement so that the process is made more effective and efficient. In this review, SLs have instigated multiple cycles of learning to improve the SPP: the publication of the SP in varying forms depending on user requirements, systematically embedding quarterly updates to better monitor SP Action Plan progress, increasing the number of stakeholders involved in the SPP as well as broadening segments and diverse voices in our SPP.

2.1a.(2) Our system to support innovation is created by our SPP. Our Vision for our five strategy areas (***Figure 2-1-2***) compels us to be innovative in the name of increasing student achievement and heightened efficiency & service. SLs identify these desired innovations in the PLAN phase of our SPP and create detailed Action Plans to support attainment of our identified strategic opportunities (***Figure 2.1-2***). Over time, we have accomplished many SP strategic opportunities which have transformed how we deliver education for our students: personalized learning, 1:1 laptop initiative, community volunteer program, elementary world language study, and innovative student schedules are recent examples emanating from our SPP. The AT determines if these initiatives are intelligent risks using 4 key questions:

- How does the proposed improvement positively impact student learning?
- How will we know?
- Does it do so in the most cost-effective manner so we are accountable to our taxpayers?
- How would we integrate it with our SP and work process system?

As evidence of innovation, in the past 3 years we have hosted 50+ schools visiting PSD to see innovation in our classrooms.

2.1a.(3) A systematic process is in place to address strategy considerations. The SWOT and ES conducted annually in the SPP PLAN phase ***(Figure 2.1-1)*** identifies potential blind spots. The facilitator and Superintendent collaborate to gather relevant data and plan a strategy to elicit forward thinking for the ES ***(Figure 2.1-3)***. The ES and SWOT produce a rich list of ideas which is compared to SWOT/ES results from previous years for SP Team Members to identify emerging new ideas, possible risks, reoccurring patterns, and possible gaps. SWOT and ES results serve as the vehicle to determine strategic challenges, strategic advantages, core competencies, and new Action Plans. Throughout the year, SLs also conduct ESs to respond with agility to environmental changes using tools that monitor potential enrollment and by focusing on current educational research. Repeated use of SWOTs and ESs keep PSD abreast of trends and increases agile responses. As evidence, we are one of approximately 7% of public schools nation-wide fully implementing a 1:1 laptop initiative due to our SPP which identified a technology trend early on and created an Action Plan to innovate learning via use of student technology. PSD's SPP increases innovation, agility and sustainability. ***(Figure 7.4-14)***. Our ability to execute the plan is accomplished by careful monitoring of SP Action Plans, accomplished in the DO phase ***(Figure 2.1-1).***

Figure 2.1-2 2012-13 Strategic Plan using Plan-Do-Study-Act

Mission: Through our unique all campus setting, we will open the door to each child's future
Values: Our school community delivers an innovative and progressive education
We are: *Passionate about academic excellence *Committed to fostering positive citizenship *Dedicated to inspiring all students to flourish

PLAN

	Vision *Long term goals to be accomplished in 4-5 years*	Our Balanced Scorecard – Key Strategic Plan Goal Measures
T & L	PSD will provide a rigorous and relevant curriculum delivered by high quality educators who use innovative, research-based strategies to prepare students to compete in a global environment in the 21st century *(Addresses strategic challenges of teaching 21st century skills & increasing student achievement)*	*Action Plan Measure:* EPAS Scores 7-12 (Fig. 7.1-9 & 10), MAP Scores 2-6 (Fig. 7.1-3 & 4) *Key Measures:* Graduation Rate (Fig. 7.1-1), % Graduates Attending 2- or 4-year college (Fig. 7.1-2), ACT Composite Score (Fig. 7.1-9), AP Performance (Fig. 7.1-11)
W E & D	PSD will utilize best practices to hire, retain, engage, and develop a skilled and talented workforce that will enable the District to achieve its mission *(Addresses strategic challenge of developing our talented staff)*	*Action Plan Measure:* Professional Development Tracking (Fig. 7.3-17) *Key Measures:* TeacherInsight Scores (Fig. 7.3-5), Retention Rate (Fig. 7.3-14), Employee Satisfaction/Engagement Rate (Fig. 7.3-11 thru 13),% Teachers w/ Advanced Degrees (Fig. 7.3-16), Student/Staff Ratio (Fig. 7.3-1)
C & C E	PSD will communicate, engage, and develop partnerships with students, staff and citizens to help reach our Mission *(Addresses strategic challenge of growing partnerships)*	*Action Plan Measure:* Parent Satisfaction Rates (7.2-2), # of volunteers & partnerships (Fig. 7.2-12 & 13) *Key Measures:* Community Grading of Schools (Fig. 7.2-8), Stakeholder Sources of Information (Fig. 7.1-42 & 43), Overall Parent, Alumni & Student Satisfaction (Fig. 7.2-1 thru 7.2-7)
Technology	PSD will create classroom environments where students engage in collaborative, inquiry-based learning, facilitated by educators who are able to use technology to transform knowledge & skills into solutions, new information and products. *(Addresses strategic challenge of teaching 21st century skills & using technology to increase student and stakeholder engagement)*	*Action Plan Measure:* Student Technology Proficiency (Fig. 7.1-11 & 12) *Key Measures:* Teacher Technology Proficiency (Fig. 7.1-28), Growth of Computer Fleet (Fig. 7.1-25), Network Uptime (Fig. 7.1-39) and Ticket Resolution Rate (Fig. 7.1-26)
F & O	PSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for our stakeholders *(Addresses strategic challenges of maintaining economic stability and operating with greater efficiency)*	*Action Plan Measure:* Energy Consumption (Fig. 7.1-31, Fig. 7.4-10), Camera/Fob Access Installation (Fig. 7.4-10), Facility Use (Fig. 7.4-11) *Key Measures:* Revenue Exceeds Expenses (Fig. 7.5-2), Bond Rating (7.5-1)

DO

Our Action Plans and Goals

T & L	#1: **K-12 Literacy**: By 2014, Increase percent of students who are College and Career Ready from 50% to 75% as measured by EPAS system in grades 7-12 Action Plan Work: Implement Readers/Writers Workshop K-8; Literacy Learning Center Approach & Instructional Coaching at secondary level) #2: **K-12 Math**: By 2014, Increase the percent of students who are College and Career Ready from 50% to 75% as measured by EPAS system in grades 7-12 Action Plan Work: Enhance Math Expressions fidelity & differentiation strategies K-6; grow personalized learning model Pre-Algebra thru Algebra II) #3: **Grading for Learning**: By June 2013, 100% of PSD teachers will be able to identify best practices for grading selected for implementation K-12 Action Plan Work: Create task force; develop common understanding of standards-based grading throughout the District) #4: **Personalized Learning**: By June 2015, 100% of PSD students will experience core curriculum delivered through a Personalized Learning Model Action Plan Work: Form task force; create Vision & Framework; Participate in CESA 1 Innovation Lab professional development to build capacity #5: **Response to Intervention**: By 2015 develop and employ a comprehensive K-12 system of academic & behavioral interventions Action Plan Work: Draft RtI Handbook; determine universal screener and progress monitoring tools
W E & D	#1: **Professional Development**: By 2015, authentic and meaningful professional development by the teacher, paraprofessional, secretarial, custodial and food service workforce groups will increase to 100% a measured by the % of completion via online School Objects Action Plan Work: Develop tracking methodology; expand job embedded professional development; expand PD offerings for all workforce groups) #2: **Teacher Evaluation**: By 2014-15 fully implement State Evaluation tools for teachers and administrators Action Plan Work: Teacher Effectiveness pilot of SLOs; Develop teaching compensation draft for implementation 2013-14
C & C E	#1: **Web Training**: By June 2015, parents will have 90% overall satisfaction with web/electronic communications as measured in the End of Year survey Action Plan Work: Update web for parent user-friendliness; hold parent learning sessions on use of website; place instructional videos on web #2: **Volunteer Program**: By June 2014, increase the pool of non-student volunteers from 11,072 to 15,000 hours Action Plan Work: Hire Volunteer Coordinator; create Volunteer Handbook; implement system & place volunteers in classrooms; evaluate program #3: **Business Partnerships**: By June 2014, connect businesses with at least 5 educators to begin sharing information & resources Action Plan Work: Form Chamber of Commerce Task Force to bring community connection to school; place partners in classrooms; create database
Tech	#1: **Student Technology Proficiency**: By June 2014, 100% of Grade 8 students will increase technology proficiency from 44 to 100% as measured by the Technology Proficiency Assessment Action Plan Work: Implement 1:1 in Horizon School; create Tech Plan for expansion at PLE; monitor implementation of Digital Citizenship curriculum
F & O	#1: **Energy Management**: By June 2015, reach & maintain a 30% cost avoidance savings in comparison to 2008 baseline data Action Plan Work: Reward Energy Star classrooms; create dashboard for energy monitoring; install digital control systems #2: **Security Camera/Door Access**: By June 2014, fully implement safety plan pertaining to camera installation & fob access Action Plan Work: Install additional cameras; upgrade digital control capabilities #3: **Resource Conservation**: By June 2015, reduce the cost of printing by 15% Action Plan Work: Create monitoring system with financial incentives for schools to use less paper; implement online registration and evaluate #4: **Facility Use Requests**: By June 2015, 100% of all applications for facility use will be electronically submitted Action Plan Work: Monitor implementation; complete training for new users

STUDY

90-Day Action Plan Updates are conducted by the AT; Continuous Improvement Reports are submitted to the Board annually (available on site)

ACT

90-Day Action Plans are analyzed, and resources may be redirected, if needed; SP process is evaluated prior to implementation of the next PLAN phase

2.1b Strategic Objectives

2.1b.(1) Strategic objectives, identified by PSD as SP Goals, are our most important goals and are developed as part of the PLAN Phase of the SPP. SP Goals are determined to be in the five key areas that will help us accomplish our Mission. Our five SP Goals, identified in ***Figure 2.1-2***, reflect our top priorities and are intended to be accomplished in 4-5 years. After determining the SP Goals, measures are created. We annually publish the results of our SP Goal measure results as they are received by the Board in the form of CIRs.

2.1b.(2) A strategic process aligns strategic challenges to our strategic objectives ***(Figure 2.1-2)***. Strategic challenges and advantages emerge from the ES and SWOT during PLAN phase of the SPP ***(Figure 2.1-1).*** The AT reviews these and addresses them by designing specific SP Goals. The linkage between SP goals and strategic challenges is tight. Opportunities for innovation in programs, offerings and services are addressed in SP Action Plans with many new programs, offerings and services emerging from the SPP**.**

Core competencies emerge in the SPP as strategic advantages identified by SP Team year after year. By conducting an ES/SWOT annually for 20 years, patterns become evident. The SP Team now identifies these as core competencies. The culture of continuous improvement and a systems approach are embedded in our SPP.

The ES and SWOT are the key processes used to identify ST and LT challenges and opportunities. In this process the AT calibrates the severity of the strategic challenges. If the need or challenge is determined to be one requiring increased action, then it is addressed in an SP Goal, sometimes by amending the SP Goal itself or by adding a new SP Strategy Area. For example, as enrollment increased, a Facilities Goal was placed in the SP after a 7 year absence. Our Action Plans represent our means to accomplish short term goals in support of our longer term SP Goals.

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

2.2 Strategy Implementation

2.2a Action Plan Development and Deployment

2.2a.(1) PSD is strategic in SP deployment using a structured process to optimize operational performance. Action Plans (***Figure 2.1-1***) are developed by the AT in the DO phase of the SPP. Where visionary LT SP Goals may be worked on for 4-5 years, SLs design measurable Action Plans to be realized in 1-3 years. Upon determination of the SP Goals in the PLAN phase of the SPP, SLs work in AT Leadership Week to create SP Action Plans on a standardized template to best support the SP Goals. Once identified, Principals work with their building leadership teams (BLTs) to create School Improvement Plans (SIPs) to support the Teaching & Learning SP Goals.

2.2a.(2) To deploy the SP, in the DO phase of the SPP PSD develops Action Plans for each SP Goal (***Figure 2.1-1***). The AT drafts Action Plans to meet both ST and LT goals. Accountability is gained by publishing Action Plans in a gridded format that charts the steps to implement, delineation of responsibility, resource management, professional development needs and completion dates. Once the AT creates and grids these Action Plans, Principals work with their BLTs to design and deploy school-based Teaching & Learning Action Plans. Professional development time and PLC time throughout the school year is used to accomplish these plans. Similarly, the Non-Academic members of the AT work with their departments to deploy SP Action Plans. Deployment is monitored through AT quarterly review.

Figure 2.1-3 Information Analysis for Strategic Planning

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

2.2a.(3) The SPP is integrated in the budget development process to ensure financial and human resources are available to support accomplishment of Action Plans through the use of a three part process in DO and ACT phases of the SPP. PSD deploys a systematic budget development process where plans drive the budget and action, not the reverse.

- During the DO phase, financial, human resource, and capital/equipment needs are identified. ***(Figure 2.2-1)***
- During Action Plan creation, the AT prioritizes its resources to address Action Plans and identifies the risks associated. These priorities are funding in the budget.
- Once the budget and SP is BOE-adopted, in the ACT phrase SLs may recommend that resources be reallocated, if necessary, to meet Action Plan completion. These decisions occur after AT discussion and with SA recommendation.

2.2a.(4) PSD SLs recognize that the faculty and staff working with students must be of the highest quality as student learning is directly impacted by the quality of the people who interact with them. Due to this commitment, PSD is systematic in assessing workforce capacity and capability for accomplishing our LT SP Goals and ST Action Plans. This is a highly integrated process linking SPP with our financial management

and human resource work process areas. Action Plans list professional development as a "Resource Needed." SLs review the Action Plans and create a Financial/HR Plan. This is a two-step process beginning with determining workforce capacity. As staffing is the largest PSD budget driver, the Budget & Staffing Plan integrates staffing into the budgeting process to address identified staffing needs to support the SP Action Plans. Along with student enrollment, it is the SP which guides our staffing plan. PSD addresses workforce capacity when workforce needs are identified to implement SP Action Plans. Cycles of learning are evident: the positions of our part-time Public Information Coordinator, IT Director and CAO emerged from SP Action Plans. In 2012 we added Volunteer Coordinator as part of SPP. In addition to reviewing workforce capacity, SLs determine training needs by assessing workforce capability. AC members review needed staff development requirements for teachers called for in the SP and then schedule needed training on identified teacher professional development days throughout the year.

2.2a.(5) PSD ensures our Action Plan measurement system, called our Balanced Scorecard, reinforces organizational alignment by instituting a process for identifying, monitoring and evaluating performance on key measures for SP Goals and Action Plan progress ***(Figure 2.1-2)***. Our SP Goals are evaluated in our Annual Data Review where school & department teams review our Balanced Scorecard measures. All Action Plans have identified progress points which are monitored by SLs on a quarterly basis when 90-Day Action Plans are reviewed. The BOE reviews CIRs annually. The PES for administrators establishes goal attainment as part of job performance evaluation. This integrated process of measuring key performance measures ensures progress toward identified organizational goals.

2.2a.(6) When it is necessary to deploy modified Action Plans, the first step is for SAs to meet and create a revised Action Plan that is taken to the AC for review. The PDSA cycle is utilized: What needs to be addressed? Why? (P) What is the best plan to address this? (D) What needs to be done to make it happen? Following implementation, the revised Action Plans are reviewed to determine if the revised Action Plan worked and should be continued (S/A). As example, in 2009 PSD unexpectedly received ARRA funds and quickly deployed revised Action Plans to spend these stimulus dollars in support the Literacy plan in the Teaching & Learning area.

Figure 2.2-1 Key Planned Changes 2013-14 Impacting Workforce Capacity & Capability and Budget & Staffing

SP Strategic Priority	Key Changes
Teaching & Learning	Science Curriculum Implementation (PD) Early Literacy & Personalized Math Expansion (Staff) Grading for Learning & RtI (PD)
Communication & Community Engagement	Orient parents to web site (Resource Time) Expand social media (PD) Increase partnerships & volunteers (Time)
Workforce Develop-ment & Engagement	Create Tool for Employee Compensation (PD) Track Professional Development (Time)
Technology	Technology Plan implementation in K-4; Google Expansion (Equipment Leasing)
Facilities & Operations	Energy Savings Plan (Resource Time/Equipment) Wellness Focus (PD)
Other Planned Changes	
Students	Growing resident enrollment
Market	Need to monitor OE #s Growing #s entering from private schools
Financial/Operational	Increase OE impacts budget; Implement heath & retirement benefit changes for cost effective-ness; Educator Effectiveness

2.2b Performance Projection

Setting performance projections, using benchmarks, and reviewing PSD trend data to see patterns of past performance are processes SLs use to identify gaps that will be addressed in the upcoming SP. In a cycle of refinement, beginning in 2011 and 2012, we hired a consultant from Baldrige winning District Iredell-Statesville to assist us in creating stronger performance measures. PSD uses gaps in performance against our competitors or comparable organizations as a motivator to improve. Identifying performance gaps is vital, knowing that if we choose only the "safest" benchmarking comparables, we will not grow. Improvement is our aim, and the benchmarking process offers us rich data for this purpose. Seven years ago we used only State averages as benchmark goals. Realizing we consistently outperform State averages on all measures of standardized achievement, the CAO sought benchmarks to stretch us, we call these "Aspiring" goals. Our Data Review process reviews performance levels, trends, and performance against competitors or comparable organizations and sets goals using this data. This guides our next SPP cycle.

3.0 Customer Focus

3.1 Voice of the Customer

3.1a Listening to Students and Other Customers

3.1a.(1) As part of our Communication Plan (CP), PSD employs multiple stakeholder listening approaches to obtain actionable information to improve educational programs, offerings and services using a wide variety of direct, print, and technology tools depending on stakeholder segment (***Figure 3.1-1)***. So data received becomes actionable, we utilize the PDSA process (***Figure 3.1-2***) and integrate findings to inform SP Action Plans. This key work is orchestrated by our Public Information Coordinator (PIC), a valued resource for a district our small size. Benchmarks indicate that only 5% of school districts have a dedicated communications specialist. SLs have always valued strong engagement with our stakeholders and supported in in our SP. Because of this, SP Action Plans created this PSD position and the PIC guides its work.

While rich VOC information is sought & attained by direct communication and stakeholder participation in our SPP and conversation on campus, we deploy annual parent, employee, and student satisfaction surveys to obtain Voice of Customer (VOC) data. In place for over twelve years, these 20+ question surveys are our key tool to inform the SP and guide continuous improvement efforts. Survey questions obtain satisfaction and dissatisfaction data concerning engagement, service, safety, communication, and quality with segmented responses from end-of-year surveys analyzed annually by SLs and Data Review Teams. District trends are determined and, if necessary, opportunities for improvement are integrated into SP Action Plans. Findings are presented annually to the BOE in CIRs as well as with all staff and parents. Cycles of learning are rich, incorporating form, content and deployment improvements including a move to technology deployment. Annually surveys are AC reviewed for question improvement. End-of-year surveys impact program & service improvement. As example, student survey responses prompted creation of SP Action Plans to address student respect; anti-bulling efforts

Figure 3.1-1 Key Listening & Learning Methods			
Method	**Stakeholder**	**Frequency**	**Internal Use of Data**
Direct Communication			
Focus Group	S, P, C	O	SL, S, E, I
Classroom Obs.	S	O	SL, E, I
Parent Conferences	P	Q	SL, C
Strategic Plan Participation	All	A	SL, S, E, I
BOE Meetings	S, P, C, PC	2xM	C, I, S
PAGs	P	O	SL, S, E, C, I
Curriculum Comm.	S, P, C	O	SL, I
Hiring Committees	S, P, C	O	SL
Vendor Meetings	SU	M	S, E, I
Student Council, Leadership Club	S	O	SL, C
Open Houses	FS	A	S
Chamber Meetings	C	M	S, SL
Annual Meeting	C	A	S
Print			
Assessment/Tests	S	O	SL
Newsletters	C, PC	3xY	S, E, C
Correspondence	All	O	C
Higher Ed. Reports	P		SL
Technology			
Web site	All	O	S, C,
Surveys	S, A, P, C	A	SL, S, E, I
Suggestion Box	S, P, C, SU	O	C
Family Access/ School Fusion	P, S	O	SL, C
Facebook, Twitter	S, A, P, C	O	C
Telephone	All	O	SL, S, E, C
Registration	S, P	A	SL, E
E-mail	All	O	SL, S, E, C, I

Stakeholders: S=Student, P=Parent, C=Community, A=Alumni, PC=Partners/Collaborators, FS=Future Students **Frequency:** O=Ongoing, Q=Quarterly, A=Annually, M-Monthly, x=times, Y=Year
Use: SL=Improve Student Learning, S=Improve Service, E=Improve Efficiency, C=Resolve Complaint or Individual Concern, I=Enhance Innovation

that resulted have positively influenced school culture and integrated systematic reporting processes between schools.

Focus groups and on-going meetings are also a vital approach to obtain VOC input. Students' and parents' VOC input are gleaned directly in the curriculum renewal process. Parents were recently involved in updating our Human Growth & Development curriculum and students in creation of our Technology Plan. Additionally, Principals use PTO & Parent Advisory Groups to give them a pulse on parent perceptions of school operations. Segmented focus groups are also used to listen and learn from Title I, TAG, and Special Education parents. Key vendors also meet monthly with the CFO so we can respond with agility to issues or concerns. In addition to citizen input on each BOE meeting agenda, SLs meet regularly in community with the PTO, Booster Club, Chamber of Commerce, local government, and area school leaders. Principals and the Athletics/Activities Director meet regularly with student groups such as Student Council and Leadership Club to obtain student input, so students have a stronger voice in programming. Students and parents serve on interview committees for administrative hires. To add authentic voice, all teacher applicants teach a lesson and we obtain student feedback to inform our hiring decisions.

When considering a major SP initiative, specialized VOC feedback is sought. When considering the addition of Four Year Old Kindergarten (4K) program, a non-mandated program, we deployed a parent survey and learned that 88% of respondents expressed support of 4K. Thus, 4K planning was integrated in our SP and implemented the following year.

In a cycle of learning, SP Communication Action Plans expanded to leverage social media, offering another vehicle to engage and listen to stakeholders. Customer engagement via social media now includes Facebook, Twitter, video sites, and blogs for online newspaper articles. In fall 2010, a successful referendum vote to renovate and add PSD facilities showed a spike in stakeholders accessing information via Facebook the day prior to the vote. Three referendum videos strategically placed on our web site, viewed through Vimeo, were viewed over 19,000 times. The use of Google Alerts is valuable to monitor daily media and social commentary concerning PSD.

A SP Action Plan prompted PSD to leverage the use of technology to obtain VOC input from identified segments. Multiple approaches now enhance our process:

- use of a web site suggestion box
- Survey Monkey, an online survey tool, to deploy stakeholder surveys
- Family Access integrating online technology to facilitate expedient, fact-based communication from parent to faculty regarding grades, absences, discipline or outstanding bills
- School Fusion accounts allow parents to track information on their child's homework, class assignments, and blogs.

Predominantly, we learn from our students daily via our classroom assessments and instructional strategies. As we are data-driven, student behavioral and achievement data is used to guide teacher instruction and create interventions to assist students learn. In some classrooms we are using new student response systems designed to give teachers immediate feedback concerning a classes' understanding of content being learned. This tool prompts agility as the teacher can quickly assess the entire class to ascertain which students need more assistance to learn. SLs conduct observations as part of our PES to obtain information on the quality of classroom instruction. Recently, goals were set regarding student and teacher use of technology based on classroom observations.

Listening methods for students change depending on relationship stage. We listen to prospective students in a more individualized manner, often one-on-one or via informational school open houses. Current students on our campus daily are listened to using a wide variety of formal & informal listening methods, but when students become alumni we use primarily social media to obtain actionable information from this group. ***3.1a.(2)*** Listening to former, potential and competitors' students and other customers involves deploying targeted messages via the CP (***Figure 1.1-2***) to segmented groups (***Figure P-8***) based on message purpose. For over seven years, surveys are our primary approach to obtain information from alumni, our key former customers. We gain valuable data about the quality of curricular and extra-curricular experiences students experienced while at PSD and if it met our aim of making them college- and career-ready. Results are integrated in our CRDP and influence curriculum for current and future PSD students. Alumni feedback recently provided the World Language curriculum committee improvement suggestions and validated SP emphasis on non-fiction writing.

Incoming open enrollment (OE) is our richest source for prospective students. We deploy surveys to incoming OE families to better understand their interest in PSD, and our

marketing is influenced by data obtained. We hold school open houses to listen to potential and competitors' (identified as private or home schooled students) and engage in one-on-one meetings with prospective students on tours and meetings.

3.1b Determination of Student and Other Customer Satisfaction and Engagement

3.1b.(1) PSD uses multiple approaches to determine student and stakeholder satisfaction through a process deployed to reach key market segments (***Figure 3.1-3***). Annual end-of-year surveys referenced in 3.1a.(1) are a cornerstone of our data-driven approach to determine satisfaction. They provide insight to student and parent satisfaction of criteria determined by the AT and based on indicators of successful schools as identified by Gallup: communication, engagement, service, safety, and quality. Survey results are available on site with key results presented in ***Figure 7.2-2*** through ***7.2-8.*** Surveying is also conducted for other strategic purposes: learning what new athletic/extracurricular programs students desire; curriculum review; food service; sport/coach satisfaction by parent & student. In a cycle of refinement, SLs use Survey Monkey to efficiently tabulate data for analysis by the AT and Data Review Teams. In a further cycle of improvement, to increase participation these surveys are deployed via School Messenger to home emails with the survey link embedded.

Figure 3.1-3 Satisfaction Determination Process

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

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

State identified key indicators of student engagement (dropout rates, truancy rates, and attendance rate) are reported in our School Performance Report (SPR) and are benchmarked against county, State, and national comparables ***(Figures 7.2-9-11).*** Engagement is also measured by student and stakeholder volunteering (***Figure 7.2-12-13***) and partner donations (***Figure 7.2–14).***

As part of a strategic effort to determine support for a possible referendum, the PSD community was surveyed 3 times from 2008 to 2010 to guide bond question design and project scope. Survey results prompted PSD to restructure the referendum ballot questions. On November 2, 2010, PSD posed the largest referendum on that day in our State, and it was widely approved. Strategic engagement was key in gaining community support and referenda passage. To thank our community, an open house was held in our new facilities in 2012 and over 1,500 community members attended.

3.1b.(2) To understand and improve PSD performance, we strategically obtain and analyze information on student/ stakeholder satisfaction relative to competitor satisfaction through benchmarking. National benchmarks come from the Phi Delta Kappa/Gallup Poll of School Satisfaction. Additionally, alumni surveys were benchmarked using schools of similar size. DPI Wisedash/WINNS is used to benchmark key student engagement indictors.

3.1b.(3) While a high standard, our key approach to defining dissatisfaction is determined by an aggregate score of less than 85% satisfaction on our end-of-year surveys (defined by those responding Disagree or Strongly Disagree). We also seek to learn about dissatisfaction in focus groups and PAGs.

Dissatisfaction is viewed as an opportunity for improvement. Our campus setting and strong stakeholder relationships allow for ample face-to-face dialogue when dissatisfaction is raised. Using the PDSA approach, dissatisfaction often results in the development Action Plans integrated in our SPP. As evidence, technology focus group participants revealed dissatisfaction with the user-friendliness of the PSD web site. In response, the 2010-11 SP Action Plan called for implementation of an interactive web site featuring blogs and interactive calendars & information tools. To heighten engagement, classes were held for parents to explain the new features in the 2012-2013 school year. Since then, videos were produced and placed on the web showing how to better use the interactive features. End-of-year survey questions were added in 2013 to assess satisfaction of these electronic communication features.

3.2 Customer Engagement

3.2a Program and Service Offerings and Student and Other Customer Support

3.2a.(1) For over 15 years, the Curriculum Review & Design Process (CRDP) is key process used to innovate all PSD educational programs and services. It is a multi-step process incorporating PDSA which operates on a five year cycle (***Figure 3.2-1)***. The CRDP answers two of the four critical questions of the Academic work system: What do students need to know and be able to do? How will we know when they have learned it?

Figure 3.1-2 Listening Process

Step	Input (P)
1	Idea or Initiative received
	Key Process Steps (D)
2	SLs review merits of idea/initiative
3	Process owner identified or team formed
4	Research and gather data
5	SP Action Plan developed (if needed)
	Output (S)
6	Initiative or idea is integrated into system
	Continuous Improvement Cycle (A)
7	Benchmark for improvement

To aid integration and broaden deployment, each CRDP subject area curriculum committee is formed with teacher representation from all schools. As it should, the PDSA process begins with users of the curriculum being listened to. Student and parent user requirements are reviewed, and a thorough SWOT is conducted with input provided by students, parents, teachers, and alumni. Current student achievement of all sub-groups in the designated curricular area is reviewed. State and national standards are reviewed to be certain all key requirements are met in curricular revision prior to writing/ revising PSD curriculum and assessments. As part of the CRDP, curriculum committee members also review current research & theory, visit and benchmark with schools having recognized quality programs, and contact higher-education institutions in the surrounding area to align PSD course revisions with post-secondary requirements and identify ways to exceed expectations. To enhance innovation and integration, relevant technology is reviewed and placed in the curriculum. To further integration, the CRDP revises classroom assessments to complete the cycle.

Cycles of learning are evident in process improvements to the CRDP with the goal of expanding relationships and

attaining input from more stakeholders in more systematic ways. Input was attained via an online survey regarding parent perception of the Math and Talented & Gifted program, and a parent materials review night was held for parents to view math curricular resources prior to our pilot of them. Similarly, to better respond to student curricular needs and desires, student input regarding perceptions of current curriculum and desired curricular additions are sought via survey and focus group as part of the CRDP. To further aid integration and knowledge sharing, PSD uses Build Your Own Curriculum (BYOC), a technology-based curricular development system, to make PSD curriculum transparent to stakeholders, increase efficiency & knowledge sharing, and benchmark nation-wide.

Graduation requirements are determined by the WI DPI, but we exceed the required coursework required with students needing more math, science and social studies to graduate. Students have extensive choice at the secondary level regarding the difficulty level of coursework they elect to take. This is how we adapt coursework to better meet student needs.

The ability to exceed expectations of students and stakeholders through innovation of educational programs and services is integrated in our SPP and our CRDP. Annually, both the SPP and CRDP propels innovation inspiring more rigorous and engaging courses and programs of study. By responding to ES trends and parent/student input, curricular innovation is evident throughout PSD. We recently added new health careers courses responding to job trend data identified in a SPP ES. PSD students enrolling in Introduction to Health and Medical Terminology may now seek college credit for these courses via WCTC. Student surveys indicated a desire for more advanced placement (AP) classes. PSD responded by adding many AP classes on-site and began a relationship with Northwestern University. This unique partnership expanded opportunities in computer programming and AP coursework. In 2010-11, Mandarin Chinese was added to the PHS World Language curriculum in response to stakeholder requests and benchmarking with competitors. The program has now expanded to the middle school. A Green Technology class began in the 2011-12 school year at PHS and this complements coursework in Robotics and Entrepreneurship. Innovation reached new heights with our 1:1 laptop program which has spurred further curricular innovation in grades 5-12. At ACMS Academy 21, a "classroom without walls" is based on educating students to problem solve using 21st century skills. Expansion into math and literacy learning centers at ACMS now feature personalized learning. The CRDP spurs innovation.

3.2a.(2) The services provided in our Response to Intervention pyramid, (***Figure 6.1-2***) is our key work process to address the other two critical learning questions: What will we do when students haven't learned what they need to know and be able to do? What will we do when they already know it?

Not every student learns at the same rate or in the same way; thus, our Student Services Department manages deployment of interventions called Response to Intervention for identified segmented groups and students identified as needing academic assistance or enrichment. The process for determining student intervention services to provide academic, social and emotional support is shown in ***Figure 3.2-2***. Individual student achievement or behavioral data is the primary tool used to determine interventions which may include Guidance services, tutoring, English as a Second Language services, additional resource time with teachers, or, at last resort, special education designation and services.

Figure 3.2-2 Use of Intervention Support Mechanisms

Step	Input (P)
1	Identify student learning needs by analyzing student data
	Key Process Steps (D)
2	Compare with expected benchmarks seen in classroom
3	Put Tier 1 interventions in place in classroom
4	Monitor & determine if Tier 2 or 3 interventions are necessary
5	If needed, convene team to determine further interventions
	Output (S)
6	Student/stakeholders receive needed support services
	Continuous Improvement Cycle (A)
7	Monitor progress data to determine intervention success

Multiple approaches are deployed to students identified as needing learning assistance beginning in the classroom and, if needed, becoming increasingly intensive, all with the aim of assisting students learn what they need to know (***Figure 6.1-2***). At the elementary level, a systematic tool is in place to determine students in need of reading and math interventions. A unique data wall systematically tracks the reading performance and intervention success of each student, a comprehensive PDSA classroom tool. At the middle and high school level, interventions are determined by student grades or behavior. We use academic achievement, attendance, drop out, and truancy data, and benchmark to determine the success of interventions. We call this progress monitoring.

We deploy multiple approaches from our Communication Plan (***Figure 1.1-2***) to introduce student/stakeholder groups to what is available for them in PSD. Students and stakeholders are informed of changes, achievements, needs, and programs in PSD through each school newsletter, the web site, award winning *Perspective* community newsletter, School Messenger email system, social media, print and broadcast media, and the annual meeting. In addition, to exceed expectations in engaging students and parents concerning our support services and academic programming options, we deploy multiple individualized approaches including each school's orientation program, guidance program, and individual conferences. Together these processes form an integrated system to provide all students and parents with pertinent, personalized support concerning educational programs, offerings, and services. We cannot reach our Mission if we allow students to "slip through the cracks". Thus, we are systematic in how we intercede.

We also reach out to the greater community. Survey data reveals increased use of the web site as an information tool. Press releases, routinely sent to media outlets, result in newspapers regularly showcasing academic & citizenship achievements of our students. SLs use AT and BLT meetings to debrief after key school support events to determine effectiveness and identify improvement opportunities.

3.2a.(3) Student segmentation (***Figure P-8***) is determined by how we analyze student achievement. As documented in Category 4.1, we have a rich student knowledge management system to track student achievement so we make sound, data-driven decisions regarding each student's learning needs/ progress. We take pride in the rich data analysis conducted by our Data Review teams who study the performance of all sub-groups to identify gaps and opportunities for programmatic

Figure 3.2-1 PDSA in Curriculum Review & Development (CRDP) Cycle

	PLAN	DO	STUDY/ACT
Year & Steps	**Evaluation, Investigation, Instruction (Years 1 & 2 of cycle)** Determine stakeholder req. Review of standards Conduct SWOT and analyze PSD performance for gaps Review practice research Determine quality assessment Infuse writing in all curricula Determine how we can innovate with technology & instruction	**Curriculum Development (Year 3)** Synthesize findings from PLAN phase Determine capacity Determine scope/sequence Write curriculum Review & select materials Determine assessments Obtain needed technology Obtain Board approval	**Implementation (Year 4 & 5)** Place curric. on BYOC Provide needed professional development Use curriculum & assessment in the classroom Monitor & assess effectiveness
2009-10	Math Music Library/Media	Social Studies Tech Ed Talented & Gifted	Foreign Language Art
2010-11	Language Arts: Writing Phy Ed/Health Guidance	Math Music Library/Media	Social Studies Tech Ed Talented & Gifted
2011-12	Language Arts: Reading Family/Consumer Ed Title I	Language Arts: Writing Phy Ed/Health Guidance	Math Music Library/Media
2012-13	Art TAG Business Education Family/Consumer Education	Science Phy Ed/Health	Language Arts: Writing/Reading School Counseling

improvement. The analysis is also integrated in our CRDP to inform curriculum revision. Most importantly, student data review determines needed student interventions. This is vital work in the name of our Mission. To improve agility and depth of analysis, we recently hired a Data Manager.

We carefully analyze customer data via market segments (***Figure P-8***) to identify enrollment trends so we can be responsive to growth or decline in our resident student market. Enrollment studies by Applied Population Labs give us five- and ten-year snapshots of enrollment growth so we can plan accordingly. Data review is integrated in campus planning. Similarly, we track trends of private school, open enrollment, and home-schooled students so we can determine market share and capitalize on optimal opportunities to pursue for growth. From this analysis, we determined that OE was our largest growth opportunity and marketed to this group (***Figure 3.2-3***). From our survey of potential OE students, the safe and small campus setting and quantity and quality of the curricular and extracurricular opportunities play a large role in the decision to attend PSD. Using this information, we marketed to this OE market segment using print ads in a local newspaper. Now PSD has increased the OE market segment to a point we generate more OE applications than we can accept.

3.2b Building Relationships with Students and Other Customers

3.2b.(1) PSD uses multiple approaches housed in our CP to create a student/stakeholder focused culture in support of our Mission. This involves systematically listening to and engaging with key stakeholder groups to improve customer satisfaction while prompting improvement and innovation (***Figure 3.1-1***).

We employ multiple approaches to market, build, and manage relationships with stakeholders. Most relationships begin with in-person contact at our schools. To retain our customer base, we make it a priority to exceed expectations in the high quality personal relationships we develop with our stakeholders. Our CP strategically deploys relationship management strategies designed for segmented stakeholder groups yet recognizes that quality relationships are built with individualized two-way communication (***Figure 3.2-3***).

We seek to build relationships with stakeholders by developing a positive image of PSD with frequent communication of district information featuring student citizenship and achievement. Key sources of this information are school publications, *Perspective* newsletters, an annual report, school newsletters, web site, the district electronic calendar, and news articles resulting from press releases. The ease of adding information to Facebook and Twitter has streamlined how quickly information is available to stakeholders. The instantaneous process, along with unlimited space for posts, makes this option extremely user-friendly. The "comments" and "likes" of certain photos, links, and videos provide feedback used to understand what stakeholders are interested in knowing about the district.

To build market share, PSD uses multiple approaches in the CP to inform citizens of the quality education offered in PSD. We work proactively with realtors, prospective resident and OE families to provide school shoppers PSD information packets, an online video tour, and individualized tours. School Open Houses are also key. Our efforts are working: PSD market share is strong (***Figures 7.5-9 thru 7.5-13***).

Our web site is also a key communication & engagement tool. In the past two years we have moved from an internally hosted website to an externally hosted site through School Fusion. School Fusion allows for interactive relationships with parents, students, and staff. Parents and students are given separate accounts to access information from teachers about classes. It may be used for classroom blogs, videos, slideshows, and many other features.

BOE policy encourages community support groups and partnerships to benefit PSD students. PSD uses a variety of methods to sustain and strengthen relationships with current collaborators, partners, and stakeholders while developing future relationships. The SPP is the venue for which stakeholder expectations are set. ***Figure 3.2-4*** illustrates the key approaches used by PSD to develop stakeholder relationships. In addition to the partners and collaborators identified in the OP, we nurture relationships with many internal and external groups such as Student Councils, many local youth sporting clubs, and our SP Team. To build strong relationships with current and future stakeholders, SLs and employees take an active role in many community organizations such as the Pewaukee Rotary Club, Kiwanis, Chamber of Commerce, PSF, Junior Achievement, Library, and numerous youth sporting clubs (***Figure 1.2-6)***.

Engagement has strengthened with our use of technology to increase the overall number of stakeholders and stakeholder groups receiving PSD information. In addition to placing more information on our web site, our CP segments stakeholder groups for targeted communication engagement. For example, a group of citizens without children in our schools receive notifications of PSD events, reduced entrance fees to PSD

Figure 3.2-3 Building Relationships with Students, Parents & Other Customers	
Relationship Building Method	**Purpose**
Individual School Open Houses	Provide general information about school to prospective students
Student Orientation	Assist students in smooth transition to a new school
Parent Web Accounts	Give parent access to teacher/class/assignment info via School Fusion
Parent Family Access	Provides electronic information on student grades, fee payment, discipline
Parent Workshops	Offer families learning opportunities (e.g. Internet safety, new curriculum)
Parent Advisory Groups	Gives voice to parent concerns; gives principals pulse of parent perception
Summer School	Offer remediation & enrichment to resident students & build relationship with non-resident students and families
Open Enrollment Marketing Tours	Offer prospective families school information to make informed decisions
Conflict Mediation Programs	Anti-Bullying Clubs teach students mediation techniques
Business & Community Partnership Committee	Pewaukee Chamber of Commerce members provide internships and speakers; PSD strengthens community relationships
Community Volunteer Program	Community members without children tutor in reading and math
Social Media	Facebook and Twitter used for all workshops, events, productions, etc.
Alumni Surveys	Alumni surveyed within a year of graduation to
Board of Education Meetings	Students & teachers featured in Spotlights; Citizen address the Board

events, and invitations to volunteer. In addition to Facebook's insights graphs which show the majority of users in the 24 to 44 age range, community surveys support the idea that mature citizens are not as active with the PSD Facebook site, reinforcing the need to continue to reach out to all stakeholders through non-social media methods.

A recently filled position for a Volunteer Coordinator has resulted in a surge of citizens without school-age children volunteering in reading and math programs through their involvement in the elementary schools. Volunteers come from all walks of life including retired teachers, past and current Village of Pewaukee employees, clergy, and former BOE members. Parents of current students and former students also make up a large group who volunteers in the intervention programs.

Our CP further engages stakeholders and exceeds expectations by employing tools to obtain stakeholder input. End-of-year satisfaction surveys have been in place in PSD schools for ten years and are used in conjunction with alumni surveys, a community survey, a new employee satisfaction survey, and focus groups to encourage engagement.

PSD recognizes that different stakeholders have varying engagement expectations (***Figure P-9***). PSD targets its CP based on these user requirements. Parents want to be informed concerning their child's education, so we design specialized orientations as students progress from school to school as well as Family Access, School Fusion accounts, school newsletters, and numerous parent conference and workshop opportunities. The district tracks the level of stakeholder volunteer hours and the level of community & business connections that take place in the district as a means of illustrating supportive relations with these stakeholders ***(Figure 7.2-12-14).*** On a yearly basis our school community participates in numerous annual fundraising events. The dollars raised for our key communities and volunteer hours are some of the measures used to gauge and goal set our relations with families. Passing the PSD $16.5 million dollar bond referendum in the current economical and political climate is another measure of increased engagement with all stakeholders.

Figure 3.2-5 Complaint Response	
Step	**Input (P)**
1	Complaint/Suggestion is initiated
Key Process Steps as defined in BOE Policy (D)	
2	First level received/teacher, office, etc.
	If unresolved, go toPrincipal
	If unresolved, go to Superintendent
	If unresolved, go to Board of Education
Output (S)	
3	Determine root cause of Complaint/Suggestion
4	Resolve the issue—Conduct follow-up to put resolution in place transfer to party to resolve
5	Close loop & communicate resolution to initiator; BOE & Superintendent use tracking system
Continuous Improvement Cycle (A)	
6	SA analyze complaint trends & levels as part of ongoing systems improvement

3.2b.(2) In order to resolve student, parent, staff, and community concerns, PSD welcomes the opportunity to address complaints and act upon suggestions. BOE policy directs complaint resolution with the aim of resolving the concern at the level closest to the concern. The policy along with a submission form is available on our website. The 6-step Concern/Suggestion Tracking System is used to facilitate District-wide understanding of complaint patterns and resolution ***(Figure 3.2-5).*** Most complaints, however, are submitted in person, via telephone or by email. It is the Superintendent's expectation that all incoming complaints must be responded to within 24 hours, with a status update or resolution provided within 7 work days. Meeting these timelines and personally closing the loop with the complaint initiator is the most powerful way PSD SLs recover customer confidence and enhance satisfaction and engagement. The Superintendent has a tracking system for complaints reaching the district office. SAs analyze patterns and create improvement strategies using this information.

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

4.0 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Measurement

4.1a.(1) In support of our systems approach, a core competency, we are highly systematic in how we use performance measures. We select, collect, align and integrate data and information for use in analyzing and improving student learning, daily operations, overall organizational performance to support decision-making and encourage

Figure 4.1-1 Balanced Scorecard Use

Who	Time Frame/Participants/Purpose
Board of Education	• Board Calendar; annual review of CIRs, quarterly SP review • Senior leaders, district office staff, and community members • Ensure alignment of strategic plan, mission, vision, and SP Goals with district policies and procedures
Superintendent	• Monthly • Department, division, and school leaders • Review mission, vision, and goals while monitoring key performance areas and strategic objectives
Senior Advisors	• Weekly • Superintendent, CAO, CFO • Assess PSD's progress and performance toward achieving SP as outlined in *Figure 2.1-2*
Administrative Cabinet	• Weekly • School leaders, SAs, Director of Technology, Director of Student Services • Review Action Plan progress as outlined in SP, monitor and implement innovation, identify benchmarking opportunities
Administrative Team	• Twice Monthly and in Leadership Week in summer • Administrative Cabinet, Directors and Coordinators • Communicate, review, and monitor SP progress as outlined by Action Plans
Building/ Department Leadership Teams & PLCs	• Monthly for BLTs / Weekly for PLCs • School/department administrators, teacher leaders • Assess operational performance for department, division, and school leadership by monitoring Action Plan progress and Academic/Support work processes
All Data Teams	• Annually • School administrators, teacher leaders • Assess annual progress in achieving CIP/PDSA including Teaching and Learning performance data

innovation. This our Balanced Scorecard approach (BSC).

Data deployment (***Figure 4.1-1***) to Building Data Teams (BDT), Instructional Data Teams (IDT) and the District Data Teams (DDT) prompts extensive analysis of measurements in the Balanced Scorecard (***Figure 4.1-1***). We determine whether new or refined measures need to be identified to meet the PSD's data and information needs and key requirements ***(Figure 4.1-1)***. Through the BSC and the SPP, the Superintendent and CAO facilitate the review of measurement using selection criteria. Selection criteria determine if data against the potential measure are 1) currently available or obtainable, 2) valid, and 3) aligned to the Mission, District goals, and user and work processes requirements, as appropriate. Specifications on frequency and responsibilities related to data collection, analysis and reporting are articulated in the PSD Continuous Improvement and Data Teaming Process (CIDTP).

Two approaches are used to collect data: automated and manual. PSD collects data against measures in all five SP Strategy areas ***(Figure 2.1-2)***. Our Instructional Technology (IT) Dept. designs the process for data capture with the system applications and data warehouses. New or refined measures are integrated into SPP and placed on the BSC to monitor organizational performance review and related key work processes. Dashboards are created using Microsoft Office to monitor work process efficiency and effectiveness.

Automated student achievement data are gathered on state assessments using WiseDash and WSAS-ORS Turnleaf and uploaded into the District's SPSS data warehouse along with MAP, F&P, EPAS and DBA results collected manually using Excel for faculty access. At the classroom level, teachers enter student achievement results into the SMS which can then be accessed electronically by parents and students. With support from the ADS each school is responsible for analyzing and disseminating results for the Teaching and Learning SP Strategy Area. Data alignment and integration is facilitated at the district level on a routine basis by the ADS and the DDT as outlined in the CIP and DTP Calendar and occurs during data analysis by BDT's, IDT's, BLTs and PLCs, and via CIRs with the Board. Results against the measures are used to assess progress against goals and to manage and improve day-to-day Academic and Support work processes. Skyward, our data management software system, serves as a primary vehicle for work process data collection, alignment and integration for management of all financial operations; all student data, HR employee information, and student service data. PSD collects, analyzes, aligns and integrates results from parent, employee, alumni, community and student satisfaction surveys collected using Zoomerang survey software. The HR Director collects and maintains staff data including education level, work experience, salary & benefit, attendance and demographic information. Staff development data are captured and maintained in the CAO's office.

Systematic evaluation of our performance measures have led to multiple cycles of improvement. In 2008, using PDSA, our PHS team identified the need for performance improvement on the ACT college entrance exams As a result, predictive pre-ACT instruments are now utilized (EXPLORE and PLAN, also called the EPAS system) to proactively monitor learning and integration. In 2009, PLE and HES deployed data walls to monitor student reading levels. Teachers and grade level teams designed, implemented, and monitored intervention plans at the classroom level, based upon analysis of individual student results. The integration of the innovative data walls was a result of regional benchmarking and led to a curriculum renewal in our elementary reading program. Most recently, PSD added the ASD position to enhance data management capacity and established the Continuous Improvement and Data Teaming Process to improve analysis and responsiveness. In a true cycle of learning, in 2012, PSD raised the bar and established higher college– and career readiness benchmarks aligned with MAP, F&P, WKCE and EPAS achievement in grades 3-12 as key performance indicators for all Teaching and Learning PDSA's. We have just begun to track these new benchmarks and have the benchmarks and results available on site.

4.1a.(2) When a new or enhanced measure is identified, the AC also uses the measurement process and criteria to identify and evaluate applicability of potential benchmarking candidates. In an effort to benchmark organizational progress, PSD utilizes a variety of sources for comparative data and information ***(Figure P-6)***. Sources for comparisons include but are not limited to national, state, county, regional, and peer districts. In addition, PSD identified regional high performers to benchmark student achievement against; we call these "Aspiring" benchmarks in our Results. They represent school districts achieving in the top percentile of achievement in Wisconsin when we self-select schools with which to compare. The key criteria used by the AC to select comparison data and information are student enrollment size, similar socioeconomic and demographic factors. To ensure the effective use of key comparative data

and information, PSD statistically describes data in charts and graphs and reports results against measures in the BSC and in department and school dashboards/PDSAs.

4.1a.(3) PSD employs a strategic process with multiple approaches deployed to current future, and past students and stakeholders to obtain actionable information and feedback to improve its educational programs, offerings and services via the use of surveys, focus groups, PAGs, web site suggestion box, complaint/suggestion procedure, alumni surveys, and student council input. Our key tools are our stakeholder satisfaction surveys, also called end-of-year surveys, are given to employees, students and parents. These are now deployed using Zoomerang software to ensure reliable data presentation and, therefore, more valid data analysis. During Leadership Week, members of the AT review listening tools for effectiveness, appropriateness, and efficiency. Daily the Public Information Coordinator and Director of IT review information (e.g. comments and "likes") gleaned from Twitter and Facebook for potential improvement opportunities.

4.1a.(4) Our use of school and department dashboards employing in-process measures ***(Figure 6.1-1***) in addition to BSC measures, ensures agility in responding to unexpected or organizational changes. We don't use solely lagging data; we strive to identify leading data to inform us. To ensure deployment of this dashboard approach, review of our SP Action Plans and corresponding data by the AT on a quarterly basis integrates this review of dashboard measures and in-process indicators. This review prompts agility. The PSD measurement system undergoes annual review to keep it current and sensitive to unexpected organizational and external changes and to ensure it is effective in supporting our fact-based management system. In a cycle of learning, our ADS recently updated our school dashboards to reflect the new categories in the new WI State Report Card. Participation by SLs in national, state and local professional organizations keeps PSD SLs informed on external changes that require a change in our measurement system. It is a dynamic tool for us.

4.1b Performance Analysis and Review

Organizational performance reviews ***(Figure 4.1-2)*** are conducted on a systematic basis as outlined in the CIDTP at BOE, AT, AC, BLT, data team and department/grade level meetings. The use of data is key to our core competency of continuous improvement. PSD integrates the use of scorecards and dashboards as our systematic approach to fact-based performance analysis and review. The purpose of the reviews is to assess organizational performance against goals and to identify the need for improvement or mid-course adjustments in plans. Prior to performance reviews, analyses are conducted by the ADS, data teams and departments to develop findings. After the findings are identified, results are used to provide a fact-driven basis for performance reviews. Results are also disseminated internally and externally through newsletters, assessment reports, webpage, email, and District publications. Annually, as part of our SPP we review progress toward our SP Goals including review of Action Plan progress, SWOT analysis, and ES.

Quarterly each school and department reviews improvement goal progress using the STUDY phase of the PDSA process. Each PDSA Action Plan monitors in-process measures to help determine progress. Each SP Action Plan includes delineation of responsibility, tasks, resource needs and completion dates to enhance accountability. SP Action Plan reviews are integrated in the AT meeting agenda schedule to further enhance accountability.

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

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

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

The CRDP is evaluated on an ongoing and annual basis. The CAO, through the AC and the BOE, conducts comparative analysis with high achieving districts. Teachers benchmark current practices to industry best practices, survey stakeholders, and action plan innovation and improvement in each curriculum area that follows the CRDP. The Director of B&G, along with the CFO, monitors facility performance daily, monthly, quarterly and annually including comparative analysis reports on energy performance, preventative maintenance prioritization and work process

Figure 4.1-2 Organizational Performance Reviews

Performance Review Frequency	Purpose	Type of Analysis	Participants
Strategic Plan – A	OP, LTG, OS, I	CA, CS	All
CIRs reviewed by BOE - A	I, LTG, Chg, OP, IM, LTG	CA, CS, S	AT, SA, BLT, CT, BOE
SP Action Plan Updates – Q	OP, OC, OS, I, IM, STG, C	CA, BC, T, GC	BLT, SA
Financial – O, A	OC, RT	CA, BC, T	BOE, SA, CT
Safety/Security – O, A, M	OS, IM,	FC, T, S	SA, CT, SC
Workforce – O, A,	OS, OP, OC, IM	FC, S, T, H	SA, CT
Curriculum – O, A, Q	I, IM	P, T, CA, T	AC, BLT, BOE, CM, CT
Facilities – O, A	OC,	GC, ER, P	SA, CT, SC
Customer satisfaction – A, O	OP, OS, IM	S, T	AC, BOE, BLT, CT
Student achievement – O, Q, A	IM	CA, PA, P, T	AC, BOE, BLT, CT
Technology – A, M, D	Chg, OC, OS, I	CA, BC, PA, S, T, CS	AT, CM, BLT, CT

Frequency: O=ongoing, **D**=daily, **M**=monthly, **Q**=quarterly, **SA**=semiannually, **A**=annually
Purpose: OP=organizational performance; **OC**=organizational capabilities; **OS**=organizational success; **I**=innovation; **IM**=improvement; **STG**=short-term goal progress; **LTG**=long-term goal progress; **C**=ability to address changing organizational needs
Type of analysis: CA=comparative analysis; **CS**=action step progress check, **FC**=flow chart; **GC**=Gantt chart; **P**=prioritization, **H**=histogram **PA**=predictive analysis; **S**=survey; **T**=trends.
Participants: SA=senior-advisors; **CM**=community members; **BLT**=building leadership team; **S**=students; **CT**= classroom teacher; **AC**=administrative cabinet; **AT**=administrative team; **BOE**= Board of Education; **SC**=safety committee, **ALL**=all participants listed

Figure 4.2-1 Mechanisms to Ensure Data Properties	
Data Properties	**Mechanisms**
Data accuracy	Data entry standards; Quality data analysis; Automated data capture
Data integrity/ reliability	Anti-spam and anti-virus software; gateways, heuristics and email filtering; Granular access to web sites via Lightspeed software Data backups; Redundant data
Data timeliness	Real-time data systems; On-demand reporting
Data security/ confidentiality	Secure login protocol and password; Systems security application; Encryption Firewall intrusion protection; Security audits; Monthly data security dashboard reviews

flowcharting. Customer satisfaction review occurs on a regular basis. The SAs monitor complaints for trends to help identify potential improvement and organizational innovation. Data are collected through surveys of internal and external stakeholders. Results are analyzed by AC and BOE members and action planning follows. The monitoring of individual student achievement occurs on a daily basis through classroom assessments, and every six weeks via report cards. Cohort achievement data including MAP, F&P, WKCE, EPAS, and DBAs are monitored on a quarterly and/or annual basis. AC, BOE, data teams, and BLTs deploy comparative analysis, trend analysis, and action step planning at regularly scheduled meetings, data reviews, and CIP. In a cycle of learning, our school calendar was modified to give teachers a full day of student performance data review every six weeks. This is most powerful in agilely responding to student learning needs.

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

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

4.1c Performance Improvement

4.1c.(1) Performance goal setting is integrated in the SP Action Plan process. Through the CIDTP PSD uses performance review findings to identify best practices and review lessons learned so that they can be shared with other departments and schools. Each school recieves a rating from the state on the SRC in the areas of Achievement, Student Growth, Closing Gaps and Postsecondary Readiness. BDT's, IDT's and the DTP provide recursive analysis of the SSC to identify areas of success. At the teacher level, dedicated weekly PLC time is spent reviewing student performance data to identify best instructional practices. Elementary teachers use this time to review data walls, F&P and MAP assessment data to identify best practices. This collaboration expands the influence of identified high yield teaching strategies. Middle and HS teachers also use PLC time to review common unit assessments to identify best practices. Meanwhile, SLs benchmark work processes and student achievement results to in-district, regional and national best practices through the CRDP, and SP Action Plans. The findings from performance reviews are operationalized through Action Plans and School Improvement Plans transparent to the entire organization.

4.1c.(2) PSD uses previous year student performance to project upcoming achievement data. Using MAP, F&P, WKCE and EPAS results teachers, counselors and administrators create intervention programs for underperforming students. Cohort student data is tracked in SPSS to better manage future achievement predictions. To enhance planning and responsiveness to the SRC the ADS developed an analytical tool using Excel allowing data teams to examine cohort longitudinal data and enter anticipated performance to project future SRC ratings. Financial and facility performance findings help predict future expenditures and potential cost increases for upcoming years including debt costs, energy consumption and salary changes. Comparative analysis is the most common type of analyses deployed in the organization but scattergrams and histograms also receive attention during these reviews and predictions. ***Figure 4.1-2*** outlines further details to the types of analysis used in performance reviews.

4.1c.(3) To enable effective support for decision-making and to ensure organizational alignment, priorities and opportunities for improvement are identified through the CIDTP by SLs, AC, data teams, BLT's, department/grade level teams, annual curriculum renewal teams, and other work groups. This approach informs our SPP and guides Action Plan creation, thereby propeling our innovation. Once innovations and opportunities for improvement (OFIs) are defined, resulting Action Plans are deployed internally and with suppliers, partners, and collaborators. Routine continuous improvement deployment time is built in our school calendar and daily school schedule; we call this PLC time. We involve external stakeholders by setting regular meetings with collaborators, partners and suppliers. Monthly meetings with key suppliers feature performance data review. Recently, bus discipline/infraction data indicated a need to work with our transportation supplier on improving student management strategies. This led to a regular meeting schedule with Assistant Principals and bus company personnel to set and monitor performance targets as well as the installation of more cameras on our buses for the purpose of monitoring behavior.

4.2 Knowledge Management, Information, and Information Technology

4.2a.(1) PSD is committed to integrating systematic processes which generate value from our intellectual and knowledge-based assets. Our talented workforce has critical knowledge that we must capture to heighten student learning and organizational efficiency & effectiveness. This system maximizes how we continually learn and improve.

The District web site and SMS are the primary technological tools for managing and transferring knowledge. PSD's web site warehouses District, school, and teacher information, subject/grade level program information, and course information. In the spring of 2011, PSD launched a new web

Figure 4.2-2 Data Accessibility						
	Availability				**Accessibility**	
	Network	Servers	Sys Apps	VPN	Internet	Intranet
Employees	•	•	•	•	•	•
Students	•	•	•		•	•
Stakeholders	•	•	•		•	•
Suppliers	•		•	•	•	

hosting solution for its web presence. The new site provides additional 2-way communication functionalities, including Web 2.0 features for blogging, polling, and e-mailing member stakeholders. This new web presence allows for the transfer of knowledge and information via secure logins for staff, students, and parents. Skyward Educator Access enables staff to electronically post grade information for students in Grades K-12. A variety of approaches are used to transfer information to faculty and staff including email, shared network drives, professional staff development meetings, newspaper articles, surveys, School Messenger (SM) and the District web site. Knowledge is shared internally via various methods including online videos, Curriculum Connections newsletters, Board Briefs, an internal IT Resource site, HelpDesk knowledge articles, process handbooks, PLCs, and department meetings. In the fall of 2012, PSD deployed Google Apps for Education (GAFE) for all staff. GAFE offers a comprehensive suite of tools that enable collaborative, shared access to documents and resources, with the ability to share, edit, and work collaboratively in one virtual workspace. Staff on school and district-level teams can collaborate more efficiently on projects using these web-based tools that allow for real-time sharing and editing. In addition, teaching and learning knowledge management is done through shared file save/ access and an online curriculum management system, Build Your Own Curriculum (BYOC). BYOC is a virtual setting where lesson plans and assessments are shared and stored for access by all teachers. This knowledge can be accessed anywhere via appropriate passwords. BYOC provides a method to collect and transfer workforce knowledge.

In other employee categories, teams manage critical knowledge through shared files, job responsibility folders and related collection systems. A recent refinement to the knowledge management process was the development of an IT Technician Handbook. This handbook allows for the dissemination of knowledge to new employees in the IT Department. The creation of this handbook was a response to rapid change in staffing and the structure of the department. In the fall of 2010, this handbook was published on a secured internal wiki site, allowing all IT Department staff read-write access from any location. This access allows for increased efficiency and effectiveness when responding to IT work requests out in the field. In February 2013, IT Support Technicians were issued mobile devices that allow anytime, anywhere access to this knowledge base and help request ticketing system.

As part of the District's effort to increase student opportunities for knowledge transfer, students in grades 4 through 12 are issued District email accounts. Additionally, selected student groups (grades 5 & 6, 9-12) participated in the GAFE deployment in the fall of 2012. Teachers and students can access resources and collaborate more efficiently on projects using web-based tools that allow for real-time access, sharing and editing. Stakeholders and suppliers receive updates from PSD through a variety of access methods including social media, email, Internet, and Intranet access, as well as VPN access to the network. Due to local and environmental issues, a need was identified by the AC for a rapid communication and knowledge sharing tool. After a systematic evaluation of available applications, *SM* was deployed, allowing for mass distribution of automated and timely communication and knowledge sharing.

The CAO is primarily responsible for the rapid identification, sharing and implementation of researched-based instructional practices (best practices). During AC meetings, research and literature reviews occur. Collaboratively designed action plans lead to ST and LT improvement. Examples of rapid identification and implementation include the early literacy initiative, CWT/ Appraisal, Action Research.

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

As part of the SPP, a Technology Plan is developed to ensure the IT infrastructure is aligned to the District Goals and capable of keeping data and information availability and accessibility mechanisms current with educational service needs and directions and with technological changes in our operating environment. Leading the development of the LT Plan is the K-12 District Technology Committee, whose membership includes key teachers from each school, as well as a school-level administrator. Input from stakeholder groups, including students and parents, is solicited in the development of this Plan, to elicit input on current and future technology needs and expectations.

Figure 4.2-3 Hardware and Software Management

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

Each school has a Technology Committee that is responsible for making recommendations for technology improvements for instructional and communication purposes. Technology Committees maintain a budget for the purchase of software and peripherals. The IT Department represents participation with school committees to identify and fund major hardware and software licensing purchases. Teacher leaders and IT staff attend regional, state, and national conferences to network as well as obtain current educational technology information and research-based practices.

4.2a.(2) Organizational Learning

We are in the business of learning, so we consciously tend to our organization's learning by creating yearly and daily school calendars to integrate the sharing of job-embedded knowledge. PLCs, teacher collaborative time in all schools, fosters daily problem solving between grade level and subject area teachers. In PLC time teachers share best practices to improve instruction along with increasing understanding of curriculum, assessment, and intervention strategies. In a cycle of learning, recognizing the importance of PLCs in heightening

organizational learning, a new elementary schedule leverages increased daily PLC time. Our yearly calendar includes eight full days for teachers to learn together and share tacit knowledge in data review teams, curriculum teams, task force meetings, and, of course, professional development. This, combined with our four days for hew teacher induction, allows for more organizational learning time than in any other school district in our County. Monthly sharing of school SP Action Plan updates builds administrative organizational learning. Increasingly we are exploring how to leverage technology to enhance organizational learning via Google and our intranet site housing knowledge sharing tools such as BYOC.

4.2b Data, Information, and Information Technology

4.2b.(1) A systematic process is used by the IT Department to ensure data accuracy, quality, and confidentiality. The confidentiality of data is protected through the use of a password login system restricting access to approved users. Password changes on the network are required every 100 days, with a complexity mask and minimum length of characters per password. On an annual basis, security audits review and update system rights and permission to access data. ***Figure 4.2 -1*** identifies the many approaches used by the IT Department to ensure data accuracy, quality, and confidentiality.

Data accuracy is addressed using automated data capture, and the use of applications such as Skyward, that deploy logic to detect and reject data errors. Data masks are also used to address the reliability of data in such applications as Skyward. With an increasing amount of data analysis and reporting requirements at the local and state level, PSD identified the need for a full-time position to capture, manage, and analyze data. In the fall of 2012 an Assessment & Data Specialist position was created and filled. The ADS is responsible for collecting, analyzing and displaying data as needed to meet the needs of the District to drive student achievement and to align with District strategic goals. During an initial review of District data sets, the ADS identified inconsistencies and errors. In response to the need to refine our process to ensure data accuracy, Data Collection & Analysis Procedures were created and communicated to school personnel.

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

To ensure data confidentiality, student and proprietary information is housed on internal servers. Parents are provided external access to their child's information using a secure login protocol and password. PSD uses Novell GroupWise email software, in conjunction with anti-Spam gateways from Barracuda Networks, to filter inbound and outbound email. Anti-virus and anti-spam heuristics, as well as custom filtering options are used to protect the reliability of data. The network is protected by a Sonicwall firewall that does standard port filtering as well as provides deep packet inspection capabilities, complimentary Internet content filtering and intrusion protection. To fulfill CIPA regulations for child protection, Lightspeed Total Traffic Control software is used to provide granular access to web sites, differentiating access to content for staff and students. Lightspeed Systems also provides remote filtering of Internet content on laptops issued to the students as part of the District's 1:1 Teaching & Learning initiative, providing the same content filtering when the laptop is not part of the District's network. Timeliness of data is ensured by the use of real-time data systems, including the SMS, Educator Access grade book, and Family Access. All testing information is entered into the SPSS database for internal staff access and provides on demand reporting.

The physical security of our network is handled either by a direct hardwired connection or wireless access using WPA2 security and AES encryption with pre-shared keys installed on client computers. Virtual Private Network access is secured using AES encryption with pre-shared keys and password protection as well. Only District-owned and controlled devices are allowed access to the PSD Intranet. Personal devices are allowed access to 1 of 2 public wireless networks on campus, which only allow for Internet access and no Intranet access.

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

4.2b.(2) PSD makes needed data and information available via a campus-wide network including servers, system applications, and VPN. The network consists of 2710 network computers that communicate to centralized servers via wired 100Mbs client connections or secure wireless connections up to 300 Mbs that feed into a gigabit fiber connection to the entire campus network. Data are made available to employees, students, parents, and stakeholder groups as appropriate. Data are accessible through various mechanisms, including desktop and laptop PCs, the Internet, and the PSD Intranet. All teaching staff has access anytime/anywhere to the District servers via a web-based staff portal. In addition, students have similar access but with more district access controls.

Information is provided externally to stakeholders and suppliers via the District web site, school web sites, electronic mail communication, NetStorage, and secure web and VPN access. Access to data is disseminated by role, with different roles being granted access to applications and data appropriate to that role. Both the District web site and email are used to distribute information such as building and classroom newsletters, as well as to communicate directly with stakeholders and collaborators. In addition, parents and students may also access data and consume information from the school web sites, including teacher Class Web Pages, via a secure login. PSD also provides access to parents via the FA webpage database. Parents can access student information through FA which ties into PSD's SMS allowing for real time viewing of attendance, grades, tests, discipline, health, financial and lunch information. ***Figure 4.2-2*** identifies the

availability of and accessibility to data in PSD.

A systematic review of the network identified a weakness of single points of server failure. In response, the District began to cluster its server technology. Clustering servers allows for redundant access to data and fail-over of data services. This process was further refined with installation of virtual server technology using VMware. Virtual servers, when combined with the VMware VI Center, allow virtual movement from one physical server to another, providing redundancy of data.

4.2b.(3) ***Figure 4.2-3*** identifies the system approaches to ensure hardware and software are reliable, secure, and user-friendly. To ensure hardware reliability, servers, PCs and laptops, are rotated out of production on a scheduled basis, reducing the risk of unexpected failure due to age. Annual cleaning, diagnostics of PC components, and the replacement/ repair of failed equipment, ensure effective operation of hardware. Updates to firmware ensure effective operation and security of the hardware. Network servers are physically secured in locked computer rooms with limited staff access. Staff computers have password protected screen savers and locking can be implemented manually when leaving your computer unattended. BOE policy prohibits the sharing of access to network computer accounts. To ensure the user-friendliness of hardware, demo units are evaluated by the end-users prior to purchasing. Training and help desk support are provided by IT staff to ensure that hardware is user-friendly.

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

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

4.2b.(4) Data continuity of District IT systems is addressed based on the type and severity of the disruption. In the event of a partial hardware failure, parts would be replaced, often with parts we have in inventory. Steps have been taken to ensure the data center remains operational, such as the 2012 installation of a chemical fire suppression system in the data center, which would protect the equipment, as well as the facility. Another step in the mitigation of a disaster is the addition of emergency power to the data center, via an emergency generator for long term power beyond what the UPS battery backup could provide. Our most critical SMS data is stored in multiple secured locations on the campus and off-site. In the event of a disaster, such as a weather-related or other catastrophic event that prevented the data center from being able to function, remote data can be restored by a local vendor who restores PSD data onto their server and makes the data available remotely. In the event of total facility loss, this backup data would be restored on newly purchased hardware.

The failure of a physical server is minimized for PSD production servers because PSD has implemented virtual server technologies. A physical server can host multiple virtual servers. These servers share a common drive resource, which allow virtual servers to be quickly migrated from one physical server to another, allowing for continued access and availability of critical data. The SAN storage area network is comprised of 22 disks in a RAID 5 array that allows for a single disk failure without loss of data. Two hot spare disks are in the chassis as well, and in the event of a drive failure, the hot spare takes the place of the failed drive and starts the process of taking the failed drive's place. The AC has conducted tabletop exercises as part of emergency preparedness training for data access and continuity. These tabletop exercises are designed to identify problems, review operational plans, and problem solve, and evaluate systems and procedures already in place.

5.0 Workforce Focus

5.1 Workforce Environment

5.1a Workforce Capability and Capacity

5.1a.(1) PSD recognizes that building and maintaining a talented workforce is crucial to reach our Mission; Workforce Development is integrated in our SPP because of this. We utilize a systematic workforce allocation process integrated in our budgeting process. ***(Figure 5.1-1)*** The Budget & Staffing Plan is annually updated and presented to the BOE for approval. As we are in a service-providing business, close to 80% of our annual budget is invested in staff salary & benefit costs. Consequently, led by the CFO, the AT carefully assesses capability and capacity needs as the Budget & Staffing Plan is developed each year using a tightly flowcharted process (***Figure 5.1-1***).

The AT systematically assesses capability by determining what new knowledge & skills will need to learned by staff. Capacity is determined by our determining how many staff members are needed to deliver our programs & services. To conduct this assessment we use a systematic review of school & class enrollment projections based upon the following criteria: SP initiatives; CRDP revision; resignations & retirements; student learning needs; enrollment; available funds; class size models; changes in instructional delivery, licensure, skill sets; performance evaluations and department/ school needs. ***Figures 7.3-1*** **&** ***7.3-2*** illustrate the consistent staffing levels maintained by the District successfully using this criteria. Our campus setting enhances flexibility in capability and capacity needs by fostering the sharing of staff between buildings and among most workforce segments (***Figure P-3***). While enrollment and optimal class size greatly determine staffing levels, the SPP is heavily integrated with planned changes (***Figure 2.1-3***). A HR Plan is developed and reviewed to determine additional workforce capacity and capability needs. As example, in 2012 a new Readers Writers Workshop curriculum was implemented in accord with the

SPP, and extensive training was provided for faculty prior to and during the 2012-13 school year (impacting capability), and a Literacy Coach was hired to provide ongoing support (impacting capacity). Identified needs for increased staff capability is met by implementation of our Professional Development Plan so our staff is equipped with necessary knowledge. Completion of Professional Development is tracked by the HR Department for all workforce groups using an online tool. This ensures that all identified staff members receive the necessary PD for their positions. Prior to posting positions, workforce capability is further assessed; job descriptions are reviewed to identify current required knowledge, skills and abilities (KSAs) as well as certifications and/or licenses. The HR Department uses a defined tracking process to ensure that candidates for teaching, administration and support positions have current required certifications and/or licenses. In a cycle of learning, HR presents the Hiring & Retention Report to the AT and opportunities for improvement in the hiring process are identified. Volunteers are also a part of our workforce and in a cycle of improvement, the District hired a Volunteer Coordinator in 2012 to recruit and coordinate the selection, placement and training of volunteers for classroom tutoring. These volunteers work directly with students under the direction of teachers to provide extra assistance to students. Our volunteer workforce represents a diverse cross section of our community including parents, senior citizens and other community residents.

BOE approval of new courses
MS & HS course registration
Staffing changes identified

Figure 5.1-1 Budget & Staffing Plan Process

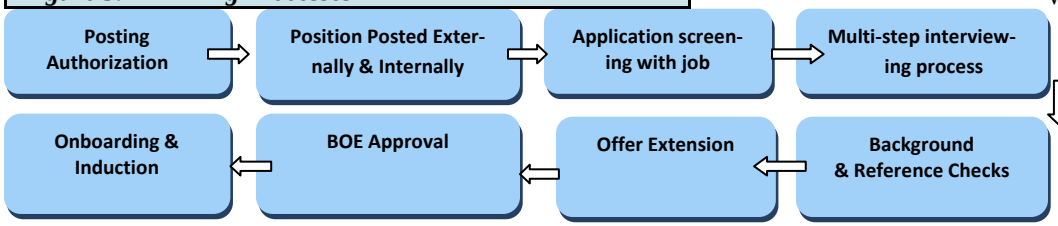
Budget & staffing timeline development (Fall)
SP Action Plans and CRDP process determines changes to capability needs & to implement new K-12 programs & courses (Winter/Spring)
Course registrations, new programming & incoming enrollment determines needed workforce capacity (Winter)
Department & building budget total dollar allocations received (Winter)
Budget & staffing plan proposed by dept. & building (Winter)
SAs weigh priorities and finalize dept & building staffing. HR Plan is developed and overall district Budget & Staffing Plan is created (Spring)
BOE approves Budget & Staffing Plan (Late Spring)
Communication of budget and staffing plan to stakeholders (Late Spring)
Build master schedule; place students & teachers in classes (Summer)
Annual meeting of citizens approves budget (Late Summer)
All student & staff schedules finalized and distributed (Following Fall)
Audit budget plan (Following Fall)

5.1a.(2) PSD utilizes a rigorous process with flowcharted steps to systematize the hiring process for all positions in the District ***Figure 5.1-2.*** This is vital to achieving high performance.

For recruitment, a wide variety of approaches are used including postings on the PSD web site, WECAN, and online posting sites targeting regional candidate pools such as www.MilwaukeeJobs.com or wider candidate pools such as www.Monster.com. Using multiple posting methods increases the potential pool of candidates to ensure that it reflects the diversity of ideas, cultures and thinking in the local, state and global communities. An example of our rigorous hiring process includes requiring each teacher applicant to teach an actual lesson to students during the interview process and utilizing a highly structured interview protocol using behavioral questioning. In a cycle of improvement, PSD also integrates Gallup TeacherInsight, and PrincipalInsight online assessments to assist in screening candidates. This systematic approach has yielded higher talent levels being hired with TeacherInsight scores steadily increasing for the past 4 years ***(Figure 7.3-5)***. The process to place new staff begins when a candidate is extended an offer and signs an employment agreement. AT members use a new hire checklist to ensure that all candidates have the materials, tools and information needed to begin in their positions. After placement, a formal onboarding process is used to provide department/building orientation along with appropriate training. Four days of mandatory teacher induction are held. New teachers receive a mentor for the first year to further facilitate successful onboarding. All new hires in all workforce groups have a 45 Day Interview with their supervisor to discern engagement and satisfaction. An open door policy, reinforced in our Employee Handbook, encourages free-flowing dialogue for new and current employees so that they feel connected to the PSD community. In a cycle of continuous improvement, SLs review the results of the new hire interviews to seek ways to improve the recruitment, hiring, placement and retention process.

5.1a.(3) We organize and manage our workforce by first emphasizing a high quality, Mission-achieving learning environment. Every employee wears an ID badge with our Mission on it so collectively we remember we all play a key role in opening the door to each child's future. We are systematic in integrating our SP (***Figure 2.1-2***) throughout all work processes (***Figure 6.1-1***). This systematic approach is a PSD core competency to facilitate continuous improvement and address strategic challenges. The SP is communicated to all employees. SP Goals drive development of Action Plans at the district and school level. Our work system with its ten work processes each with key work process tools drive accomplishment of key work to sustain PSD (***Figure 6.1-1***). Job descriptions outline KSAs for each employee and delineate performance expectations. For integration, the PES (***Figure 1.2-2***) is aligned with goals and job expectations. Each employee's annual performance goal is strategically aligned to an Action Plan at the school department or district level. The PES systematically propels evaluation and dialogue with each employee on their progress towards meeting and exceeding performance expectations. Each school and workforce process area uses a tool to capture VOC data that are analyzed to improve customer service. An example of this is the Employee Satisfaction and Engagement Survey which is

Figure 5.1-2 Hiring Processes



administered by HR on an annual basis to capture the feedback of our employees.

5.1a.(4) The Budget and Staffing planning process prepares the District for current and future staffing needs. SLs conduct an annual critical analysis of curricular programs to assess their effect on student learning. Existing staff is carefully matched to available positions using KSAs and licenses/qualifications as to minimize workforce reductions. On an annual basis, we proactively manage the open enrollment process for students to optimize our class sizes and reduce the fluctuations in individual class sizes. Our campus setting is a strategic advantage that allows us greater flexibility in sharing staff. An example of providing an environment of innovation in our capability and capacity staffing needs is our change in student schedules for grades K-6 for the 2012-13 school year. The new class schedule has the Encore subject teachers shared between the two elementary buildings which allowed for common planning time for classroom teachers. This reduced the duplication of services between the two buildings with only the reduction of one part-time teacher. Over the past five years, the district has averaged an 1-2% growth in overall student population necessitating an increase in staffing. PSD utilizes three to five year resident enrollment projections to estimate future class sizes and plan for staffing needs. This proactive planning allows for workforce growth to meet student needs. An example of this is the hiring of a Technical Director to manage the new Auditorium opened in December 2012. This position also will teach theater classes during the upcoming 2013-14 school year.

The District systematically uses AESOP, an online sub staffing service to place qualified substitute teaching/aide staff to manage the daily fluctuations due to daily absences or short term leaves as illustrated in ***Figure 7.3-3.*** The District will instigate the hiring process to hire limited term employees if longer term assignments are necessary. In a cycle of continuous improvement, employee absence trends are carefully tracked and utilized in the Budget and Staffing planning process to assess long term staffing changes.

5.1b Workforce Climate

5.1b.(1) The BOE has established policies and regulations regarding workplace safety, security, accessibility, and wellness. PSD is in compliance with local, state and federal safety and accessibility regulations for staff, students and visitors. PSD contracts with EMC to provide necessary training, documentation and audits for each employee group. For example, our custodian group has specialized training on MSDS precautions due to chemicals they handle, while all teaching staff has training on first aid/CPR procedures in the event of a student emergency. PSD has an active Safety Committee comprised of employees, local fire, police and safety officials that measure emergency preparedness and accident prevention. The committee has developed a Crisis Management Plan and holds regular fire drills, tornado drills and lockdown simulations. The Safety Committee audits the results of these drills and reviews them to identify issues and correct them. All accidents and injuries by staff, students and visitors are reported, and the Safety Committee examines results to identify the success of preventative measures and opportunities for improvement. An example of this was the December 2012 unexpected evacuation due to a reported threat to our middle and high schools. This total evacuation of students and staff in two buildings was completed successfully in less than four minutes. The Safety Committee formally reviewed the evacuation at its next meeting and made recommendations for improvements in the event of another evacuation in the future. Another health enhancement that PSD provides is a pool of onsite licensed staff RNs that serve students and staff members in need of medical attention. Surveys of parents and staff identify their measure of satisfaction with campus safety **(*Figure 7.4-6)*** and the Safety Committee addresses any issues that are identified. In a cycle improvement, in 2013 enhanced secure entrances were installed in our elementary buildings. This system requires visitors to announce themselves and the front desk staff to electronically unlock the doors to allow entrance to enhance the safety of our students.

Figure 5.1-3 Workforce Services, Benefits and Policies

Services	Fitness Center, EAP, EE Sports Events, Student Events (sports & concerts), Cafeteria lunch	All Employees
Benefits	Health, Dental, LTD, STD, Life Insurance, WRS	Employees eligible for benefits as identified in Employee Addendums
Policies	BOE Policies, Employee Handbook, Staff Handbooks	All Employees

5.1b.(2) PSD supports our workforce via a package of services, benefits and policies as illustrated in ***Figure 5.1-3.*** We survey our workforce to understand how to better tailor benefits to each employee group. We also benchmark with SHRM and competitors to ensure we are continue to offer a competitive benefit package. Employee Addendums identify specific work policies, salary and benefits for members in each segmented employee group. The Employee Handbook and Addendums reference relevant BOE policies and have direct online links for easy reference for employees.

Figure 5.2-1 Collaboration in PSD-Teams

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

5.2 Workforce Engagement

5.2a Workforce Performance

5.2a.(1) To determine the key elements that affect workforce engagement, HR researched engagement using input from professional organizations including Gallup, SHRM, AASPA and MRA. Input was also obtained from the BOE and AT. Key elements of workforce engagement were identified as leadership, communication, work environment, resources, involvement, and compensation and benefits. The Employee Satisfaction and Engagement Survey is distributed on an annual basis to all employees and has questions that target each

identified key element of workforce engagement. Analysis of previous Employee Satisfaction and Engagement surveys given to all employees yielded information on areas of engagement and satisfaction that are common to all employees and areas that are specific to employee workgroups as illustrated in ***Figures 7.3-8, 7.3-9, 7.3-10 & 7.4-1***. The use of Zoomerang for our surveys allows for the segmentation of data by workforce groups.

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

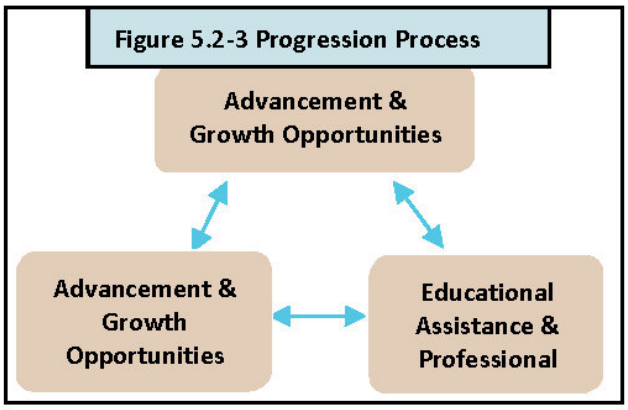
Figure 5.2-1 describes the types of teams utilized by PSD to foster a culture of open communication, high performance work and engagement. Open communication is fostered through collaborative meetings with employee groups, teams, schools, and departments. An example of this are the five days during the school year that are used to conduct professional development and collaborative meetings that include staff from all buildings, departments and workforce groups. An open door environment is reinforced by our Employee Handbook so employees can expect 1-on-1 interaction with their supervisor.

Figure 5.2-2 Sample Workforce Engagement Measures

Key Elements of Workforce Engagement	Sample Question	Figure in Category 7.3
Overall Satis-faction	How Satisfied are you with your job?	7.3-15
Leadership	Our District's lead-ership has a clear vision of the fu-ture?	7.4-1
Communica-tion	My work gives me a sense of personal accomplishment?	7.4-3
Work Environment	My workplace is a safe place to work?	7.3-7
Involvement	My supervisor listens to me and my needs?	7.3-13
Compensation & Benefits	I am paid fairly for the work I do?	7.3-11

5.2a.(3) PSD deploys its systematic PES to support high performance work and workforce engagement. The PES is in place for every employee and utilizes an evaluation tool specific to each workgroup. As illustrated in ***Figure 1-2-2,*** the PES uses a defined cycle of evaluation with all employees participating annually. The PES goal setting process for each employee links to each buildings and/or department's CIP. An example of this is the CIP for Personalized Learning. This goal was identified in the SPP, established as part of a CIP Action Plan and each teacher's goals are linked.

The evaluation process is tracked via a database maintained in the HR Department to ensure its integrity and completion. PSD's PES supports high performance work and engagement through alignment with our SPP. The District's MVV and SP Goals & Action Plans are reinforced through the PES so that every employee understands how his/her job connects with our Mission of opening the door to each child's future. Collective bargaining defines compensation for our teacher and custodian groups. Other workforce groups are granted



increases based on SL recommendations to the BOE. In a cycle of improvement, PSD is drafting a 2014-15 compensation plan for our teacher workforce group that will incorporate factors such as innovation, leadership, collaboration in addition to classroom performance. We believe in rewarding innovation with more than recognition.

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

Currently, our Board Spotlights on Learning is the approach used to feature teachers who take intelligent risks in the name of improving innovation in student learning. Here they receive the spotlight along with Board and administrative recognition.

5.2b Assessment of Workforce Engagement

5.2b.(1) Workforce engagement is assessed via a systematic process utilizing multiple approaches including the use of formal surveys such as the Employee Satisfaction and Engagement Survey, building satisfaction surveys as well as informal methods such as individualized goal setting meetings held as part of the PES, and individual meetings encouraged through the open door policy practiced by all managers and supervisors. The Employee Satisfaction and Engagement survey, administered via Zoomerang annually since 2008, allow for anonymity while still providing feedback on the key elements of workforce engagement (as identified in 5.2a.1) and segmentation of results by work groups. CWTs and Learning Walks conducted on a weekly basis by members of the AT offer informal opportunities for District staff to interact with and assess engagement and satisfaction with employees in all buildings.

Engagement is also measured via data results in many areas including retention ***(Figure 7.3-14)***, absenteeism ***(Figure 7.3-14),*** safety ***(Figures 7.3-8*** & ***7.4-6)***, and employee satisfaction ***(Figures 7.4-1-3)***. Benchmarks are used to measure PSD results against national, state and market sources. We are proud of the employee engagement and satisfaction results we have attained including being named to the 2011, 2012 &

2013 Wisconsin Top 100 Workplaces by the Milwaukee Journal Sentinel. To be eligible, the organization must be nominated by an employee with employee survey results gathered by an independent firm. This recognition verifies results obtained by District VOC data. Results are used to identify areas needing improvement. An example is an analysis of absences during the 2011-12 school year revealed that a large amount of teacher absences were in-house for curriculum development and professional development. A quality innovation resulted in the AT recommending a change to the calendar for the 2012-13 school year. Five in-service days were placed throughout the school year which will be used for these purposes so that the number of in-house absences will be decreased. In a cycle of continuous improvement, during the 2012-13 school year, absences will be measured quarterly to assess whether in-house absences actually decreased. This is a critical measure since student learning is impacted when regular teachers are absent from the classroom.

5.2b.(2) PSD believes that workforce engagement is critical in addressing the strategic challenges faced by the District. Accordingly, data are systematically analyzed to monitor engagement. In conjunction with the newest strand of SP added in 2009, Workforce Development and Engagement dashboards were developed to share critical engagement data with members of the AT and BOE. Key engagement measures relate to using seven key elements of workforce engagement: overall satisfaction, leadership, communication, work environment, resources, involvement and compensation and benefits (**See Figure 5.2-3**). Targets are set for each measure and, where available, appropriate benchmarks are used for comparables.

5.2c Workforce and Leader Development

5.2c.(1) PSD systematically identifies learning needs through professional development goals created by all employees in the PES process. The supervisor determines opportunities for team/department learning by aggregating the learning needs of groups of employees into common learning goals, through the goal setting and PES as well as training needs identified through SP Action Plans (***Figure 2.2-1***) and/or school or department initiatives. Identifying staff skills and competencies needed to meet strategic challenges, accomplish Action Plans, and implement system process improvements and new technologies are also part of the overall annual educational evaluation process. PSD's learning and development addresses the following factors:

Figure 5.2-4 Succession Plan

1. ***Core Competencies, strategic challenges and accomplishment of SP Action Plans***: SP Action Plans are written by each department and school. Each employee sets performance goals/learning goals based on needs identified from the SP and Action Plan. The supervisor determines appropriate learning from the identification of goals. This is accomplished via group staff development activities, independent learning or off campus conferences/training.
2. ***Organizational performance improvement/ innovation***: The SP Action Plan process determines what areas of improvement are needed. Employees' performance evaluation goals identify what specific improvement is needed. A PDP is developed to deploy training that is needed for employees. A recent example of innovation is the implementation of a District PD tracking process. An online tracking program is used to record all PD sessions and employee attendance. The CIP goal is for every employee to have at least one PD opportunity each year specific to their position. Formal Performance Improvement Plans (PIP) are implemented when an employee is not meeting performance expectations.
3. ***Ethics and ethical business practices***: Ethical behavior is a performance expectation for all employees and this is reinforced during new hire orientation as well as in the PES. ***Figure 1.2-4*** documents processes in place to reinforce our high standard. All new employees review the 28 BOE policies related to ethics, and key policies are reinforced for all employees at staff meetings. Employees sign receipt of employee handbooks annually which contain ethical behavior standards and references to BOE policies. PSD is audited by external auditors for ethical behavior.
4. ***Student and customer focus***: PSD systematically instills our Mission to open the door to each child's future with every employee during the interview & onboarding process and further integrates it through the PES. An example of efforts to improve customer focus is a training session held for all custodians and maintenance staff on customer service during the 2012-13 school year.
5. ***Transfer of knowledge***: PSD recognizes the value of the knowledge of departing and retiring employees. As part of our exit process, each employee meets with their immediate supervisor prior to leaving to ensure that critical information is collected from them and transferred to the newly hired employee. An example is the change in Chief Academic Officer for the 2012-13 school year. Prior to departure, the departing CAO met with the newly hired CAO to go over projects in process, CIP progress, and Action Plans so that this change in leadership would not interrupt the operation of the District.
6. ***Reinforcement of new knowledge and skills***: Once knowledge and skills are learned, PSD utilizes multiple approaches to reinforce it. After training, satisfaction surveys are conducted to evaluate the effectiveness of the training. Ongoing monitoring is used to observe behaviors in action. Examples include classroom observations, walkthroughs, and custodial inspections. The PES provides the formal opportunity for employees and supervisors to discuss the success in applying the knowledge and skills and identify opportunities for additional learning.

5.2c.(2) The effectiveness of workforce and leadership development learning systems is assessed through our PES

and by systematic use of training evaluation feedback forms. For example, our technology training uses formal online evaluations of training programs to assess their usefulness and applicability to job knowledge. Classroom observations utilize reflective feedback after school leaders visit classrooms. In a cycle of continuous improvement the AT uses meeting time to evaluate past professional development and identify additional development needed.

5.2c.(3) To manage effective career progression for our entire workforce, PSD uses a 3-tiered approach as illustrated in Figure 5.2-3. This process is integrated in our PES where training and individual professional growth needs with career goals set. All positions are posted through WECAN and internal employees can apply for any open position within the District. An example of PSD's commitment to career development is the Administrative Licensure Master's degree program through Cardinal Stritch University which provides for on campus coursework on an accelerated program. This gives teachers the opportunity to earn principal licensure in preparation to seek a position in Administration.

Succession planning for AT leadership positions is accomplished through a formal succession planning process as illustrated in ***Figure 5.2-4*** and reviewed on an annual basis by the Superintendent and BOE. This tool formally identifies possible internal and external candidates for each SL position, as well as identifying the importance of the position, person and their likelihood to leave. Present performance and future potential are also evaluated for possible promotions in the organization. The succession plan is utilized whenever a vacancy occurs, either planned or unplanned. As evidence, two of our current PSD Associate Principals were identified as part of the leadership identification process and promoted from within.

6.0 Operations Focus

6.1 Works Processes

6.1a.(1) PSD organizes our work into two large systems, each with multiple key processes supporting each system. We have four Academic work processes encompassing all our learning-centered work processes. Our Support processes embody six key support work processes ***(Figures 6.1-1)*** that manage the operations of the school district. For integration, PSD links our key work systems & processes with our SP Strategy Areas and identifies key work process owners ***(Figure 2.1-2 & 6.1-1)***. Processes are organized into vertical work systems that are reflected in a departmental structure. Integration is attained with direct reporting to either the CAO or CFO.

The PDSA approach ***(Figure 6.2-1)*** is used to systematically innovate our Academic and Support work processes. In Step 1 (PLAN) SLs identify the need to design a new or innovate an existing work process. In Step 2 (PLAN), inputs & requirements (***Figure 6.1-1***) are used to determine which key work processes are to be accomplished, how they can be integrated into existing processes or systems, organizational knowledge to be utilized, work process tools to be used, new reporting relationships, opportunities for improvement, and best practice innovations. In Step 2 SLs elicit input from key stakeholders, as appropriate, on needs to be met in a revised work process including the opportunities for the incorporation of new technologies. During Step 3 (PLAN), work process design improvements are developed. In this step PSD explores the opportunity to outsource a key work process. The determination to outsource is based a strategic review using SA identified criteria: strategic contribution of the key work process to our Mission, strength of SP link, cost-benefit, risk analyses, and viability of managing the outsourced service. PSD has elected not to outsource learning-centered processes because they are Mission-critical, yet does outsource food service management and transportation because the PDSA confirms it is cost-effective, efficient, and less learning focused. In Step 4 (DO), the final work system design innovation is implemented. In Step 5 (STUDY), PSD monitors how well the work system is performing by regular collection of data and AT & departmental review of dashboard results. For example, SLs and BLTs review student performance data during the Annual Data Review. Analysis triggers the inception of subsequent PDSA cycles and possibly new Action Plans. In Step 6 (ACT) standardization of the design innovation in other work systems is conducted. Quarterly review of SP Action Plans allows for agility in modifying plans when new opportunities are presented. In a recent cycle of improvement, SAs used PDSA to innovate our Technology Management area by restructuring our leadership & reporting system.

6.1a.(2) Key requirements for the Academic and Support process areas are presented in ***Figure 6.1-1***. In a recent summer leadership retreat SLs worked with Bob Ewy, ASQ author & process management consultant from Baldrige-winning Community Consolidated School District 15 in Palatine, IL, to help the AT identify our key work processes and requirements. The process for determining Academic and Support work process requirements is informed greatly by DPI regulations but also by the ES in our SPP, and through the systematic CRDP which integrates the key work processes in the Academic work system. In the CRDP, inputs reviewed include Federal, WI SS, DPI standards and regulatory requirements, BOE policy, and student and stakeholder expectations/requirements. Teacher involvement and student and parent focus groups used in the CRDP give voice to user requirements. Requirements for the Support Process areas are determined by reviewing regulations and with input from our stakeholders regarding service and efficiency.

6.1b Process Management

6.1b.(1) PSD uses both in-process (leading) and resulting (lagging) measures for our Academic and Support processes to monitor how we are meeting our identified requirements (***Figure 6.1-1***). Our key work process tools that are implemented on a daily basis are the systematic approach we use to implement our work processes. We have flowcharted these key work process tools as a way to improve work processes integration and understanding.

Student learning is enhanced by the four key Academic work processes. There is strong integration between these four key processes as they are linked by four powerful questions that guide our work in the name of meeting our Mission (***Figure P-2***):

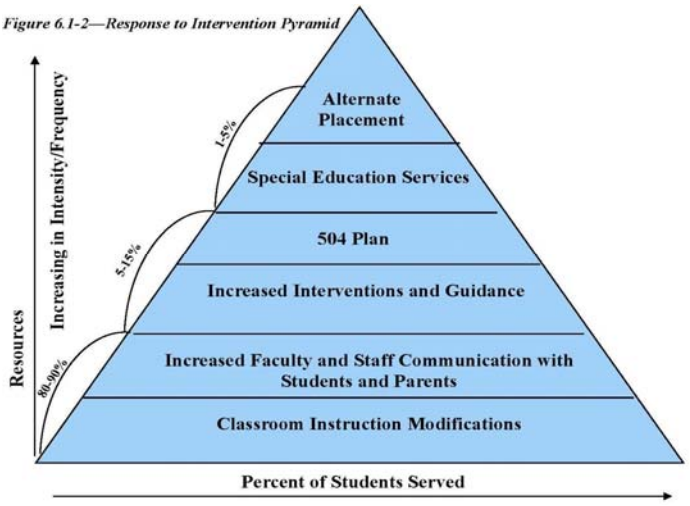
- Curriculum: What do students need to know and be able to do?
- Instruction: How will students learn what they need to know & be able to do?
- Assessment: How will students demonstrate what they know and can do?

- Intervention/Student Services: How will we respond if students don't learn or if they already know it?

The Teaching & Learning Strategy Area of our SP is our key strategy tool for implementing and innovating our Academic work system in tandem with our Curriculum Review & Design Process (CRDP). Via our CRDP, the Academic value chain begins with the development of curriculum and assessments that meets Wisconsin State Statutes, BOE, and identified stakeholder requirements. The Academic work system delivers value to students and stakeholders by maximizing student learning potential that, in turn, delivers on our Mission while meeting and exceeding regulatory requirements. There is proof this implementation is working: we have raised ACT scores by a full two points in the past ten years.

While we wish that having a high quality curriculum and instruction helps all student learn, we know that students learn at different rates and in differing ways. That is why we have a Student Services process area. This process area is key to making certain that all students' learning needs are supported. Response to Intervention (Rt) is our key work process tool for this. PSD uses evidence-based methods to anticipate and prepare for individual differences in learning, capabilities, rates and styles. Our comprehensive system, best shown in a pyramid proactively and systematically addresses the diverse needs of students. This RtI pyramid ***(Figure 6.1-2)*** ensures resources and services are made available for students needing learning assistance. Modifications to student interventions intensify for students not making targeted progress. During PLC time students in need of assistance are identified by classroom teachers, counselors, and/or administration. Identified students then receive additional and more focused resources and interventions to address specific needs with increasing frequency and intensity in order to see learning results. While interventions may begin with classroom innovations, moving up the pyramid it may include such things as individualized reading tutoring. We seek to exhaust interventions prior to pursuing a special education designation at the upper end of the pyramid. Progress is monitored through tools such as the Individualized Education Plan (IEP) and Differentiated Education Plan (DEP). We view high student achievement evidence of product excellence. To proactively foster excellence in student achievement, SLs and teachers collaborate in a systematic review of student performance data in ongoing PLCs and annual Data Reviews. During teacher PLC time, curriculum, instruction and assessment work processes are modified to meet the needs of students. As part of our Annual Data Review, teams of teachers and administrators analyze student achievement and stakeholder satisfaction by student segments identified in ***Figure P-3***. This segment analysis has greatly informed SP initiatives and work processes in the District. Programmatic changes, staffing additions and transfers, and professional development are adjusted as a result of this segment analysis. Due to the size of the District, however, it is equally common to analyze the performance of individual students, not just groups of students. PSD's small size allows us to drill down to a more personalized level. PSD is proactive in using leading data to guide instruction (***Figure 6.1-1***). MAP results, s which are taken and turned around within a few days/hours, allow classroom instruction to be differentiated more quickly to address specific student needs. Elementary data walls track student reading performance in a visual and powerful way.

Figure 6.1-2—Response to Intervention Pyramid



Processes are reviewed for these measures on AT agendas. Regular performance review meetings are held with contracted service providers to ensure high quality performance.

6.1b.(2) SAs determined our six support processes based on the following requirements: to provide value to students and stakeholders while enhancing financial return, heighten efficiency, leverage organizational success and sustainability (***Figure 6.1-1***). The Superintendent often says that these Support processes, if managed efficiently, allow us to save resources thereby allowing us to funnel more resources into the all-important area of Teaching & Learning. Inputs include state statute, federal regulations, local ordinance and code, county regulations, and internal policies and regulations. They are also guided by stakeholder requirements such as safe schools and high quality communication. Changes to requirements are made as part of the SPP where stakeholders voice new requirements. SLs and the BOE monitor and review performance against key requirements. SP integration of these key support processes is strong (***Figure 6.1-1***).

6.1b.(3) We employ PDSA to improve our processes. ***Figure 6.2-1*** presents a sample process improvement for our hiring. Improving our work processes is conducted by the AT on a calendarized meeting schedule which obtains input from process owners and users regarding the effectiveness of the process. Annually, at our Leadership Retreat SLs review performance on our identified lagging measures using our dashboards. Leading measures, also dashboarded, are reviewed quarterly by the AT. Preventing variability in our Academic work process areas is attained via the CRDP process where one common BOE-approved curriculum is developed and deployed in all grade levels and classes. Our systematic development and deployment of curriculum, instruction and assessment reduces defects, errors and rework in the Academic work system. Curricular implementation is monitored through our PES which compels administrators to see curriculum, instruction and assessment in action in classrooms. By employing common key formative and summative assessments in all classrooms and subject area classes, PSD further reduces variability in student learning. For example, although many teachers may teach English 9, key student assessments are departmentally designed, and

Figure 6.1-1 Key Academic & Support Work Processes , Requirements and Performance Measures

Work Process	SP Link	Key Process Tools	Key Requirements	Key Performance Measures	Contribution Delivered By Work Process
Key Academic Processes					
Curriculum Mgmt.	TL	Curriculum Renewal Process	Meet WSS, DPI curriculum content standards and BOE requirements; increasing rigor	**Leading:** % of PSD curriculum BOE approved in advance of implementation year *(Fig. 7.1-16)*, % of curriculum entered on BYOC *(Fig. 7.1-16)* **Lagging:** Compliance with DPI Reporting *(Fig. 7.4-6)*, # of AP Classes (Fig. 7.1-17), PLTW Cert. *(Fig. 7.1-16)*	**SLS/OS**: Design rigorous and relevant curriculum & assessments to enhance student learning; ensure accountability to content/learning standards
Instruction Mgmt.	TL	Professional Development Plan Performance Evaluation System	Meet DPI standard for days/hrs of instruction; Meet NCLB standard of highly qualified teachers	**Leading:** Hiring new employees who are highly qualified (Fig. 7.4-6), % PES goal setting completed on time (Fig. 7.4-6) **Lagging:** % compliance with instruction meeting days/hrs of instruction *(Fig. 7.4-6)*, % of PSD Teachers deemed "Highly Qualified" via NCLB *(Fig. 7.4-6)*, 100% of PES evaluations submitted on time *(Fig. 7.1-30)*	**SLS/OS**: Deploy instructional methods that reflect diverse learning needs and best practices
Assessment Mgmt.	TL	Curriculum Renewal Process Annual Data Review	Valid, fair, equitable testing; Academic proficiency that meets NCLB and State regulatory requirements	**Leading:** % of students meeting or exceeding RIT target growth on MAP *(Fig. 7.1-3 & 7.1-4)* **Lagging:** Meeting AYP by district, school and all sub-groups *(Fig. 7.1-16)* ; # DPI violations for WKCE test security *(Fig. 7.4-6)*	**SLS/OS**: Evaluate learning progress and proficiency against standards using formative/summative assessment methods
Student Services Mgmt.	TL	Response to Intervention Professional Learning Communities	Compliance with regulatory requirements set by state and federal law	**Leading:** # students referred for SPED *(Fig. 7.1-19)* **Lagging:** # students placed in SPED *(Fig. 7.1-19)*, % SPED students receiving a diploma *(Fig. 7.1-20)*, % students dismissed from Reading Recovery *(Fig. 7.1-22)*, Compliance with IDEA via DPI Reporting *(Fig. 7.4-6)*	**SLS/OS**: Evaluate & support student learning needs; create improved capabilities to learn
Key Support Processes					
Financial Mgmt.	FO	Budget Planning Cycle Budget & Staffing Plan	Effective fiscal management; Efficient fiscal reporting; Meet regulatory requirements	**Leading:** BOE meeting minutes reflect approval of check register and revenue & expense report *(Fig. 7.4-6)* **Lagging:** Revenue exceeds expenses *(Fig. 7.5-2)*, # DPI reports submitted on time *(Fig. 7.4-6)*, Sustained bond rating *(Fig. 7.5-1)*	**SLS/OS/SU**: Ensure accountability in use of District finances; employ budget planning methods for sustainability of District
Human Resource Mgmt.	WE	Performance Evaluation System Recruitment & Retention	Meet regulatory requirements	**Leading:** AESOP Fill Rate *(Fig. 7.3-3)*; Filling vacancies *(Fig. 7.3-Narrative & Fig. 7.4-6)* **Lagging:** Performance Appraisal Submission *(Fig. 7.1-31)*, Teachers deemed "Highly Qualified" *(Fig. 7.4-6)*, Employee Retention *(Fig. 7.3-14)*	**OS/SU**: Hire, develop, engage & retain talented employees; administer performance evaluation system to all employees
Technology Mgmt.	T	Technology Plan	Systems availability; Compliance with Internet child protection regulation	**Leading:** Cycle time for work order completion *(Fig. 7.1-27)*, Core server up-time *(Fig. 7.1-39)*, customer satisfaction *(Fig. 7.1-28)* **Lagging:** Growth of fleet (*Fig. 7.1-26*), Technology breaches acted upon (*Fig. 7.4-6*)	**SLS/SSV/OS**: Enhance student learning; Manage IT infrastructure to support decision-making, efficiency & learning
Facilities Mgmt.	FO	-5 Year Capital Projects Plan -10 Year Campus Plan -Crisis Plan	Meet federal, state, and county req. for workplace health, safety and security; Cost-effective; Efficient	**Leading:** Cycle time for work order completion *(Fig. 7.1-33)*, energy consumption *(Fig. 7.1-32)* **Lagging:** Facility use by school & community *(Fig. 7.4-11)*, Evacuation data *(Fig. 7.1-37)*; # MSDS violations *(Fig. 7.1-24)*	**SSV/FR/SU:** Manage safe & healthy plant operations
Commu-nication Mgmt.	C	Comm. Plan	Clear & timely information about district activities; Meet state/federal requirements	**Leading:** # Newsletters sent on time to community per year *(Fig. 7.1-24)*, # uses of School Messenger /Zoomerang *(Fig. 7.1-24)*, # press releases sent *(Fig. 7.1-24)* **Lagging:** Community reliance on district sources of information *(Fig. 7.1-33*, Customer grading of PSD *(Fig. 7.2-8)*	**SSV/OS/SU:** Ensure accessibility of information and transparency; Engage stakeholders and obtain input
Contracted Service Mgmt.	F&O	Contracts with Key Vendors	Meet federal/state regulatory requirements	**Leading:** Transportation timeliness *(Fig. 7.1-38;* food service participation *(Fig. 7.1-35)* **Lagging:** food service profitability *(Fig. 7.1-35)*	**SSV/FR/SU:** Provide nutritious and cost-effective meals; Provide safe and efficient transportation

Key: **SP Link**: TL=Teaching & Learning, F&O=Facilities & Operations, WED=Workforce Engagement & Development, C=Communications & Community Engagement, T=Technology
Contribution: SLS=student learning & success; SSV = student/stakeholder value; FR = financial return; OS = organizational success; SU = sustainability

Figure 6.2-1 Work Process Improvement Using PDSA

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

used by all, with results analyzed at our Data Reviews and monitored at the school and district level via our PLCs. Data Reviews held by each school in the summer allow for a thorough review of the impact of our Academic processes on student learning. Our campus setting and commitment to collaboration also help achieve greater consistency in our classroom delivery of our Academic processes. Our people are dedicated to this.

6.2 Operational Effectiveness

6.2a Cost Control

The overall costs of PSD operations are managed by:

- Development and management of a detailed staffing plan to efficiently allocate employees.
- Our Support processes tools identified in ***Figure 6.1-1*** to standardize service and reduce costs. We have systematized & flowcharted our use of these key tools to maximize efficiency and control costs.
- Dashboard reviews allow us to be agile and prevent rework while avoiding errors. This systematic data analysis combined with the implementation of an efficient & strategic communication process prevents errors and rework.

Costs related to inspections and audits are minimized by leveraging the single campus environment where we avoid redundant work. Cooperative purchasing is utilized for health insurance, supplies, and service contracts when available to reduce costs. Centralized bidding and supplier selection processes reduce the overall cost of procurement. The district work order management software and computerized bus routing software offers effective turn-around times while maintaining safety and efficiency for our customers. PSD views this as cost effectiveness to allocate scarce resources in the most efficient manner to meet the needs of customers while controlling the overall cost of operations. Balancing the need for cost control with student needs is achieved by our budget & staffing plan creation as well as our creation of the SP. Here we leverage support processes to maximize resources for Teaching & Learning.

6.2b Supply Chain Management

Supply chain is managed by the identification of key requirements that are placed in contracts of our key suppliers. These are evident in our user requirements and leading indicators in ***Figure 6.1-1***. For example, on time delivery and departure of students is a supply chain requirement placed in the contract of our transportation provider. We set a goal for this and monitor performance on this measure in monthly bus meetings. Feedback provided from the district is also given through annual customer satisfaction surveys from vendors.

We also utilize the qualification-based selection matrix process to select strategic partners for specific projects which includes an assessment of financial strength, customer references and industry reputation. This process manages supply chain as we know on the front end that we are working with firms that are financially stable and can complete the work outlined in a competitive bid or contract according to BOE policy. Supply chain performance standards are clearly identified during the bid process. Feedback is provided through regular performance review meetings. Contractors not meeting performance standards have improvement plans developed. Contractor failing to meet performance targets will have their contracts terminated.

6.2 c.(1) Safety & Emergency Preparedness

PSD is viewed as a leader in emergency management with Safety integrated in our SP. The Crisis Response Plan (CRP) systematically sets common procedures to minimize or avoid personal injuries and property damage preventing harm to

Figure 6.2-2 Safety Prevention/Inspection/Root Cause Analysis

Activity	Frequency	Feedback Method				Responsible
		WO	IP	E	P	
Staff Safety Training	Annual	•		•	•	Director of B & G
Indoor/Outdoor Safety Checklists	Monthly	•	•	•		Head Custodians
Preventative Maintenance	Quarterly	•		•		Maintenance Personnel
Auditorium Safety Checklists	Monthly	•		•	•	Tech Facility Manager
Safety Spotlights/Tips	Monthly			•		Director of B & G
Traffic Management/Bus Safety	Monthly	•		•	•	Safety Committee
Safety Walks	Weekly	•	•	•		Director of B & G
Ergonomic Assessments	Weekly	•		•		Director of B & G
Learning Walks	Monthly	•	•	•		Director of B & G
Reporting Hazards	Daily	•		•	•	All Staff
Salt Logs	Daily			•	•	All Snow Removal Personnel
Reporting IEQ Concerns	Immediately			•	•	All Staff
Incident, Accident & W/C Review	Monthly	•		•	•	Safety Committee

Feedback Method Key: WO= work order, IP= in person, E= email, P= phone

students, faculty, staff, and the community while protecting district assets. Utilizing the expertise of our staff and police and fire officials, insurance representatives and an environmental management company, the Safety Committee developed the CRP. Input into the plan was provided by the Homeland Security and School and Youth Initiatives. The CRP specifies procedures to implement in the event of a natural or man-made disaster and threats or acts of violence against students, the workforce or property. In a cycle of learning, emphasis has been placed on prevention and inspections for district safety (***Figure 6.2-2***). All of these items activities are addressed routinely and if an event does occur the Safety Committee identifies the root-cause of failures and corrects the issue immediately. To address slips, trips, and falls the district implemented a floor maintenance program to address needs and report hazards.

6.2c. (2) Emergency Preparedness

Our Safety Committee is dedicated to crisis prevention and emergency preparedness ***(Figure 7.1-37).***

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

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

Continuity of Operations and Recovery: The safety of students, faculty and staff is a priority during and after an emergency. In a cycle of learning, School Messenger was purchased so we can communicate with parents in an emergency. Procedures are established for returning to the schools and ensuring the continuity of operating systems processes and procedures in an organized and effective manner. As PSD is data-driven, the safe storage and live vaulting of data is vital so that operations could continue in case of system failure as explained in Category 4b. Thus, systems have been developed including external storage of data, to ensure the continuity of operations in the event of a disaster. Property records are reviewed annually to ensure accuracy of documentation in the event of a loss. The single campus environment leverages the ability to transfer students to another building with modified scheduling. PSD actively works with worker's compensation carrier on return to work intervention. Accurate records allow for more effective operations in recovery mode.

The Safety Committee (SC) uses PDSA to review and improve the CRP. For example, to improve the Lockdown Drill, PSD collaborated with local law enforcement and emergency responders to develop a systematic Lockdown Plan, implement it campus-wide, and analyze and revise it using PDSA. Weather & utility emergencies have flow charts in the CRP. In a cycle of learning. Safety Walks now model the learning walk process to routinely and proactively check for campus safety issues on a scheduled basis.

6.2d. Innovation Management

PSD uses the PDSA process described in section 6.1a.(1) to design and innovate our work processes.

Innovation of Academic work processes is integrated in the Teaching & Learning Strategy area of the SPP. SP Action Plans innovate our curriculum, instruction, and assessment work process areas. Internally, our CRDP is the primary work process tool used to innovate our curriculum, instruction and assessment. With each SP and each curriculum renewal, we prioritize and then commit to leverage new initiatives designed to improve student learning. We manage innovation by the prioritized decisions our AT make as to what Action Plans go into our SP. In our Leadership Week Retreat we weigh risk and cost/benefit. As evidence, we have placed a strategy for Personalizing Learning in our SP. This is redefining how students learn in Pewaukee – moving learning from teacher to student in a classroom to one where students learn using technology 24/7 - and people are coming from all over our state and region to see it in action. It is an intelligent risk that we leverage and manage via our SP. Evidence of innovation is prevalent throughout our classrooms and campus **(*Figure 7.4-15***).

Similarly, SP Action Plans and identified work process tools proactively and systematically bring innovation to Support work process areas. PSD utilizes PDSA throughout our organization to design and innovate work processes to meet key requirements. In the planning phase and with agility in mind, PSD utilizes research, best-practices, efficiency & productivity data, cycle-time analysis and piloting of programs to innovate work processes. We recently improved supply chain by moving from a paper-based hiring application process to a technology-based process. Having Technology as a SP Strategy is key to integrating new technology throughout each work process area. It has also helped us share organizational knowledge as we now place all work on our computer system via such tools as Build Your Own Curriculum and our computerized work order system. This systematic process of work process design and innovation is rare in education, and PSD has been asked by many national organizations to share our processes.

We fund our priorities by holding our SPP prior to our budget cycle so we can make certain we can fund the new initiatives that come forth. SLs prioritize and make decisions to support implementation of our SP in the name of meeting our Mission.

7.0 Results

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

7.1 Student Learning and Process Results

7.1a Student Learning and Student-Focused Process Results

Key Measures of College & Career Readiness

We are most proud to have **100% of all PSD schools and sub-groups meet the rigorous standard of Adequate Yearly Progress**. This compares to Baldrige winning school

district A that had 36.5% of their schools not meet AYP and Baldrige-winning school district B report that in 2011 "more than half of their schools met AYP". Further, in Wisconsin's new report card we meet or exceed all measures. Our recent designation as a *Newsweek* top school in the nation is due in part to the rigor provided in PSD.

PSD measures college- and career-readiness by analyzing graduation rate. With a 99% graduation rate, PSD far-exceeds County, State, and "Aspiring" districts graduation rates (***Figure 7.1-1***) while steadily increasing close to four percentage points. This is accomplished while meeting the most rigorous public school graduation rates in the State. This is evidence of meeting our mission as well as of our strategic advantage regarding high student achievement.

Another key measure of college- and career-readiness, we are seeing a dramatic increase in the percentage of students attending a 2-4 year college (***Figure 7.1-2***). At a time when Wisconsin has seen a decline, PSD has grown from 78.8% in 2006-07 to 91.5% in 2010-2011. We are proud of our accomplishment as post secondary education raises the expected standard of living throughout our students' lifetime.

Student Academic Achievement & Growth

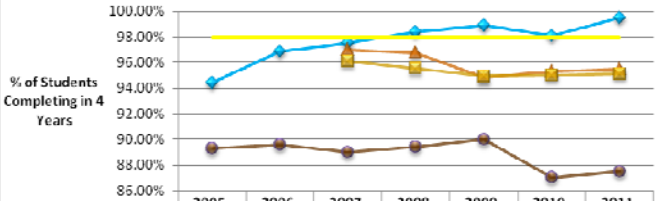
Measures of Academic Progress (MAP): PSD uses Measures of Academic progress, a nationally normed test, in Grades 2-9 for assessment of student math and reading. Students are assessed in fall, winter and spring using the MAP assessment so that we can measure individual student growth and predict performance on state assessments. We tailor our intervention services in our Response to Intervention pyramid greatly on MAP performance. Illustrating our diverse use of MAP data are Grade 4, monitoring average student growth over time (***Figure 7.1-3***) and Grade 6, monitoring specific grade level achievement over time (***Figure 7.1-4***). Grade 4's current students experienced a regression in average Math scores due to summer vacation, not an unusual phenomena; however, by winter, the average score rebounded to 214.28, placing 67.1% of Grade 4 students in the 51st national percentile or higher. Comparably, 69% of Grade 4 students are in the 52nd national Reading percentile or higher.

The current Grade 6 achieved the highest Math scores of Grade 6 students since 2009. In 2011, Grade 6 experienced a change in the Math curriculum. PSD was advised this change would decrease MAP Math scores for 3 years as students adjusted to the curriculum. Grade 6 experienced a decline in Math scores for only 1 year and is outperforming Grade 6 students that received the previous curriculum, suggesting a smooth adjustment to the new curriculum. All MAP results are available on site.

Wisconsin Knowledge and Concepts Evaluation (WKCE): The WKCE is the state-wide assessment given to Grades 3-8 and 10, providing valuable longitudinal insight on how students and sub-groups of students are performing. A cohort analysis is conducted with the data from the WKCE (***Figure 7.1-5***), providing insight on how a cohort compares

Figure 7.1-1 High School Graduation Rates

Good

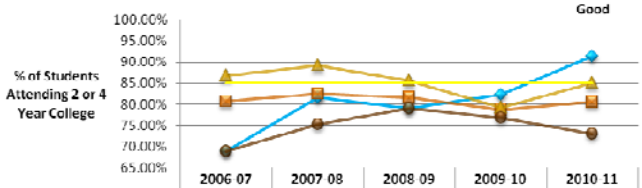


	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Pewaukee	94.4%	96.9%	97.5%	98.4%	98.9%	98.1%	99.5%
County	Not Avail.	Not Avail.	97.0%	96.8%	94.9%	95.3%	95.5%
Aspiring Districts	Not Avail.	Not Avail.	96.1%	95.5%	95.0%	95.0%	95.1%
State	89.3%	89.6%	89.0%	89.4%	90.0%	87.0%	87.5%
Goal	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

School Year

Figure 7.1-2 PSD Graduates Attending College

Good

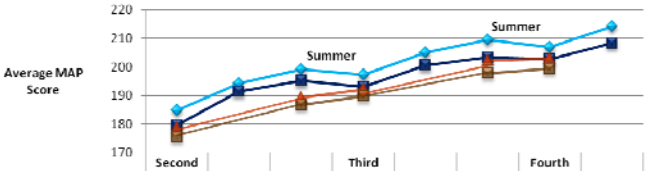


	2006 07	2007 08	2008 09	2009 10	2010 11
Pewaukee	68.8%	81.7%	79.1%	82.3%	91.5%
County	80.8%	82.5%	81.7%	78.7%	80.5%
Aspiring Districts	86.7%	89.2%	85.5%	79.1%	85.0%
State	68.8%	75.2%	79.1%	76.8%	73.1%
Goal	85.0%	85.0%	85.0%	85.0%	85.0%

School Year

Figure 7.1-3 MAP Average Scores Cohort Analysis
Class of 2021

Good

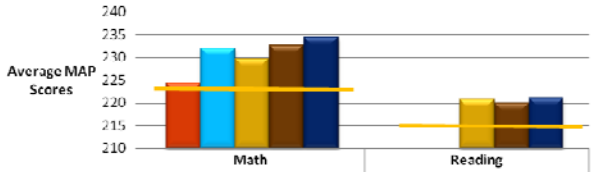


	Second Grade: Fall	Winter	Spring	Third Grade: Fall	Winter	Spring	Fourth Grade: Fall	Winter
PSD Math	184.9	194.29	199.16	197.28	205.07	209.42	206.93	214.28
PSD Reading	179.63	191.52	195.14	192.95	200.66	203.32	202.74	208.26
National Math	178.4	Not Avail.	189.2	192	Not Avail.	202.2	202.9	Not Avail.
National Reading	175.5	Not Avail.	186.7	189.7	Not Avail.	197.8	199.4	Not Avail.

Term Tested

Figure 7.1-4 MAP Average Scores
Grade Level Analysis: Grade 6

Good

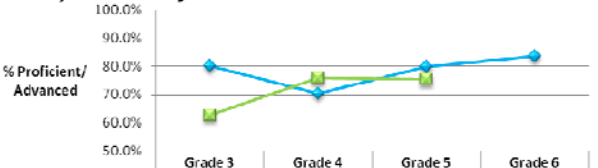


	Math	Reading
Sixth Grade Class of 2009	224.31	Not Available
Sixth Grade Class of 2010	231.96	Not Available
Sixth Grade Class of 2011	229.66	220.79
Sixth Grade Class of 2012	232.6	219.94
Sixth Grade Class of 2013	234.34	221.12
National Sixth Grade	223.9	215.6

Subject Tested

Figure 7.1-5 WKCE Math Proficiency
Cohort Analysis: Class of 2019 & 2020

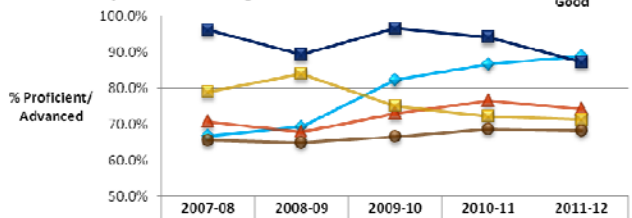
Good



	Grade 3	Grade 4	Grade 5	Grade 6
Current Grade 6 Cohort	80.1%	70.4%	79.9%	83.5%
Current Grade 5 Cohort	62.6%	75.9%	75.4%	

Grade When Tested

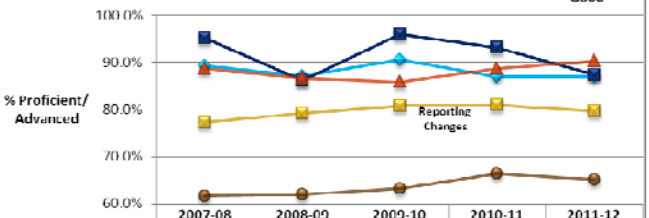
Figure 7.1-6 WKCE Reading Proficiency
Economically Disadvantaged: Grade 3



	2007-08	2008-09	2009-10	2010-11	2011-12
PSD EDIS	66.7%	69.2%	82.4%	86.7%	88.9%
PSD Non-EDIS	96.2%	89.3%	96.6%	94.2%	87.3%
County	70.7%	67.7%	72.9%	76.5%	74.2%
Aspiring Districts	78.9%	83.9%	75.0%	72.2%	71.3%
State	65.5%	64.8%	66.5%	68.6%	68.2%

Year Tested

Figure 7.1-7 WKCE Reading Proficiency
Minority Racial & Ethnic Groups: All Students



	2007-08	2008-09	2009-10	2010-11	2011-12
PSD Minority	89.4%	87.1%	90.6%	87.0%	87.0%
PSD Non-Minority	95.2%	86.2%	96.0%	93.2%	87.5%
County	77.2%	79.2%	80.7%	80.9%	79.7%
Aspiring Districts	88.7%	86.6%	85.8%	88.7%	90.4%
State	61.6%	62.0%	63.1%	66.3%	65.0%

Year Tested

both to itself and other cohorts of students. 75.4% of the Grade 5 cohort is proficient or advanced in Math. This is an increase of 12.8% over their Grade 3 performance, suggesting the Grade 5 cohort is fully acclimating to the new Math curriculum. Furthermore, the Grade 5 cohort has reduced the proficiency gap, from 17.5% in Grade 3 to 4.5% in Grade 5, between themselves and the Grade 6.

Student Academic Achievement Gaps

In addition to monitoring cohorts, PSD monitors segmented populations, **(*Figure P-8*)**. Due to the homogenous nature of our population, federal regulations prevent disclosure of grade level data for certain segments.

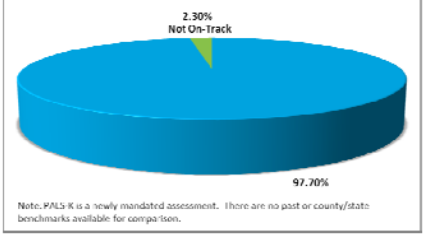
Economically Disadvantaged students (EDIS) comprise the largest segmented population at PSD and have been targeted over the past 5 years to improve proficiency levels. Since 2007-08, PSD raised the proficiency levels of Grade 3 EDIS students from 66.7% to 88.9% **(*Figure 7.1-6*)**, surpassing Grade 3 EDIS counterparts in surrounding County and Aspiring School Districts. Data for all other classes and sub-groups is available on site.

The racial/ethnic make-up of PSD is primarily comprised of Caucasian, drawing importance to monitoring proficiency levels of minority racial/ethnic groups. Since 2010-11, the WKCE Reading proficiency levels of students identifying as non-White has remained stable at 87%, surpassing County and Wisconsin proficiency levels **(*Figure 7.1-7*)**. Given the change in reporting student race/ethnicity in 2010-11, post 2010-11 data is not directly comparable to pre 2010-11 data.

Student On-Track & Postsecondary Readiness (OTPR)

Performance levels on assessments are not only used to monitor achievement and growth but also to ensure students are on-track to be successful following 4K-12. PSD begins monitoring student on-track levels in 5K with the state mandated PALS-K assessment. At the first administration of this assessment, 97.7% of 5Ks were on-track **(*Figure 7.1-8*)**. 98% of students attending PSD's 4K program were on-track.

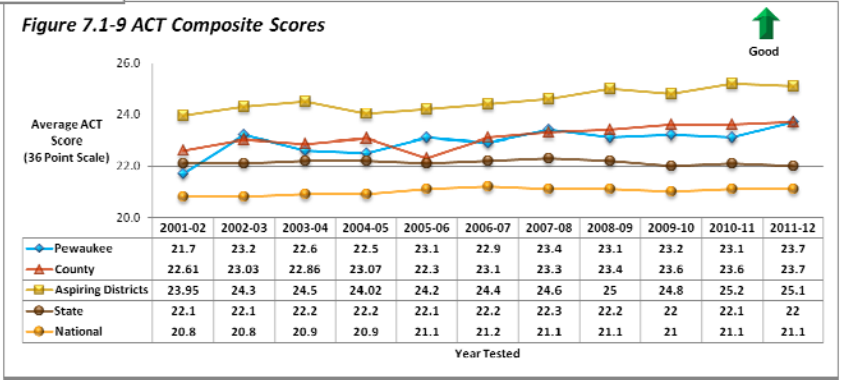
Figure 7.1-8 PALS-K Expected Literacy Levels
Kindergarten



Historically, the ACT test was PSD's primary indicator college- and career-readiness. While, PSD's students perform well above state and national averages, having an average ACT Composite score of 23.7 compared to 22 and 21.1 respectively **(*Figure 7.1-9*)**, data obtained comes late in students' academic careers. Wanting earlier indicators and predictors of student performance, EXPLORE was implemented in 2010 to Grades 7-9, with PLAN previously implemented to Grade 10 in 2002. These assessments guide actions to ensure PSD students are on-track.

Most recently, the use of EXPLORE and PLAN resulted in the examination of the Science curriculum in Grades 9-12. This examination resulted in curriculum modifications aimed at enhancing student improved performance in Science.

Figure 7.1-9 ACT Composite Scores



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Pewaukee	21.7	23.2	22.6	22.5	23.1	22.9	23.4	23.1	23.2	23.1	23.7
County	22.61	23.03	22.86	23.07	22.3	23.1	23.3	23.4	23.6	23.6	23.7
Aspiring Districts	23.95	24.3	24.5	24.02	24.2	24.4	24.6	25	24.8	25.2	25.1
State	22.1	22.1	22.2	22.2	22.1	22.2	22.3	22.2	22	22.1	22
National	20.8	20.8	20.9	20.9	21.1	21.2	21.1	21.1	21	21.1	21.1

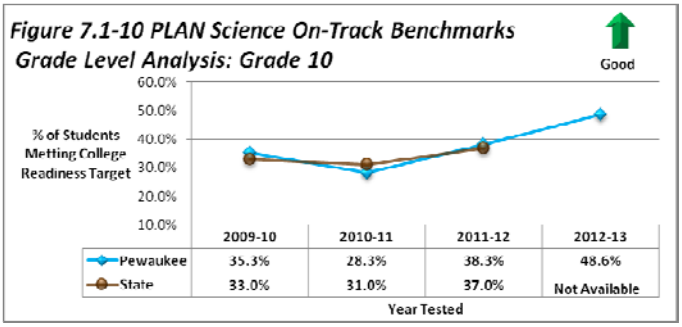
Year Tested

While the examination and modifications have only been in place for 2 years, 48.6% of students are now on-Track compared to 28.3% of students 2 years ago **(*Figure 7.1-10*)**. All Explore and Plan scores are available on site.

We also look to our Advanced Placement (AP) program as an indicator of OTPR. Currently, 76% of our students pass their AP exams, increasing the pass rate by 10% since 2007-08 and surpassing County and State rates (***Figure 7.1-11***).

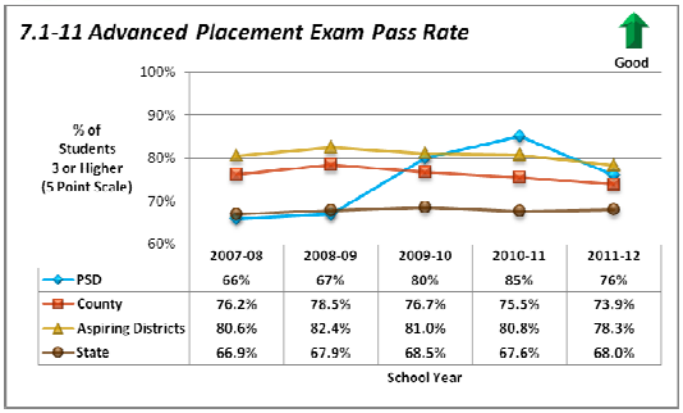
To ensure students are on-track to meet the technological

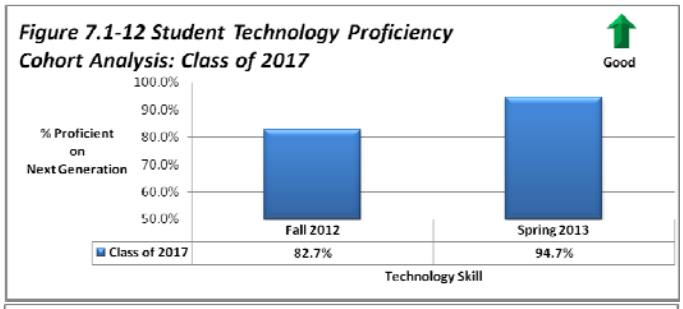
Figure 7.1-10 PLAN Science On-Track Benchmarks
Grade Level Analysis: Grade 10

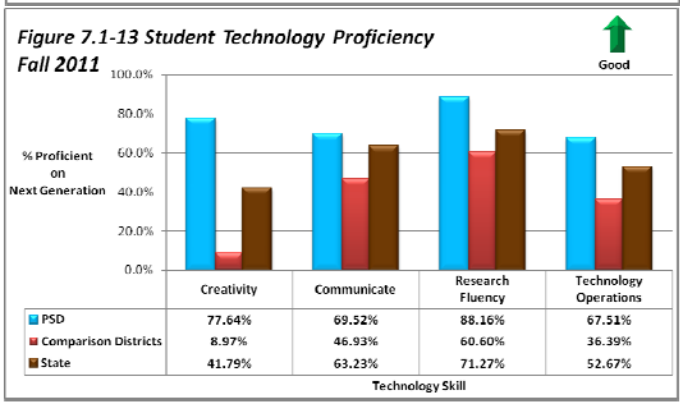


	2009-10	2010-11	2011-12	2012-13
Pewaukee	35.3%	28.3%	38.3%	48.6%
State	33.0%	31.0%	37.0%	Not Available

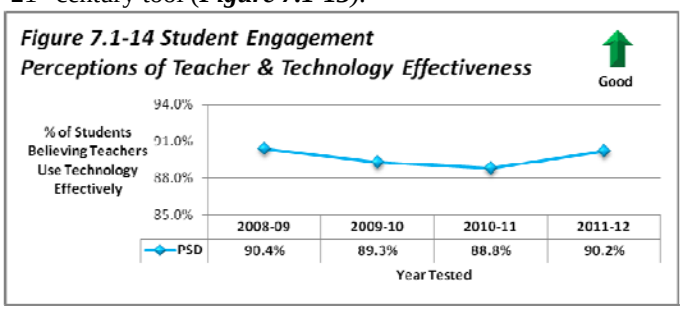
Year Tested







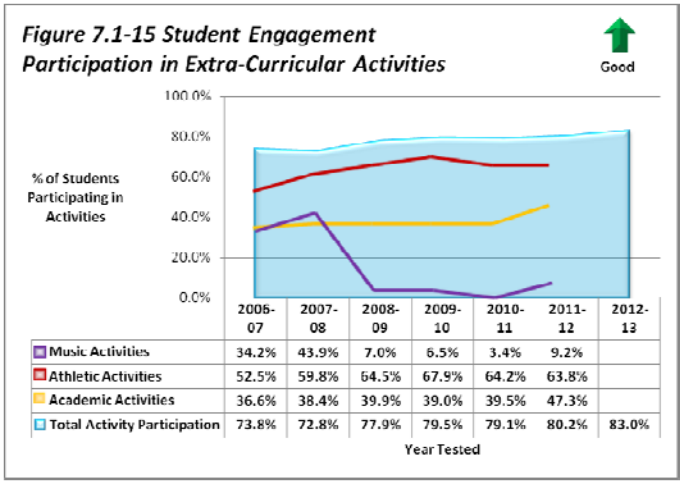
demands of modern society, PSD believes it necessary to provide technological resources and monitor student technological proficiency. To assess proficiency, the Next Generation assessment is given to students in Grades 7-8. Students deemed non-proficient are enrolled into modules targeted at improving specific technological skills. In targeting specific skills, PSD ensures students receive instruction tailored to develop their technological skill set, saving time and effort for teachers and students on skills that are already developed. As a result of this assessment and targeted instruction, PSD increased the Class of 2017's technological proficiency from 82.7% to 94.7% over the course of 1 year **(*Figure 7.1-12*).** Our benchmark for technology proficiency also shows that students are performing at high levels with technology and using it as a 21st century tool (***Figure 7.1-13***).



Student Engagement (SE)

SE is the final component of student oriented results monitored by PSD. Assessing SE, via surveys and participation, provides insight into student perceptions of curriculum and climate. As PSD continually develops technological resources available to staff and students, it is pertinent to understand SE with technology in the classroom. With over 88% of students at PSD believing teachers effectively use technology **(*Figure 7.1-14*)**, PSD is keeping pace with the fast advancement of technology.

With research indicating positive benefits of participation in extra-curricular activities, PSD actively monitors and encourages students to take part in one of the 45 activities offered at PHS. Currently, 83% of the total PHS student body participates in at least one activity **(*Figure 7.1-15*)**, an increase of nearly 10% over the past 7 years. As exemplified by the analysis of effective technology use and student extra-curricular participation, PSD successfully keeps students engaged in their 4K-12 experience.

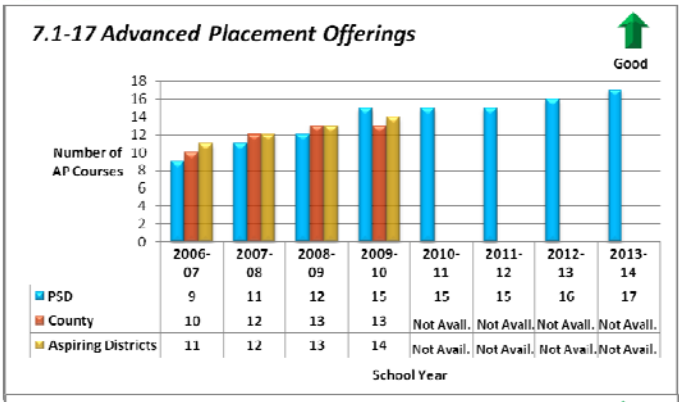


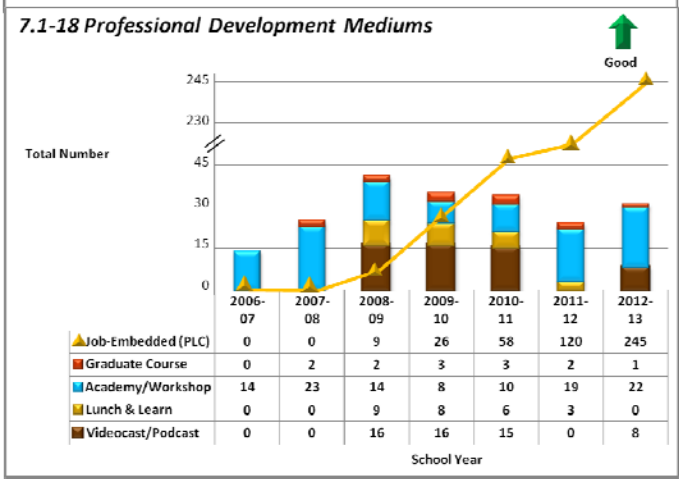
7.1b Work Process Effectiveness Results

7.1b(1) Section 7.1b relays performance of our four Academic key work processes and the six Support key work processes identified by PSD (***Figure 6.1-1***) to meet identified leading and lagging indicators. Results give evidence of increased productivity, program growth, cycle

Figure 7.1-16 Academic Work System Measures

Measure	2007-08	2008-09	2009-10	2010-11	2011-12
Curriculum					
% of PSD Curriculum BOE - Approved	100%	100%	100%	100%	100%
% Curriculum placed on BYOC upon BOE Approval	NA	100%	100%	100%	100%
PLTW Certification	NA	HS	MS/HS	MS/HS	MS/HS
Instruction					
# DPI Days/Hours of Instruction Violations	0	0	0	0	0
% Teachers deemed "Highly Qualified	100%/ 100%	100% / 100%	100% / 100%	100% / 100%	100% / 100%
Assessment					
AYP Met in All Areas	Yes	Yes	Yes	Yes	Yes
# DPI WKCE Test Security Violations for Breaches	0	0	0	0	0
Student Services					
IDEA Non-compliance Violations	0	0	0	0	0





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

Figure 7.1-16 displays results for the Academic work system. In addition to the results presented in ***Figure 7.1-16***, Academic work system results are as follows:

Curriculum Management: PSD has exceeded DPI graduation requirements for over 10 years, requiring additional science, math and social studies credits to graduate. We also document steady growth in our AP course offerings (***Figure 7.1-17***), complementing our goal to add rigor to the curriculum. Other examples of curricular program growth is evidenced in ***Figure 7.1-37***.

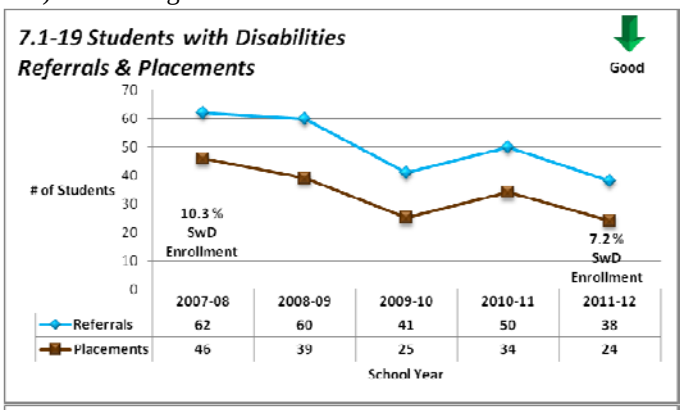
Instruction Management: We are very proud that for the past 4 years we were 100% staffed at the beginning of the school year with 100% of our teaching staff continually meeting the federal standard of being highly qualified (as compared to a Baldrige winning school district who has 95% of their teaching staff highly qualified). We are continuing to increase the level of job embedded professional development (***Figure 7.1-18***). This means that staff are receiving specialized training during the PLC time, making it more efficient for employee and supply chain.

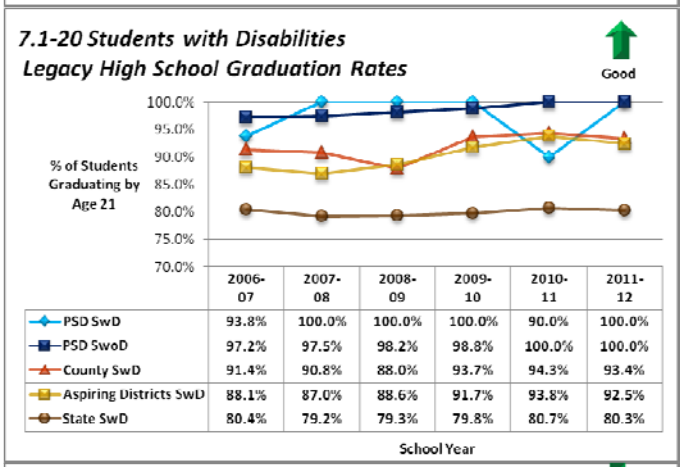
Assessment Management: MAP is used as our in-process assessment measure for students (***Figures 7.1-3 & 7.1-4***). We are proud we have had no state test violations or security breaches (***Figure 7.4-6***).

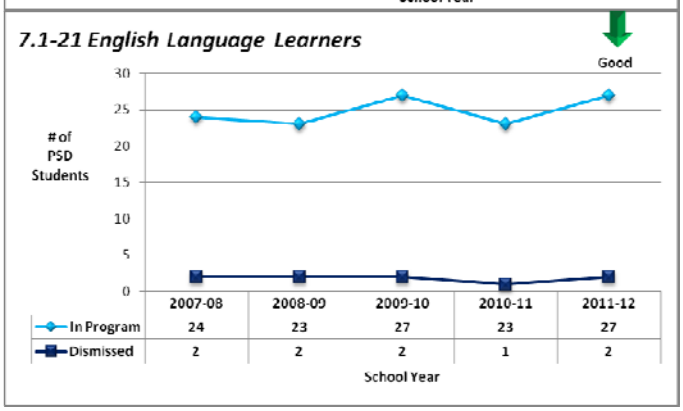
Student Services Management: PSD closely monitors indicators regarding the success of our student intervention services. Students with Disabilities (SWD) are students at the highest level in our Response to Intervention pyramid; we monitor this program carefully for student performance. As evidence our early interventions are working in Tiers 1 and 2, we are especially pleased to see a reduction in the number of referrals, placements and in our percent of SPED population district-wide (***Figures 7.1-19***). This is one of the lowest percentages in our State. Students with disabilities may attend school until the age of 21. All our SPE students graduated in 2011-12, a testament to the commitment made to open the door to their future (***Figure 7.1-20***).

Our ELL program is seeing a slight uptick in the number of students needing intensive intervention; we purposefully do not dismiss students in order to offer them extended services to ensure solid language acquisition (***Figure 7.1-21***).

PSD has increased interventions to our youngest learners, via Reading Recovery and four year old kindergarten (4K). Reading Recovery targets the bottom 20% of First Graders to bring their reading levels up to their peers, which PSD does better by 10% than national dismissal rates (***Figure 7.1-21***). 4K is the most intensive and proactive. This optional program is making a positive difference on student MAP scores, especially for our students in poverty (***Figure 7.1-23***). More segmented data for all students served in the







Student Services are available on site.

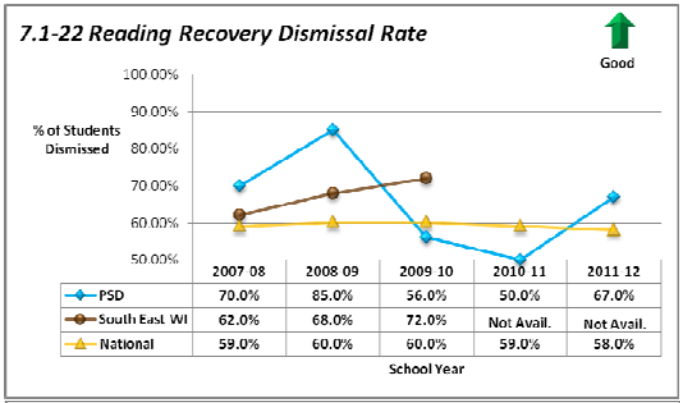
Figure 7.1-24 displays results for the Non-Academic work system. In addition to the results presented in ***Figure 7.1-24,*** Non-Academic work system results are as follows:

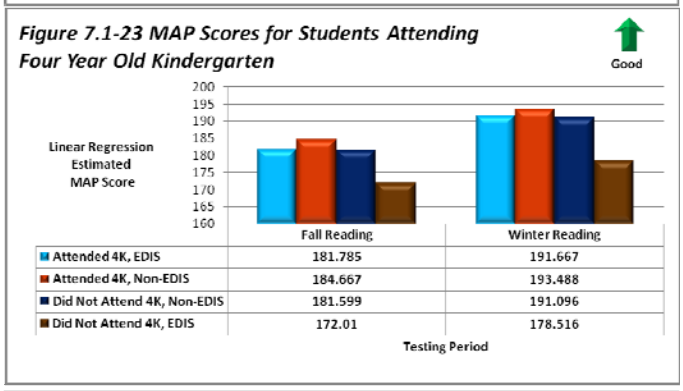
Financial Management: The key indicator of money management is to have revenues exceed expenditures at the end of the fiscal year (***Figure 7.5-X***). There has only been one year when this was not the case in PSD. In 2009 the BOE elected to use money from fund balance to begin our 4K program (with the caveat that was taken out be returned without three years – this goal was been met), PSD meets our goal of placing $50,000+ in fund balance at the end of the fiscal year. We also are proud to have no DPI reporting last submissions.

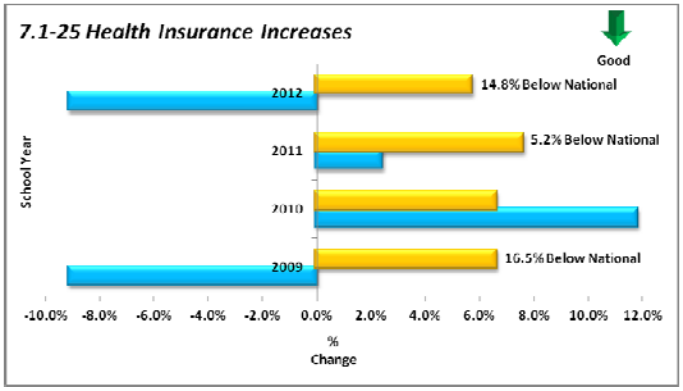
Health insurance is one of our most volatile expenses, varying greatly from year to year. By forming a consortium of school districts to purchase health insurance, we have driven down costs when compared to the national average (***Figure 7.1-25***).

Figure 7.1-24 Non-Academic Work System Measures

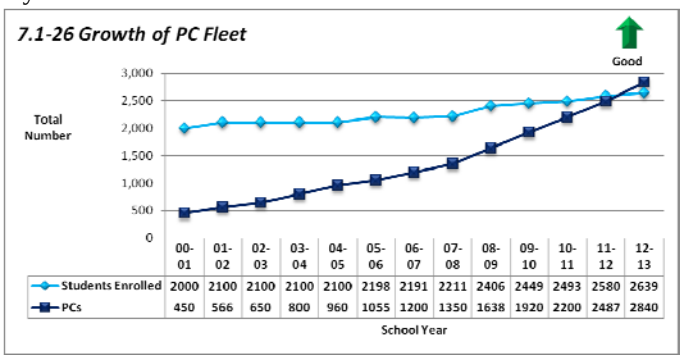
Measure	2007-08	2008-09	2009-10	2010-11	2011-12
Financial Management					
BOE Monthly Approval of Check Register / Revenue & Expenses	100%	100%	100%	100%	100%
Timely DPI Report Submission	100%	100%	100%	100%	100%
Technology Management					
# Technology Devices	2191	2329	2718	3385	3527
Student to PC Ratio	1.9	1.7	1.4	0.98	1.12
Facilities Management					
Compliance with Tornado, Fire, & Lockdown Drills	Yes	Yes	Yes	Yes	Yes
MSDS Violations	0	0	0	0	0
Communications Management					
# Perspective Newsletters Sent on Time per Year	3	3	3	3	3
# School Messengers Sent	NA	346	386	511	846
# Zoomerangs Sent/Responded	8/595	12/1495	16/2394	137/5193	139/4623
# Press Releases Sent	74	98	84	73	79
Contracted Service Management					
DOT Reported Bus Accidents	0	0	0	0	0

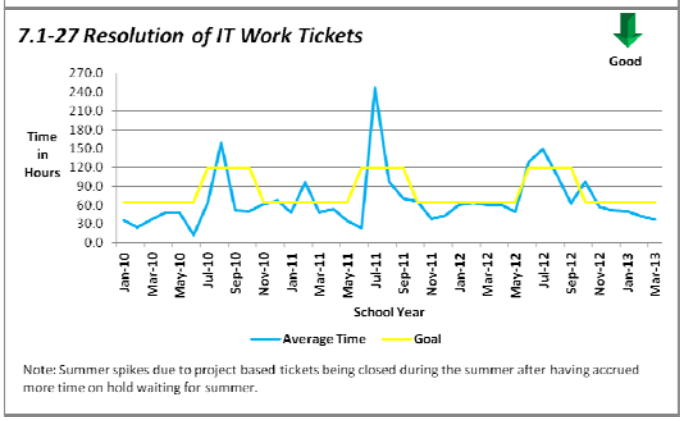


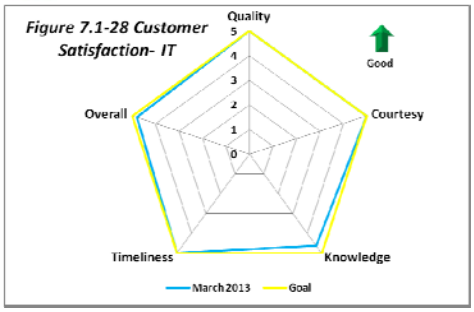




Technology Management: The IT dashboards monitor multiple IT work process results since the use of technology is essential to the delivery of a robust and challenging curriculum and an indicator of operational efficiency. Since 1999, PSD has seen dramatic growth in our fleet of computers; this allows us to better meet our strategic challenge of teaching 21st Century Skills (***Figure 7.1-26***). As we transition away from textbooks to electronic sources, it is important we have our technology available at all times. PSD is committed to customer service and closely monitors the cycle time to resolve the over 3000 IT work tickets received

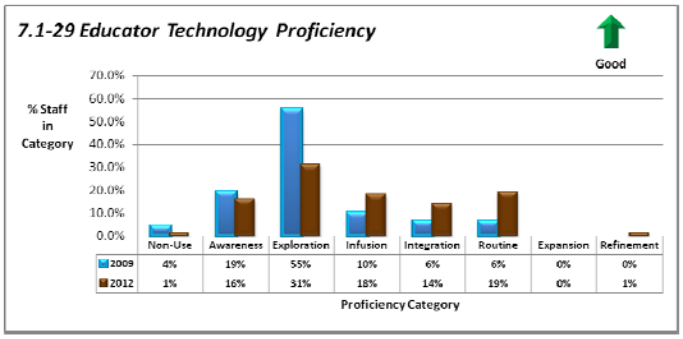


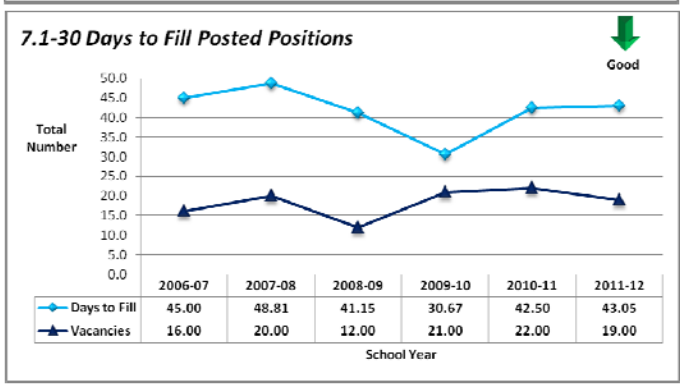


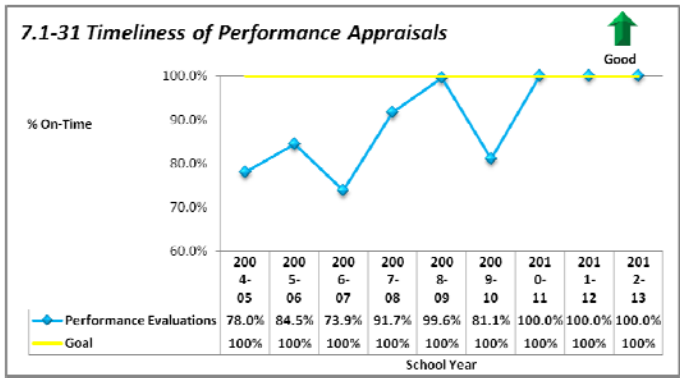


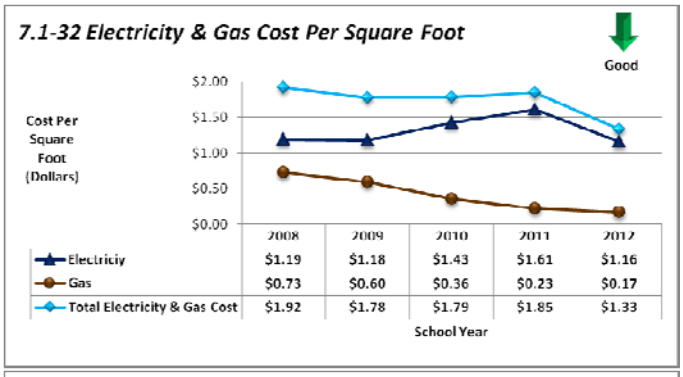
per year (***Figure 7.1-27***); this is notable given the increase in the fleet. These service levels are reflected in sound customer satisfaction evident with a '5' (with '5' being highest) on a 5-point customer satisfaction scale (***Figure 7.1-28***). With our commitment to integrating 21st century skills and our SP Goal in Technology, we are preparing our workforce to better serve students. ***Figure 7.1-29*** documents that we are seeing tremendous advancement in teachers' skill level in using technology over the past 3 years.

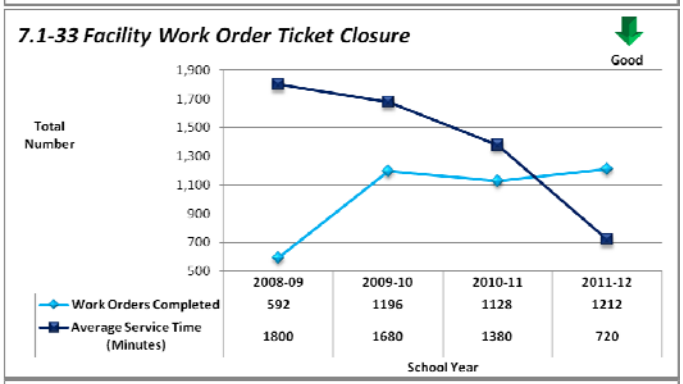
HR Management: ***Figure 7.1-29*** documents the improvement seen in number of days from position posting to hiring. We use this leading indicator to make certain we are fully staffed, a key lagging indicator. As part of our commitment to PES, we now log all evaluations electronically beginning in 2012. Our leading indicator of our PES is that all goal setting and an anecdotal is inputted by the end of the first semester. We meet this goal this year at 100%. We meet all lagging indicators in this key area. HR also measures efficiency and cycle time to improve

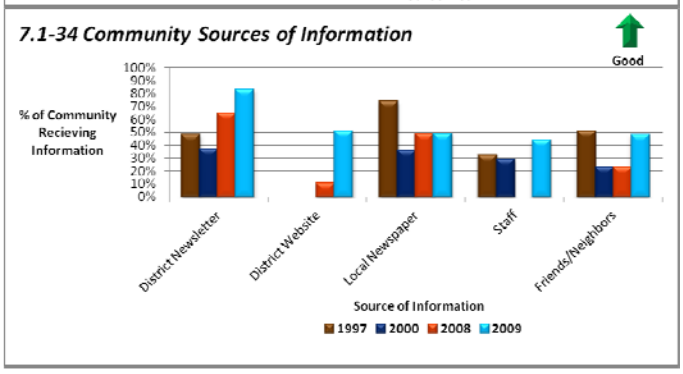








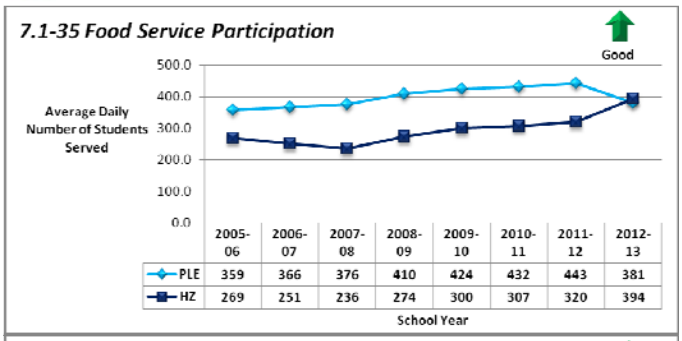


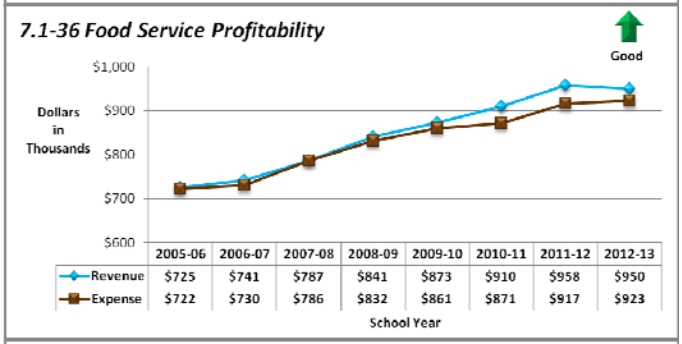


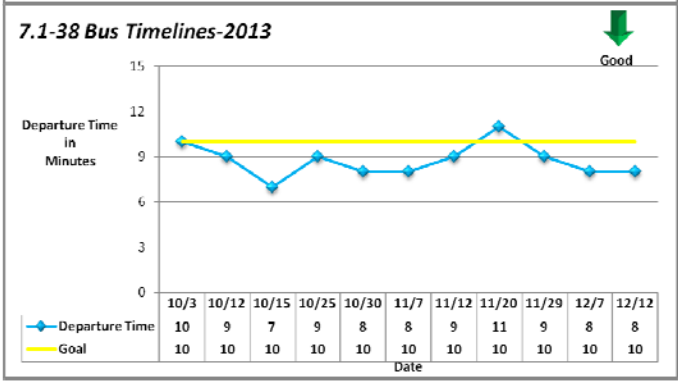
operations. We expect and attain 100% completion of PES evaluations; ***Figure 7.1-31*** documents dramatic improvement in submission of performance evaluations on time. Workforce capability and capacity depends on ensuring sufficient licensed certified teaching and paraprofessional staff in all classrooms every day. AESOP, an on-line absence reporting/substitute calling service instituted this year is closely monitored to make certain substitute teachers are in place in each classroom when needed (***Figure 7.3-3***).

Facilities Management: Over $125,000 has been saved in 2 years due to implementation of energy efficiency measures which are driving down the cost per square foot of electricity and gas (***Figure 7.1-32***). We are seeing dramatic service level improvement on all facility work orders submitted by employees to get an item repaired. While more than doubling the number of work orders submitted in the past four years, we are seeing a dramatic improvement in the amount of time it takes our custodians to complete the work and close the ticket (***Figure 7.1-33***), accomplishing it three times faster.

Communications Management: PSD analyzes how effective we are at disseminating information to our stakeholders. PSD sees a 35% increase in the percent of residents looking to our Perspective newsletter for PSD news (***Figure 7.1-34***), a figure far exceeding the national average. Over the 14 years we have been conducting a community







survey, we are seeing similar dramatic growth in the use of our web site as a source of PSD information. Most importantly, PSD has a positive performance level in how the community grades our school district (***Figures 7.2-9***) with grades of 'A' and 'B' far exceeding national averages.

Contracted Services Management: To assess the effectiveness of our contracted service, PSD analyzes the participation (***Figure 7.1-35***) and profitability (***Figure 7.1-36***) of our food service program.

7.1bl(2) Special attention is given to the emergency readiness of the campus. Bi-annual lock down drills, annual tornado, and monthly fire drills have all met requirements of state and local authorities. To further prepare for an emergency, members of the AT have been certified at the NIMS 300 level for emergency response, an advanced readiness level unseen by area school districts (***Figure 7.1-37***). As campus safety is a strategic advantaged, proactive processes are in place to ensure it.

7.1c Supply-Chain Management Results

Managing supply chain allows us to maintain student learning going on in classrooms. The timeliness of our transportation program (***Figure 7.1-38***) is a key supply chain measure for us. We monitor this closely at the beginning of each school year until route timing stabilizes upon which we follow only those routes which have timeliness issues.

Figure 7.1-39 illustrates the performance of PSD's core server up-time currently showing the computer network operational at a 100% efficiency level.

7.2 Customer-Focused Outcomes

7.2a Student– and Other Customer-Focused Results

7.2a.(1) For over 12 years PSD has measured student/ stakeholder satisfaction and dissatisfaction for several key areas using annual surveys of students, parents & alumni.

Parent Satisfaction: Parents have indicated three key user requirements: safe schools, strong communication from the school, and a high quality education for their child (***Figure P-9***). Parents consistently view our schools as safe, topping both our target of 85% and the national benchmark (***Figure***

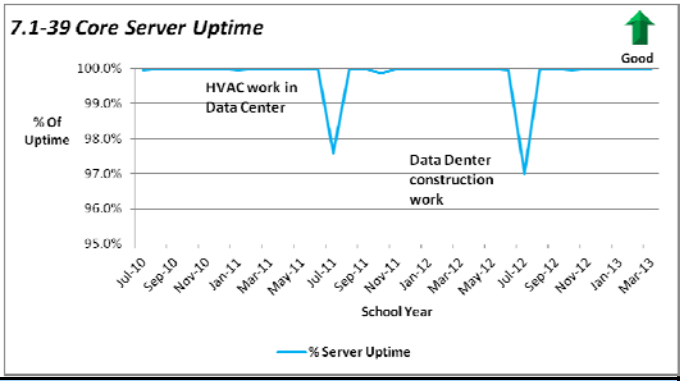
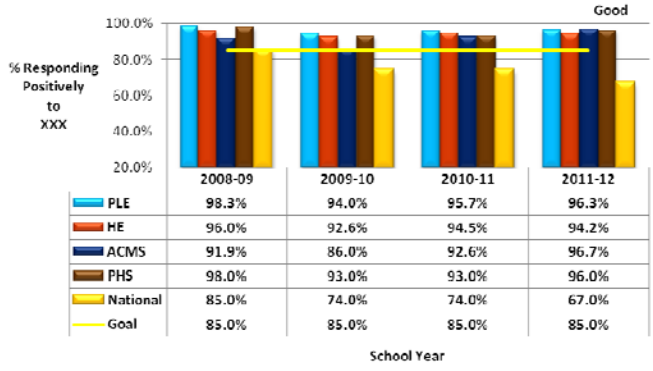


Figure 7.1-37 Indicator of Emergency Preparedness

Indicator of Emergency Preparedness	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Drill Compliance	100%	100%	100%	100%	100%	100%	100%	100%
Drills conducted per year	9	9	10	11	11	11	12	12
Level of SL NIMMS Training	NA	NA	NA	100	200	300	300	300
Employee AED/CPR Trained	NA	NA	NA	54	33	61	61	89
Students AED/CPR Trained	NA	NA	NA	317	330	347	347	303
New staff trained in blood borne pathogens	100%	100%	100%	100%	100%	100%	100%	100%
Annual Canine Drug Sweeps	1	1	2	2	2	2	2	2
Students drug tests	100	100	130	130	130	130	130	130
Building Doors locked	90%	90%	90%	100%	100%	100%	100%	100%
Staff required to wear badges	0	0	100%	100%	100%	100%	100%	100%
Visitors badges required	0	0	0	100%	100%	100%	100%	100%
Electronic notification system	0	0	0	0	100%	100%	100%	100%
Threat Reporting System	100%	100%	100%	100%	100%	100%	100%	100%
# of security cameras	39	39	39	40	58	60	60	71
# of fob access controls	6	6	6	6	12	21	22	22
Classrooms with emergency response information available	NA	NA	85%	90%	90%	100%	100%	100%

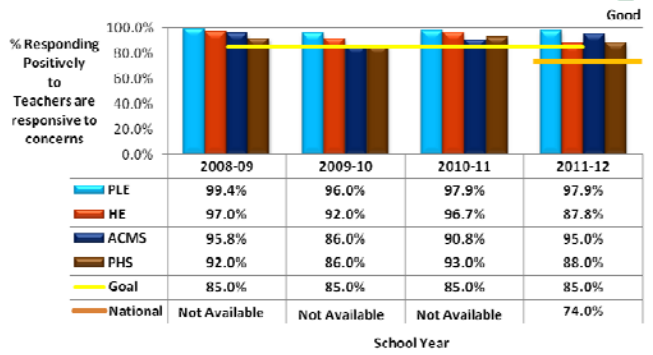
Figure 7.2-1 Parent Satisfaction: Safety



	2008-09	2009-10	2010-11	2011-12
PLE	98.3%	94.0%	95.7%	96.3%
HE	96.0%	92.6%	94.5%	94.2%
ACMS	91.9%	86.0%	92.6%	96.7%
PHS	98.0%	93.0%	93.0%	96.0%
National	85.0%	74.0%	74.0%	67.0%
Goal	85.0%	85.0%	85.0%	85.0%

School Year

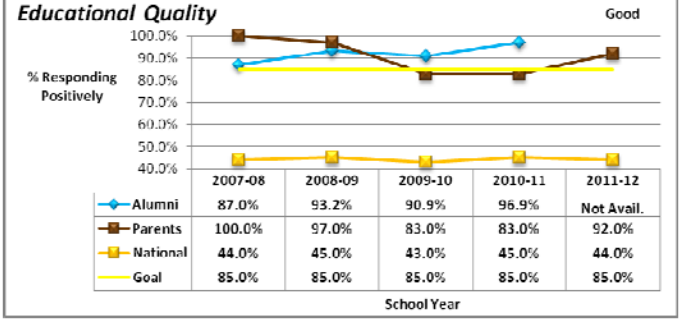
Figure 7.2-2 Parent Satisfaction: Communication



	2008-09	2009-10	2010-11	2011-12
PLE	99.4%	96.0%	97.9%	97.9%
HE	97.0%	92.0%	96.7%	87.8%
ACMS	95.8%	86.0%	90.8%	95.0%
PHS	92.0%	86.0%	93.0%	88.0%
Goal	85.0%	85.0%	85.0%	85.0%
National	Not Available	Not Available	Not Available	74.0%

School Year

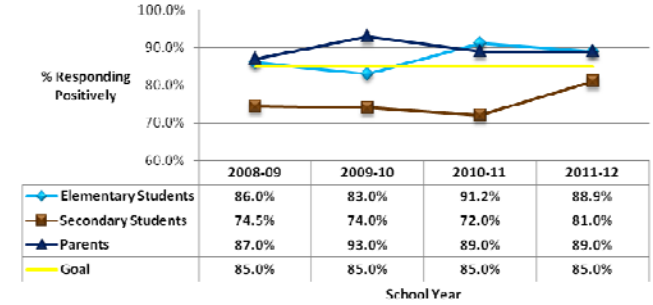
Figure 7.2-3 Parent & Alumni Satisfaction: Educational Quality



	2007-08	2008-09	2009-10	2010-11	2011-12
Alumni	87.0%	93.2%	90.9%	96.9%	Not Avail.
Parents	100.0%	97.0%	83.0%	83.0%	92.0%
National	44.0%	45.0%	43.0%	45.0%	44.0%
Goal	85.0%	85.0%	85.0%	85.0%	85.0%

School Year

Figure 7.2-4 Parent & Student Satisfaction: Challenging Education



	2008-09	2009-10	2010-11	2011-12
Elementary Students	86.0%	83.0%	91.2%	88.9%
Secondary Students	74.5%	74.0%	72.0%	81.0%
Parents	87.0%	93.0%	89.0%	89.0%
Goal	85.0%	85.0%	85.0%	85.0%

School Year

7.2-1). An increase of 4.1% occurred at ACMS after remodeling the school's front entrance to create a safer flow of traffic through the school office. Parent satisfaction with communication is another source of pride (***Figure 7.2-2***) as the goal of 85% is surpassed in all four schools over the four year period shown. We ask parents to rate our schools with a letter grade of A or B. We look at what our combined A/B ranking is to determine overall quality. While parent overall rating of educational quality fell in 2009, it is on the incline and has risen above our goal of 85% and well above the national rankings (***Figure 7.2-3***). 89% of parents believe their children are challenged in our schools (***Figure 7.2-4***).

Alumni Satisfaction: Once students graduate, the following year we seek information about their college- and career-readiness as this is a key SP goal. ***Figure 7.2-3*** reflects a marked increase in satisfaction with 96.9% of alumni respondents expressing strong satisfaction with their PSD education. We drill into specific curricular areas to identify areas of strength and opportunity for improvement; this data is used in the CRDP process to improve experiences for future students (***Figure 7.2-5***). Alumni rank curricular subjects according to quality on a 10 point scale; PSD outscores schools of similar size in 10 of the 12 categories.

Student Satisfaction: Students identify user requirements as engagement, strong communication (particularly in the classroom) and quality education. To ascertain engagement, we ask students if they are challenged in school (***Figure 7.2-4***). We are seeing an increase in the percent of students responding positively to this question. Students also respond that they are listened to and teachers follow through (***Figure***

Figure 7.2-5 Alumni Satisfaction: Curriculum Preparation

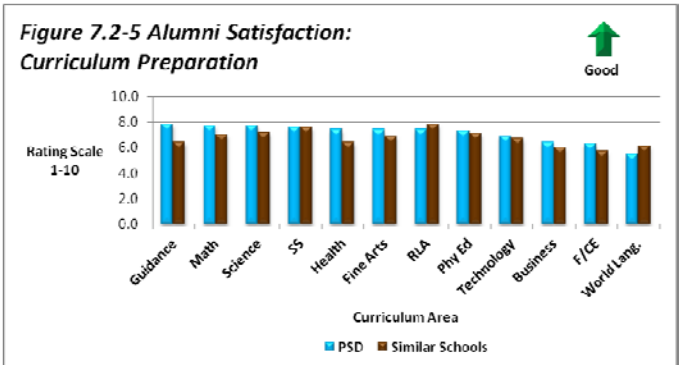
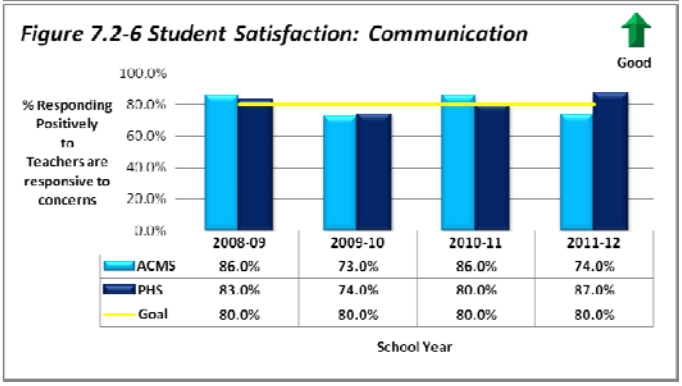


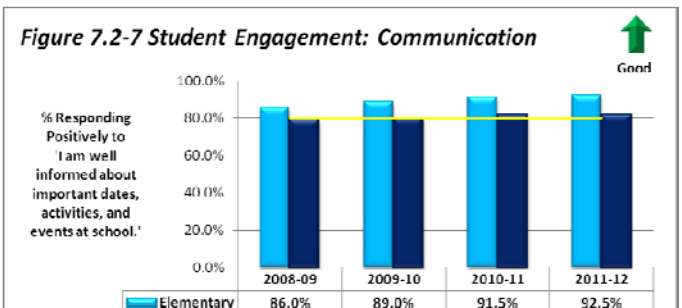
Figure 7.2-6 Student Satisfaction: Communication



	2008-09	2009-10	2010-11	2011-12
ACMS	86.0%	73.0%	86.0%	74.0%
PHS	83.0%	74.0%	80.0%	87.0%
Goal	80.0%	80.0%	80.0%	80.0%

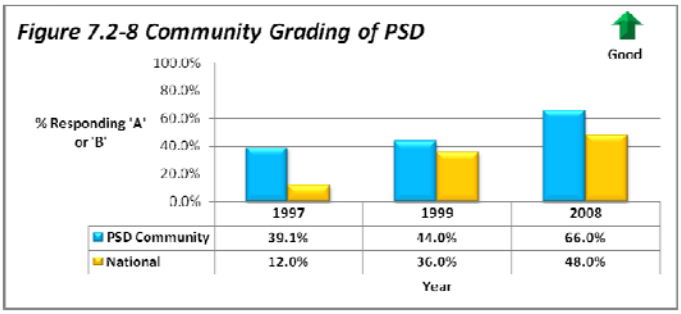
School Year

Figure 7.2-7 Student Engagement: Communication



	2008-09	2009-10	2010-11	2011-12
Elementary	86.0%	89.0%	91.5%	92.5%
Secondary	79.0%	80.0%	81.5%	81.5%
Goal	80.0%	80.0%	80.0%	80.0%

School Year

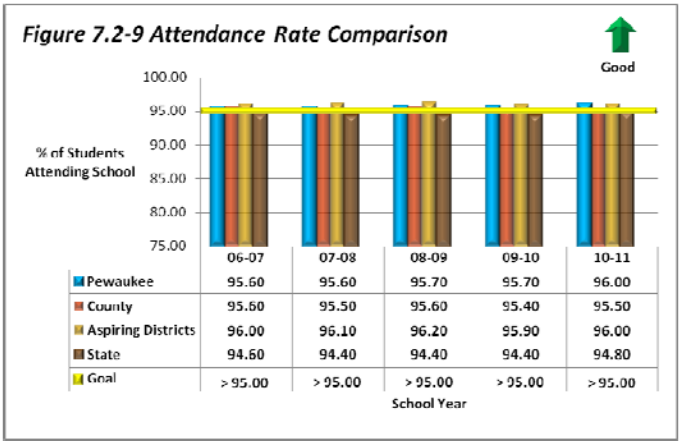


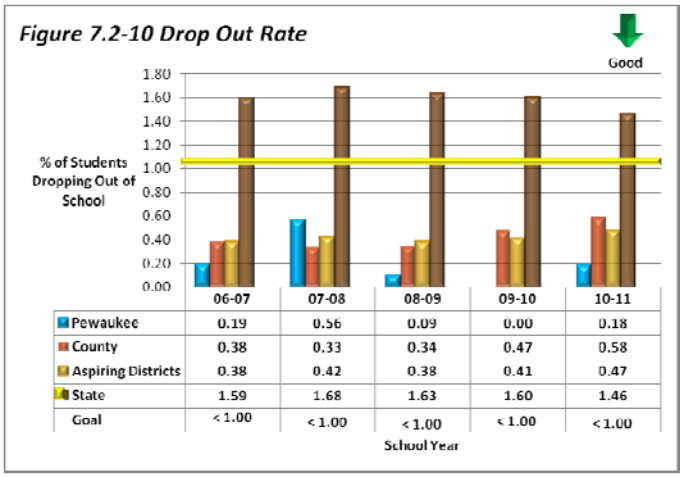
7.2-6). To judge communication, students are asked if they are well-informed (***Figure 7.2-7***).

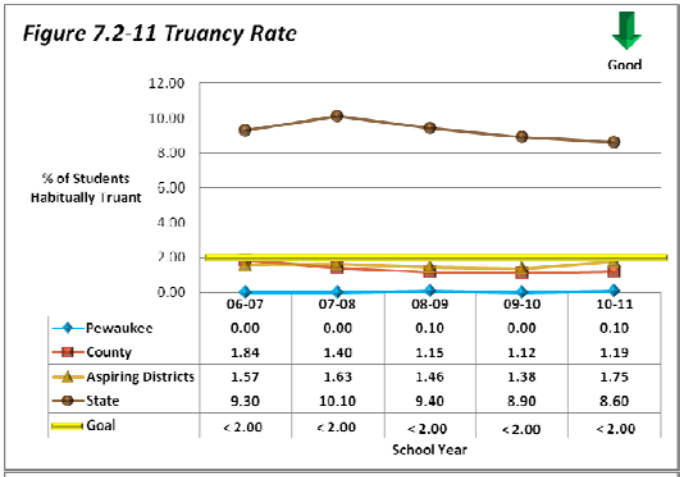
Community Satisfaction: Every 5 years we survey our community about their perceptions of PSD. Compared to national averages, when asked to give PSD a letter grade, residents greatly outscore national averages (***Figure 7.2-8***). The community feels well informed about PSD activities noting their primary source for information is the *Perspective* newsletter (***Figure 7.1-33***). This is a dramatic change from 1997 when the local newspaper was the primary source.

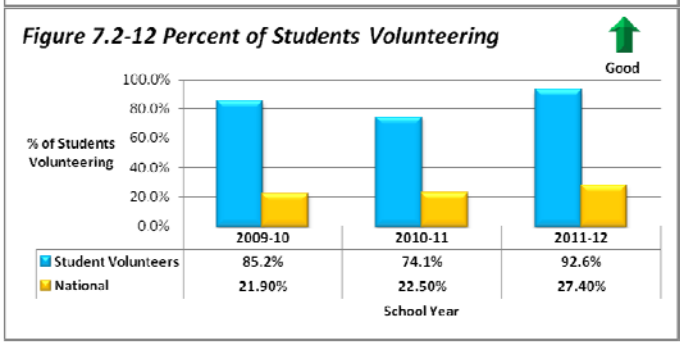
7.2a.(2) **Student Engagement:** Student engagement is measured by our State using truancy rates, dropout/ graduation rates, and attendance (***Figures 7.2-9*** to ***7.2-11***). PSD meets the aspiring districts for attendance rates, and has far lower incidents of truancy and dropout rates when compared to aspiring districts and all comparisons. In all three instances, PSD meets its goals. Relationship building and engagement facilitates a long-term relationship with students resulting in daily participation, and ultimately graduation At 99.4% (2011) and 99.5% (2012) PSD's graduation rate in 2011 and 2012 is one of the highest in WI and the nation. To judge engagement, we also look to student involvement in extra-curricular activities (***Figure 7.1-14***) where we find an increasing percent of student involved in a wider variety of activities. Student volunteering is also increasing, far exceeding the national benchmark (***Figure 7.2 -12***). while most students volunteer in our elementary classrooms, students also volunteer and serve the community. Thousands of dollars have been raised for charitable organizations. Some examples include the Padibe, Uganda effort to send poverty stricken students to school ($3,614), the Newton Memorial Fund ($5,623.96), and numerous annual drives for the local Pewaukee Food Pantry. This also demonstrates student citizenship, a PSD core value.

Parent/Community Partner Engagement: Volunteers play an integral role in engagement of students/stakeholders in educational programs, offerings, and services. A part-time







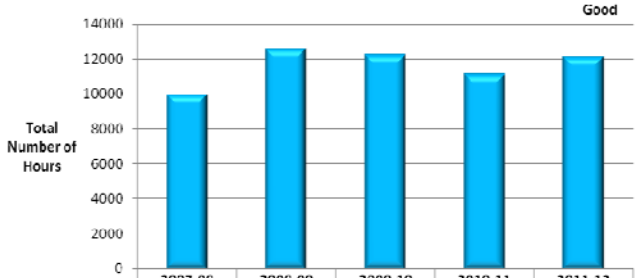


volunteer coordinator was hired in fall 2012 resulting in a formal program for reading and math. As this school year ends, MAP scores are expected to show an increase for the students who received this additional practice. The number of community and parent volunteer hours for the 2012-13 school year is expected to dramatically increase. ***Figure 7.2-13*** shows stakeholders' steadily increasing volunteer hours.

Collaborator engagement can also be judged by the partnerships we create. One way we measure this engagement is via the dollars donated to our schools by our key collaborators (***Figure 7.2-14***). Note that the PHS Booster Club more than doubled their donation in 2012. The Pewaukee Scholarship Foundation shows steady growth and is supported by the broader community. Even with economic uncertainty, a steady increase of over $64,000 in donations is shown over the four year period on chart 7.2-14. We also measure the growing numbers of partners and collaborators and the expanding mediums for these relationships. This has greatly increased in the business community as PSD and the

Figure 7.2-13 District Volunteer Hours

Good

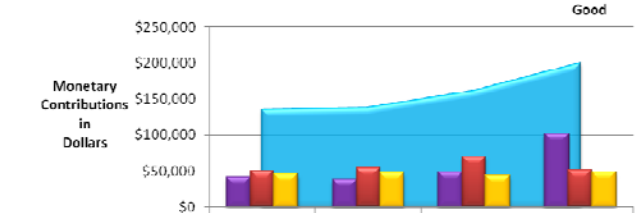


	2007-08	2008-09	2009-10	2010-11	2011-12
Number of Hours	9932	12529	12188	11072	12059

School Year

Figure 7.2-14 Other Stakeholder Engagement

Good



	2008-09	2009-10	2010-11	2011-12
Total Contributions	$135,123	$138,045	$161,360	$199,702
Booster Club	$40,623	$37,190	$48,350	$100,635
Parent Teacher Organization	$50,000	$54,255	$70,510	$51,067
Pewaukee Scholarship Foundation	$44,500	$46,600	$42,500	$48,000

Pewaukee Chamber formed a joint committee in spring 2012. Student internships, speakers from a variety of professions, a career day, and cash donations have grown due to the relationships developed from this committee.

7.3 Workforce-Focused Results

PSD monitors workforce results to gauge employee capacity and capability, workforce climate, engagement and satisfaction, and workforce development. Results are used to analyze operational effectiveness and are shared in a dashboard with the community. PSD is proud of the results attained in the area of Workforce Focus including being named to Wisconsin's Top 100 Workplaces for 2011, 2012 and 2013 by the *Milwaukee Journal Sentinel*.

7.3a.(1) PSD works diligently to maintain favorable staffing ratios for the satisfaction of students and staff. PSD's student to staff ratio, 8.9:1, outperforms WI and national averages (***Figure 7.3-1***). Our budget process results in careful allocation of staff to meet the needs of students, allowing PSD to maintain a favorable student to staff ratio despite State funding cuts and increasing enrollment (***Figure 7.3-2***).

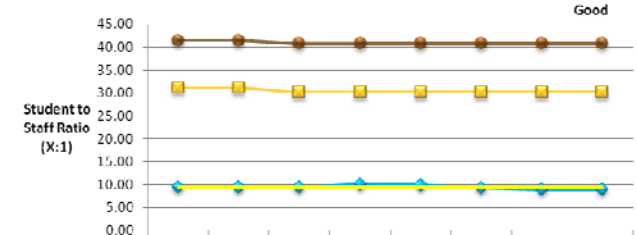
Planning effectively for absences is crucial in ensuring school operations are not interrupted by unexpected events. In a cycle of improvement, PSD implemented an online substitute service, AESOP to provide daily and long term substitutes for teachers and paraprofessionals, our largest staffing groups. AESOP was instrumental in bringing PSD's substitute fill rate to 99% (***Figure 7.3-3***).

PSD works diligently to proactively recruit staff using a wide variety of electronic and media sources. PSD's applicant pool for teachers has always been healthy, but posting vacancies electronically has propelled our applicant pool to over 4,000 in 2009 and has been consistently above a WFA-recognized comparison school for the past 4 years (***Figure 7.3-4***). With an expanded applicant pool, PSD efficiently fills all vacant positions with highly qualified, talented staff.

To ensure applicants have the necessary KSAs, PSD uses a

Figure 7.3-1 Student to Staff Ratio

Good

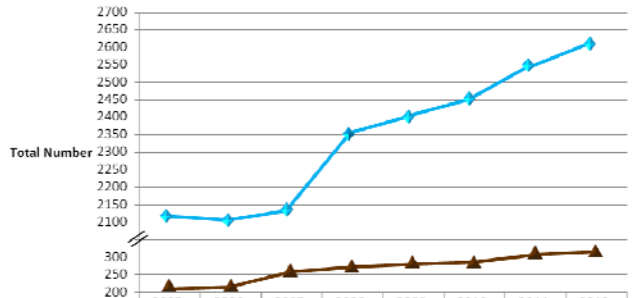


	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Pewaukee	9.44	9.40	9.49	10.08	9.99	9.32	8.91	8.90
Wisconsin	41.40	41.40	40.80	40.80	40.80	40.80	40.80	40.80
National	31.20	31.20	30.20	30.20	30.20	30.20	30.20	30.20
Goal	9.50	9.50	9.50	9.50	9.50	9.50	9.50	9.50

School Year

Figure 7.3-2 Students in Enrollment & Staffing Levels

Good

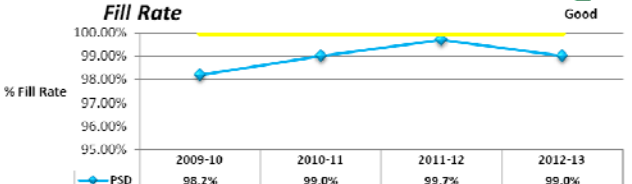


	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Students In Attendance	2198	2191	2211	2406	2449	2493	2580	2639
Staffing Levels	204	208	245	258	267	267	289	296

School Year

Figure 7.3-3 Contractor Substitute Teacher (AESOP) Fill Rate

Good

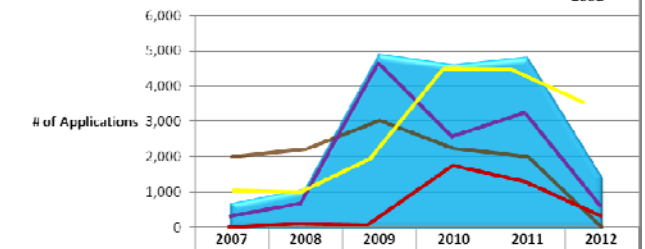


	2009-10	2010-11	2011-12	2012-13
PSD	98.2%	99.0%	99.7%	99.0%
Goal	100.0%	100.0%	100.0%	100.0%

School Year

Figure 7.3-4 Teacher Applications Received

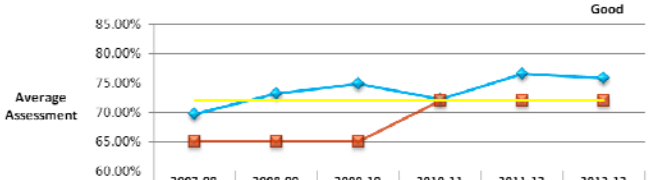
Good



	2007 (16)	2008 (20)	2009 (12)	2010 (21)	2011 (22)	2012 (19)
Grades 4K-6 Applications	485	806	4865	2653	3339	842
Grades 8-12 Applications2	175	260	259	1928	1442	593
Total Goal	1000	1000	2000	4500	4500	3500
Total # of Applications	660	1066	4865	4581	4781	1418
School A	2000	2213	3038	2247	2000	Not Avail.

Year Accepted

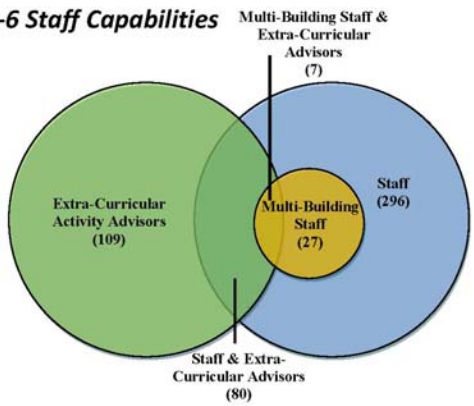
Figure 7.3-5 New Hire TeacherInsight Assessments



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
PSD	69.75%	73.25%	74.92%	72.19%	76.62%	75.82%
National	65.00%	65.00%	65.00%	72.00%	72.00%	72.00%
Goal	72.00%	72.00%	72.00%	72.00%	72.00%	72.00%

School Year

Figure 7.3-6 Staff Capabilities

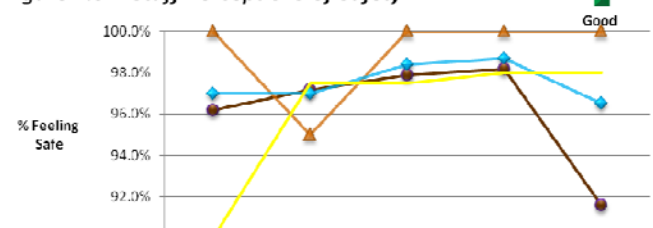


rigorous hiring process. To better assess talent and skills necessary for successful teaching performance, PSD implemented Gallup TeacherInsight online assessments. Following the implementation of TeacherInsight, PSD selected candidates with talent capacity, raising the average assessment from 69.75% to 75.82% (***Figure 7.3-5***).

While the qualifications of potential hires to fulfill job requirements are central to the hiring process, PSD believes it is essential to acknowledge additional skills, knowledge and interests of potential hires. By doing so, PSD has created an additional pool of skills with which staff members are encouraged to use for positive innovation. Furthermore, the strategic advantage of PSD's small campus allows staff members, currently 27, to use their skills throughout PSD's campus (***Figure 7.3-6***). 80 staff members serve as advisors to Extra-Curricular Activities, filling 73.4% of the positions required for the 71 Extra-Curricular Activities PSD offers.

7.3a.(2) Workforce Climate An active Safety Committee, proactive Crisis Management Plan for emergencies, Wellness programs and competitive benefits create a safe, healthy and positive work environment for PSD employees.

Figure 7.3-7 Staff Perceptions of Safety



	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers & Paraprofessionals	96.2%	97.2%	97.9%	98.2%	91.6%
Other Staff	100.0%	95.0%	100.0%	100.0%	100.0%
All Staff	97.0%	97.0%	98.4%	98.7%	96.5%
Goal	90.0%	97.5%	97.5%	98.0%	98.0%

School Year

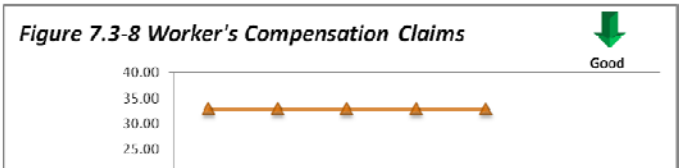
Safety: Safety is a top priority at PSD, with nearly all staff (96.5%) reporting feeling safe at PSD (***Figure 7.3-7***). PSD experienced a slight decline (2.2%) in safety perceptions, with national events contributing. The Safety Committee proactively addressing staff concerns and seeks ways to continuously improve PSD's Safety Plan (modifying building entrances, continued addition of security cameras, access controls and regular safety inspections) (***Figure 7.1-36***).

PSD proactively monitors worker's compensation claims. Consistently, annual claims fall below the national education claim average by over 20 claims, resulting in significant cost savings (***Figure 7.3-8***). By keeping the number of worker's compensation claims low, we have positively impacted our OSHA experience modification rating, falling below both the standard national target and our own goal (***Figure 7.3-9***).

Health: To promote a healthy lifestyle, PSD encourages an active lifestyle. Since 2008-09, PSD has lowered the percentage of employees that never/rarely exercise from 16.3% to 8.5%, placing PSD below local percentages of employees that never/rarely exercise (***Figure 7.3-10***).

Wages & Benefits: PSD proactively monitors wage and

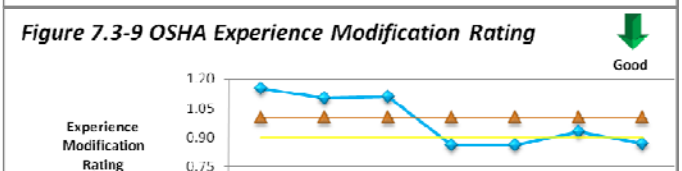
Figure 7.3-8 Worker's Compensation Claims



	2006	2007	2008	2009	2010	2011	2012
Pewaukee	11.0	8.0	6.0	10.0	8.0	12.0	13.0
US Education	32.9	32.9	32.9	32.9	32.9	Not Avail.	Not Avail.
Goal	12.0	12.0	12.0	12.0	12.0	12.0	12.0

School Year

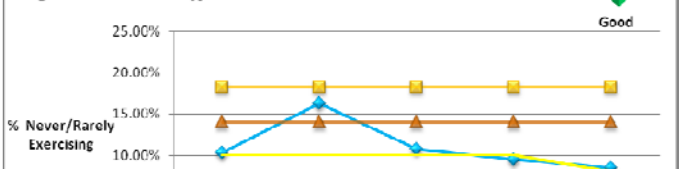
Figure 7.3-9 OSHA Experience Modification Rating



	2006	2007	2008	2009	2010	2011	2012
Pewaukee	1.15	1.10	1.11	0.86	0.86	0.93	0.87
Standard National Target	1.00	1.00	1.00	1.00	1.00	1.00	1.00
PSD's Goal	0.90	0.90	0.90	0.90	0.90	0.90	0.90

School Year

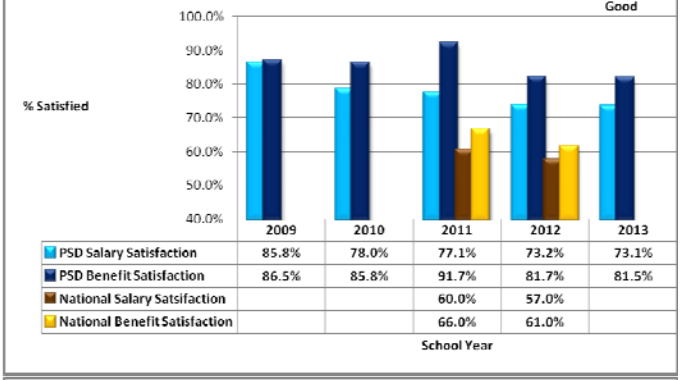
Figure 7.3-10 Staff Exercise Habits



	2007-08	2008-09	2009-10	2010-11	2011-12
Pewaukee	10.30%	16.30%	10.80%	9.50%	8.50%
Local	14.00%	14.00%	14.00%	14.00%	14.00%
National	18.30%	18.30%	18.30%	18.30%	18.30%
Goal	10.00%	10.00%	10.00%	10.00%	8.00%

School Year

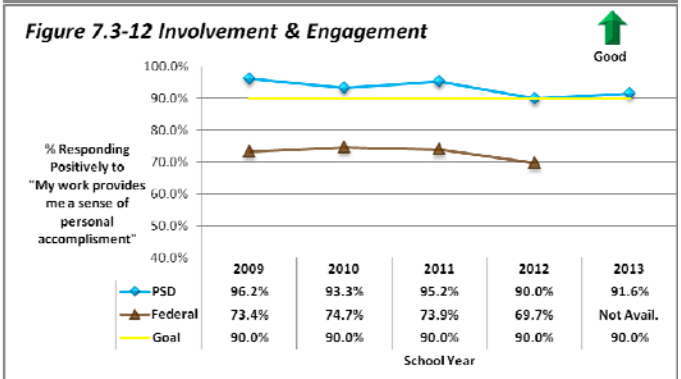
Figure 7.3-11 Wage & Benefit Satisfaction



	2009	2010	2011	2012	2013
PSD Salary Satisfaction	85.8%	78.0%	77.1%	73.2%	73.1%
PSD Benefit Satisfaction	86.5%	85.8%	91.7%	81.7%	81.5%
National Salary Satsifaction			60.0%	57.0%	
National Benefit Satisfaction			66.0%	61.0%	

School Year

Figure 7.3-12 Involvement & Engagement



	2009	2010	2011	2012	2013
PSD	96.2%	93.3%	95.2%	90.0%	91.6%
Federal	73.4%	74.7%	73.9%	69.7%	Not Avail.
Goal	90.0%	90.0%	90.0%	90.0%	90.0%

School Year

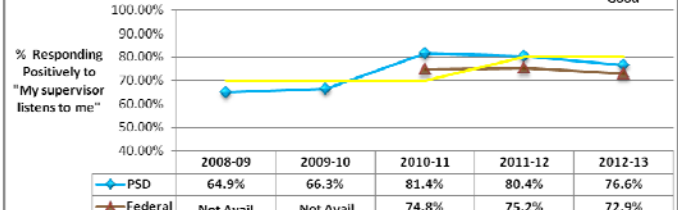
benefit satisfaction of all employees. Overall, salary and benefit satisfaction are quite high, 73.1% and 81.5% respectively, with a recent, slight decline due in part to state level changes to employee (***Figure 7.3-11***). While the decline mirrors trends occurring across the nation, PDS's satisfaction levels are consistently above national levels.

7.3a.(3) With a talented and professional workforce as a strategic advantage, PSD closely monitors employee involvement, engagement, communication and satisfaction.

Involvement & Engagement: One outcome of employee engagement are feelings of personal accomplishment. Consistently, over 90% of PSD employees respond positively towards feelings of personal accomplishment (***Figure 7.3-12***). When this is coupled with the 80 staff members that devote additional time to students' extra-curricular activities, it is apparent that PSD has created an environment in which employees are involved and engaged.

Communication: To ensure employees are engaged in their work, PSD believes employees must know their views and opinions are being heard. To this end, PSD has focused on developing administrative managerial skills and

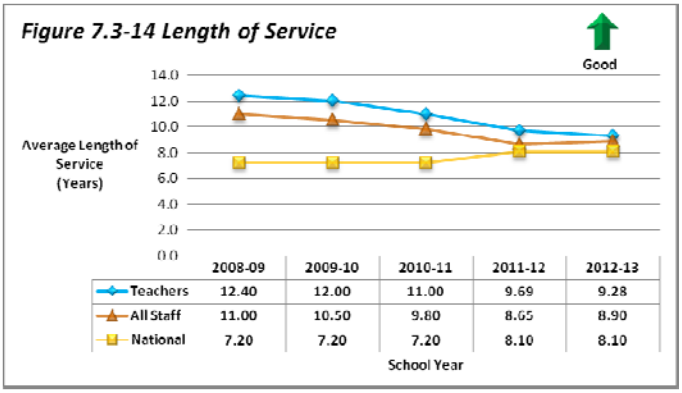
Figure 7.3-13 Staff Communication



	2008-09	2009-10	2010-11	2011-12	2012-13
PSD	64.9%	66.3%	81.4%	80.4%	76.6%
Federal	Not Avail.	Not Avail.	74.8%	75.2%	72.9%
Goal	70.00%	70.00%	70.00%	80.00%	80.00%

School Year

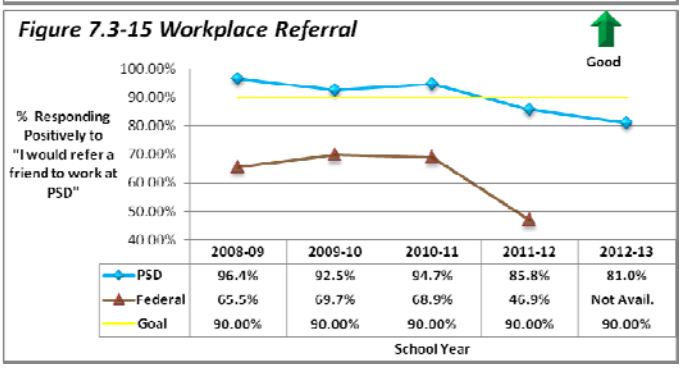
Figure 7.3-14 Length of Service



	2008-09	2009-10	2010-11	2011-12	2012-13
Teachers	12.40	12.00	11.00	9.69	9.28
All Staff	11.00	10.50	9.80	8.65	8.90
National	7.20	7.20	7.20	8.10	8.10

School Year

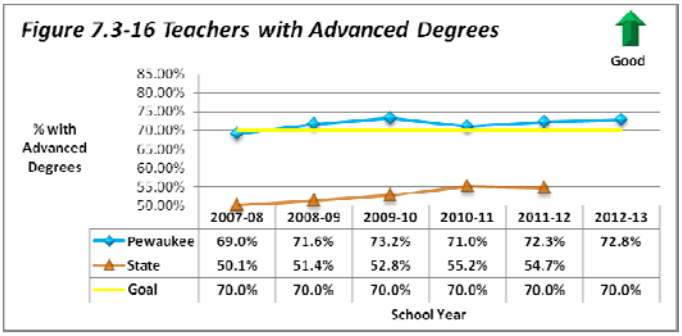
Figure 7.3-15 Workplace Referral



	2008-09	2009-10	2010-11	2011-12	2012-13
PSD	96.4%	92.5%	94.7%	85.8%	81.0%
Federal	65.5%	69.7%	68.9%	46.9%	Not Avail.
Goal	90.00%	90.00%	90.00%	90.00%	90.00%

School Year

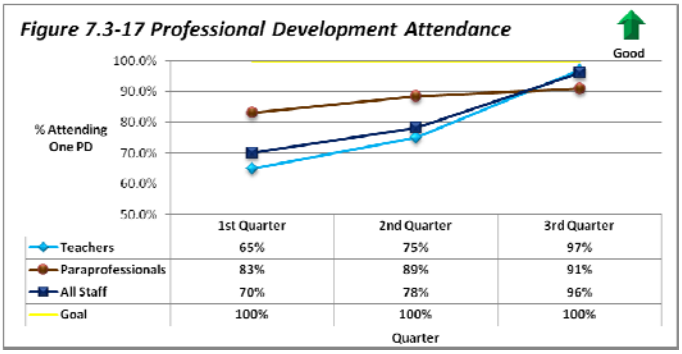
Figure 7.3-16 Teachers with Advanced Degrees



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Pewaukee	69.0%	71.6%	73.2%	71.0%	72.3%	72.8%
State	50.1%	51.4%	52.8%	55.2%	54.7%	
Goal	70.0%	70.0%	70.0%	70.0%	70.0%	70.0%

School Year

Figure 7.3-17 Professional Development Attendance



	1st Quarter	2nd Quarter	3rd Quarter
Teachers	65%	75%	97%
Paraprofessionals	83%	89%	91%
All Staff	70%	78%	96%
Goal	100%	100%	100%

Quarter

communication, improving the rate at which employees feel their superiors listen to them by 11.7% (***Figure 7.3-13***).

Overall Work Satisfaction: PSD strives to provide a welcoming work environment in which employees want to continue working. As such, overall work satisfaction is monitored via the average length of service for all staff and teachers, currently 8.9 and 9.28 years respectively (***Figure 7.3-14***). In recent years, PSD experienced a decline in average length of service; however, an analysis of causal factors concluded retirement to be a driving factor in this decline. In 2012 alone, 6 teachers retired resulting in a loss of 175 combined years of dedicated service to PSD.

In assessing work satisfaction, PSD monitors if employees would recommend PSD as a place to work. Currently 81% of

employees would recommend PSD as a place to work, well above the rate at which Federal employees, 46.9%, would recommend their places of employment (***Figure 7.3-15***).

7.3a.(4) Continuing education is valued by PSD, with 72.8% of teachers currently holding an advanced degree (**Figure 7.3 -16**). To better support staff at PSD, Professional Development Days (PDD) were implemented in 2012-13. PDD offer training sessions targeted at enhancing technology and teaching skills. This year, PSD has focused on encouraging 100% of staff to attend at least one training session, nearing our goal with 96% of staff attending at least one session by Quarter 3 (**Figure 7.3-17**).

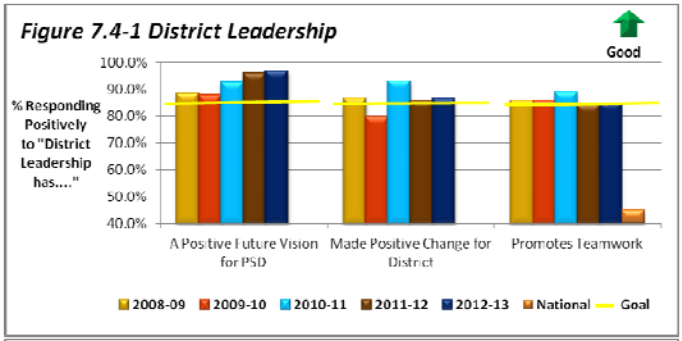
7.4 Leadership and Governance Results

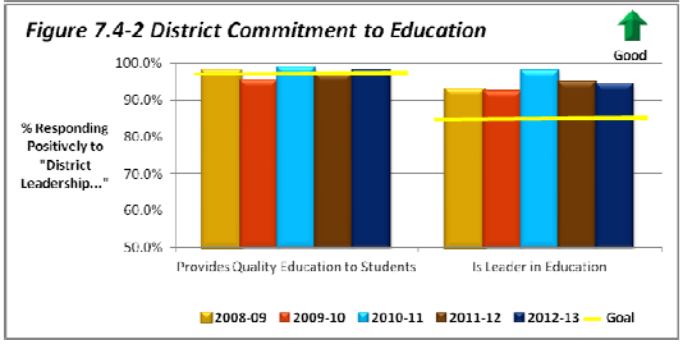
7.4a Leadership, Governance, & Societal Responsibility Results

7.4a(1) Begun in 2009, our Workforce Satisfaction & Engagement survey asks all employees to evaluate the leadership effectiveness of SLs for key indicators concerning deployment of mission and vision, communication, and a focus on action **(*Figure 7.4-1 to 7.4-3*)**. Where possible, we benchmark using U.S. Labor & Statistics data.

Beginning in 2010, the Superintendent also deployed a 360 Degree Feedback Survey to all employees to obtain actionable feedback to goal set and identify opportunities for CEO improvement (***Figure 7.4-4)***. This data is integrated in the CEO's evaluation. Data show employees see the impact of strategic planning, leadership, and innovation. This is confirmed by data from employees concerning Superintendent leadership provided in ***Figures 7.4-4.*** PSD is also gaining national and state recognition for leadership, being recognized on the State and national level (***Figure 7.4-5***). With this talent, we give back. More than half of the AT serves as Wisconsin Forward Award examiners, with one senior leader serving as a national examiner (***Figure 7.4.7***).

The Board has a goal to role model and share our core competencies with other organizations. PSD has been consistently featured at the National School Board Convention, being selected more than any other WI school district **(*Figure 7.4-8*).** Here we are honored to speak to our core competencies featuring sessions on our Baldrige journey, our SPP, drug testing, use of dashboards & scorecards, and our hiring process. PSD is proud to have had its continuous improvement processes featured in publications and at workshops for ASQ, Wisconsin Forward, NQEC, WASB, and the Swedish Institute for Quality. Evidence of a strategic advantage, our teacher leadership evidenced in a benchmark with other WI school districts regarding the awarding of 100 Kohl Teacher Fellowships per





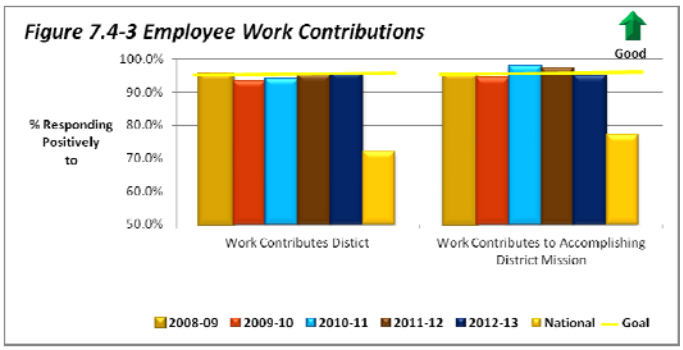


Figure 7.4-4 360 Feedback for Superintendent

Indicator	Satisfaction		
	2010-11	2011-12	2012-13
Promotes use of an effective strategic planning model to plan for the future	93.52%	92.78%	95.86%
Adapts her leadership to the needs of the current situation and is comfortable with dissent	77.27%	79.35%	81.73%
Protects teachers from issues and influences that would unnecessarily detract from teaching time & focus	64.00%	70.73%	74.96%
Communicates and operates from strong ideals and beliefs about schooling	93.86%	94.12%	95.31%
Inspires and leads new and challenging innovations	86.61%	87.00%	87.96%
Is an advocate for the district with the community at large	95.24%	95.65%	97.42%

Figure 7.4.5 PSD Senior Leader Honors

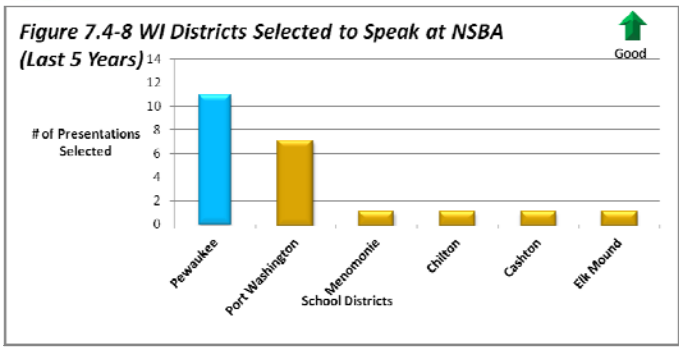
WI Honor	PSD Leader	Year
Superintendent of the Year	JoAnn Sternke	2013
Principal of the Year	Randy Daul (ACMS Marty VanHulle (PHS) Mike Cady (CAO)	2012 2005 2010
Assistant Principal of the Year	Danielle Bosanec	2013

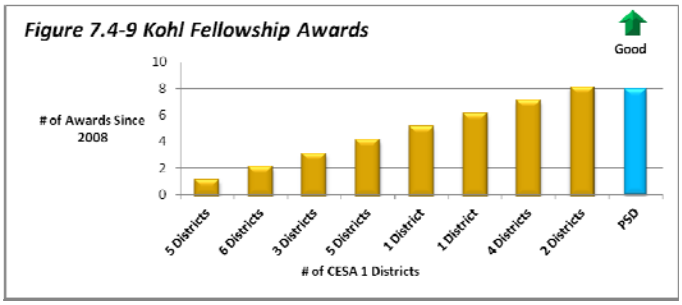
Figure 7.4-7 Senior Leaders Using Baldrige Criteria for Performance Excellence

	07-08	08-09	09-10	10-11	11-12	12-13
% Trained in Baldrige Criteria by NIST or WFA	6%	12%	90%	100%	100%	100%
% Serving as WI Forward Examiner		6%	18%	31%	37%	70%
% Serving as a National Examiner				6%	6%	6%

Figure 7.4–6 Results for Key Governance, Fiscal, Regulatory, Ethical Safety, Accreditation, and Legal Compliance

Process/Method	Purpose	Measure	Results 06-07	Results 07-08	Results 08-09	Results 09-10	Results 10-11	Results 11-12
Strategic Planning*	G	BOE & SL Participation SPP/ BOE Approval of SP	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Policy Review	G	BOE Policies on Governance / BOE Updating of New Policies	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
BOE Action on Student Achieve-ment	G, A/R	Minutes showing BOE discussion of student achievement Minutes Reflect BOE Approval of all Curriculum	Y 100%	Y 100%	Y 100%	Y 100%	Y 100%	Y 100%
Financial Oversight	G, F	BOE Policy & Acceptance of Independent Audit Report in Min-utes / BOE Involvement in Negotiations	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Advocacy	G	Membership in SWSA, NSBA, AASA, WASDA, WASBO	Y	Y	Y	Y	Y	Y
Performance Evaluation System	G	% SLs evaluated annually by Supt, BOE or Supervisor Minutes Reflect BOE Discussion of Eval to Set Compensation BOE Signed Contracts	100% Y Y	100% Y Y	100% Y Y	100% Y Y	100% Y Y	100% Y Y
Professional Growth	G	BOE & SL Participation in Professional Organizations # NSBA Presentations Given by BOE	100% 2	100% 0	100% 3	100% 3	100% 3	100% 3
Recruitment & Retention Plan	G, E, R	BOE Policies on Hiring, Job Descriptions, Evaluation BOE Approval of all Certifies Hires & Resignations BOE Receives Succession Plan % DPI Licensed / % Highly Qualified	Y Y NA 100/100	Y Y NA 100/100	Y Y Y 100/100	Y Y Y 100/100	Y Y Y 100/100	Y Y Y 100/100
Accountability to Stakeholders	G, F, R	Receipt of annual report & mtg. notice; Citizen Vote at Annual Meeting	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
BOE Induction	G, E	Induction/ethical pledge held for New BOE Members	2	2	3	2	2	3
Open Meetings Laws	G, R, E, L	# Open Meetings Violations / All BOE Meeting Agendas & Minutes Posting Meet Posting Requirements Citizen Comments heard at BOE Meetings	0/100% 1	0/100% 2	0/100% 10	0/100% 10	0/100% 14	0/100% 11
Communication Plan	G, E	3 Newsletters & Annual Report sent to Community / BOE Discussion of Survey Results	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y	Y / Y
Election Laws	R, E, G	# violations in electing voting, canvassing, posting	0	0	0	0	0	0
Ethics Management	G, E	# policies on ethics / % employees receiving policies / % employ-ees informed on whom to notify about breaches	28/0 100%	28/1 100%	28/0 100%	28/0 100%	28/0 100%	28/0 100%
Contract Maint.	G, E, L	# employee grievances resolved without arbitration	0	1	3	3	0	0
Harassment Policy	G, E, L	# harassment complaints filed	0	0	0	0	0	0
Satisfaction Surveys	E, S	% employees citing PSD is a safe place to work	93%	96%	97%	97%	99%	99%
Test Management	E, G, R	DPI violations concerning WKCE test security	0	0	0	0	0	0
HIPPA	R, E	# sanctions due to HIPPA Violations	0	0	0	0	0	0
Student Handbooks	G, E	% handbooks given to students annually	100%	100%	100%	100%	100%	100%
PHS Merit Award	E	# PHS students receiving award annually	88	82	84	95	98	102
Expulsions & Suspensions	E, L	# Expulsions/Suspension rate per year / Weapons and/or drug violations	1/1.5% 4	0/1.9% 9	0/2.3% NA	0	1/1.6% 1	6/1.55% 6
Student Drug Testing	E, S	% positive drug screens # students tested	0%/130	5%/130	3%/130	5%/130	7%/130	3%/130
Acceptable Use of Technology	E	# students who had technology privileges suspended due to im-proper use of technology on campus	22	49	12	12	19	37
Criminal Background Checks	E, S	% volunteers/employees with felony convictions permitted to volunteer/work with students	100% 0	100% 0	100% 0	100% 0	100% 0	100% 0
Vendor contracts	E, G	# vendor contracts found to be awarded improperly	0	0	0	0	0	0
Budget Cycle, Planning & Approval	F, G, S	Minutes Show BOE Approval of Budget & Staffing Plan Minutes show BOE Approval of 5 Year Capital Plan Minutes Show Approval of 10 Year Campus Plan	Y Y NA	Y Y Y	Y Y Y	Y Y YY	Y Y Y	Y Y YY
Review of Budget Activity	F, E, G	Minutes Show Monthly Finance Committee & BOE Approval of Revenue & Expense Report and Check Register / Revenues Exceed Expenditures at End of Year	Y Y Y	Y Y Y	Y No due to 4K	Y Y Y	Y No due to 4K	Y Y Y
Open Enrollment	F, G	Minutes Show BOE Approval of OE Seats & Class Size	Y / Y	Y / Y	Y / Y	Y/Y	Y / Y	Y/Y
IRS Violations	F, E	# violations	0	0	0	0	0	0
NCLB Compliance	R	% Teachers Highly Qualified / AYP Met	99/100	99/100	100/100	100/100	100/100	100/100
Kitchen Inspections	S, R	% Waukesha Cty. Health Dept. inspections >90%	0	0	0	0	0	0
Special Education	R, E	# suits filed due to IDEA non-compliance with students	0	0	0	0	0	0
Accidents	S, F	# accidents or injuries w/lost time/total accidents	3/14	0/8	1/7	0/10	6/13	1/12
Instructional Time	S	# hours lost due to unsafe conditions on campus	0	0	0	0	0	0
Safety Training	S	NIMS, Bloodborne Pathogens, & EMC Training	100%	100%	100%	100%	100%	100%
Litigation	L	# lawsuits with attorney representation	1	1	2	1	0	0





year. Since 2008, PSD has the largest amount of these prestigious awards in CESA #1 **(*Figure 7.4-9*).**

7.4a(2), 7.4a(3), 7.4a(4) Measures of governance, legal compliance, regulation, safety accreditation and ethics are presented in ***Figure 7.4-6***. We hold high expectations in support of our value of citizenship, a core value.

7.4a.(5) PSD views caring for society as part of our core values of teaching citizenship. PSD students routinely perform service that helps our community. PSD is recognized as a leader in environmental education having statewide recognition for the commitment made to the Pewaukee River Restoration Project, with multiple $5000 grants used for this purpose. Deployment of an energy management system integrated key work process areas of technology, facilities, and teaching & learning ***(Figure 7.4-10)*** has decreased use of copiers, paper, chemicals and energy use District-wide.

Figure 7.4-11 PSD Campus Usage

	School Year					
	06-07	07-08	08-09	09-10	10-11	11-12
Community groups using campus	33	36	47	47	42	68
Hours Free of Charge	3,353	3,069	3,817	4,202	4,772	4,898

PSD serves our local community by sharing facilities free of charge (***Figure 1.2-11),*** strengthening these organizations & giving back to our community ***(Figure 7.4-11)***.

Figure 7.4-12 PSD PSF Donations

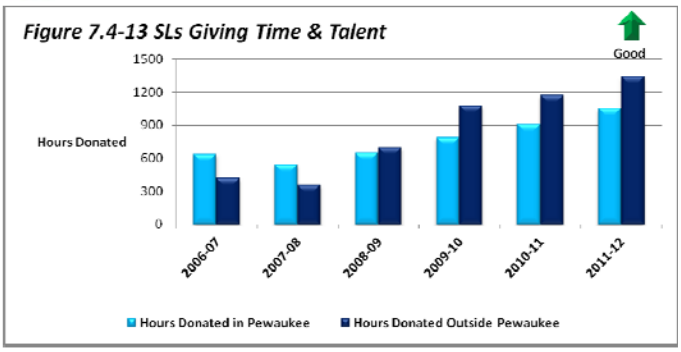
School Year	Administrative Team	Board of Education
2007-08	$1,140	$2,125
2008-09	$850	$1,100
2009-10	$1,345	$2,600
2010-11	$1,625	$1,500
2011-12	$1,305	$1,025
2012-13	$2,000	$2,100

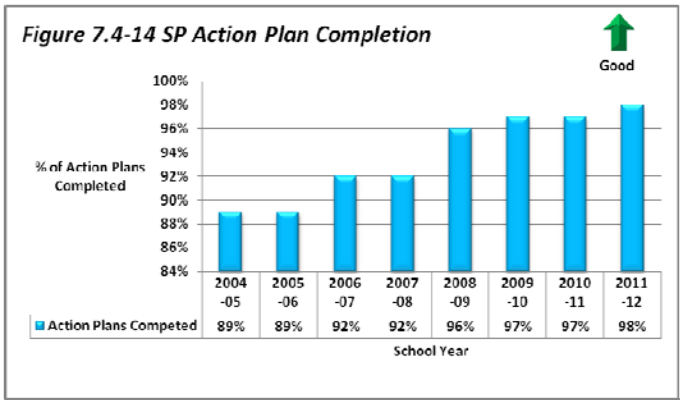
The concept of corporate citizenship entered the SP in 2004; since then PSD has given many hours of time, talent, and resources to the Pewaukee and Waukesha community. We meet our goal of having 100% school participation for United Way with SLs being the largest segment of donors. For over 5 years, all BOE members and SLs donate personal funds to the PSF with numerous $1000 student scholarships being funded by the Board and AT yearly (***Figure 7.4-12***).

PSD SLs donate generously of their time to the Pewaukee

Figure 7.4-10 Societal Commitments

Category	Commitment	Measure	Results 08-09	Results 09-10	Results 10-11	Results 11-12
Technology Use technology to reduce carbon foot-print	District-wide Printing/Copy Use	Prints/copier reduction	3,899,200	3,851,710	3,800,469	3,761,721
	Institute automatic daily computer shut-off & use of flat screen monitors to save energy	Kilowatts saved Per day	1,157 KWH	1,175 KW H	1,879 KWH	1,879 KWH
Facilities & Operations Maintain facilities in a "green" manner thereby reduc-ing carbon footprint	Maintain Written IEQ Management Plan	Decrease therms/ kilo-watts	N	N	Y	Y
	Replace cleaning supplies with "green" supplies	100% of purchases green	4	4	4	4
	Obtain Focus on Energy grants	Grant $ awarded	$18,865	$3,752	$40,171	$24,812
	Conduct air, water, and radon tests to ensure safe campus environment	# findings	0	0	0	0
	Recycle paper and aluminum	# recycling bins	571	620	640	650
	Use "greener" LEED principles in 10 Year Facility Plan	Vendor LEED certifica-tion	Y	Y	Y	Y
	Dispose of chemicals in safe manner	# MSDS violations	0	0	0	0
Teaching & Learning Involve students in Societal responsibilities	Env. Ed. in Science curricula	In curriculum	Y	Y	Y	Y
	Enrollment in Environmental courses & clubs	# students enrolled	205	162	77	91





and greater community serving as WFA examiners, youth sports coaches, adjunct professors, and board members, to name a few ***(Figure 7.4-13*** & ***Figure 1.2-6).***

Students embrace citizenship as one of core values and spearhead many service projects n campus. Leadership Club, NHS, and Key Club each have service hours as a stipulation of membership. This results in over 4,000 hours of student service for the Pewaukee and Waukesha communities. Above and beyond, citizens in all grades work to improve our community in charitable activities such as Jump Rope for Heart, blood drives, and Relay for Life. This year our campus-wide commitment was evidenced in a fundraiser where we worked in tandem with our transportation partner, First Student, to fill a bus with jars of peanut butter that were donated to our local food pantry. We also honored the students of Sandy Hook with a benefit concert, Rock2Remember. Partnering with Houston Texans football player and PSD graduate JJ Watt to support his foundation activities on campus, we have raised thousands of dollars. JJ, 2013 NFL Defensive Player of the Year, is a terrific ambassador for PSD and our emphasis on citizenship.

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

7.4b Strategy Implementation Results

Accomplishment of our SP Action Plans (***Figure 7.4-14***) shows a steady increase in the last 6 years due to our accountability and systems approach, a core competency. Because of our core competencies, we have been seeing an increase in our innovation (***Figure 7.1-15***). We are most proud of this high level of innovation as it is evidence of the result of our core competencies in action. PSD SLs are building their capacity in the Baldrige Criteria for Performance Excellence with over 33% SLs trained as WFA examiners (***Figure 7.4-7***), enhancing a core competency.

7.5 Budgetary, Financial, and Market Results

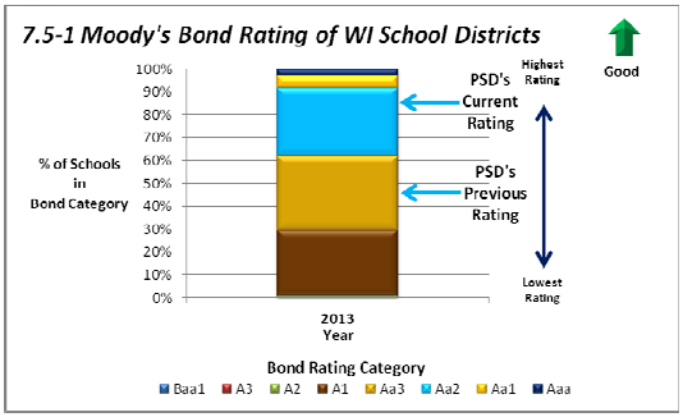
7.5a Budgetary, Financial, and Market Results

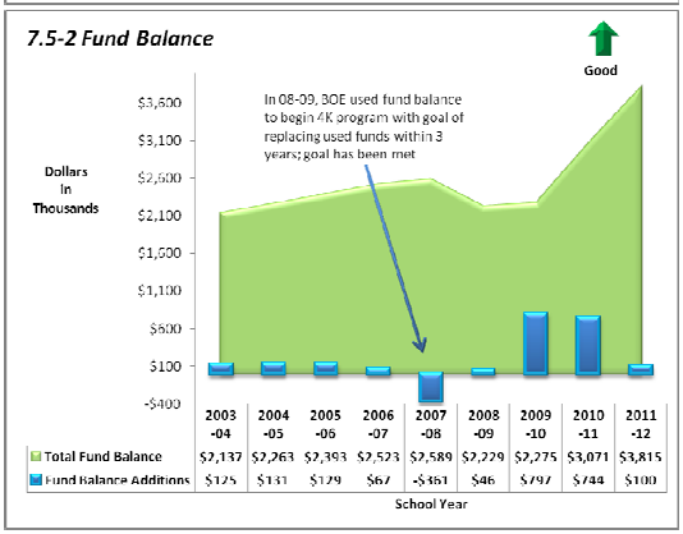
7.5a.(1) PSD's strong financial condition allows us to support organizational excellence. This is a PSD strategic advantage. Bond rating is a significant indicator of fiscal strength and a national benchmark. Our bond rating improved in March 2010, a time when many decreased in WI and throughout the nation. Using Moody's index, PSD moved to a AA- level, placing it in the 4th highest of the 20 ranking levels **(*Figure 7.5-1***) citing "very strong income and extremely strong market value per capita" and "a history of balanced financial operations with good unreserved fund balance."

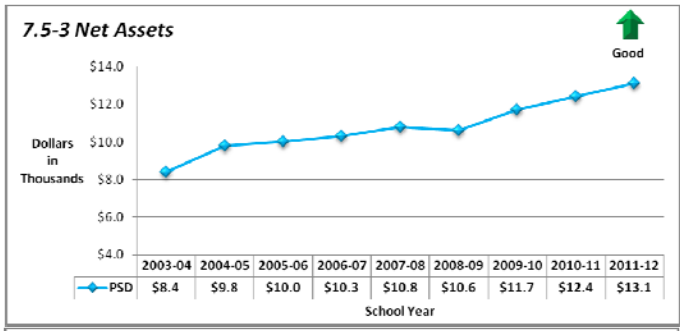
PSD recognizes fiscal integrity is based upon having fund balance to utilize as working capital. 15 years ago, our fund

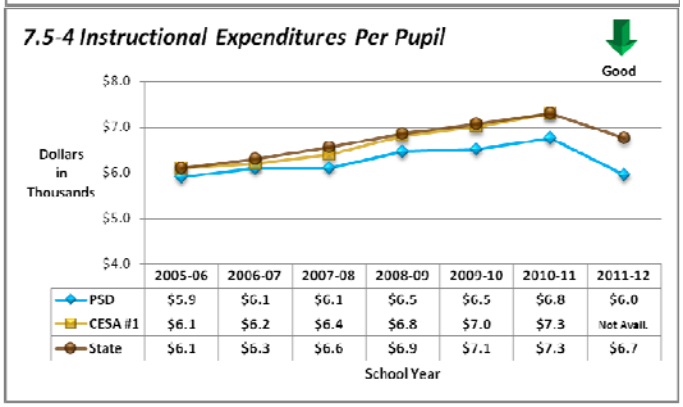
Figure 7.4-15 Results in Innovation Due to Commitment to Organizational Strategy

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









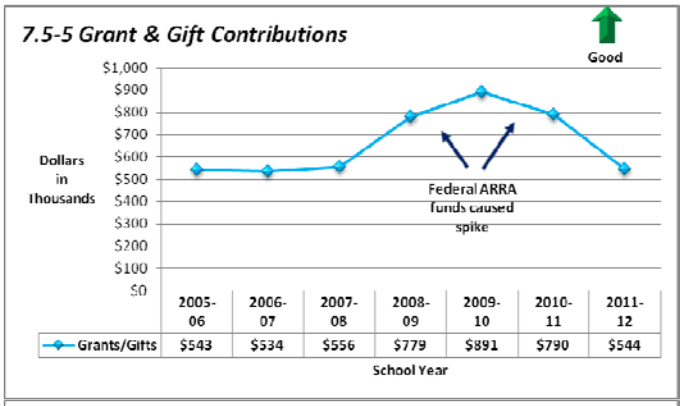
balance was slightly over $300,000. At the end of this fiscal year, our fund balance will top $4 million and represents over 15% of the budget, meeting a goal set in 2009 ***(Figure 7.5-2).*** A strong fund balance is insurance in uncertain times and addresses a key strategic challenge, uncertain fiscal state funding. Additionally, net assets, a sign of LT strength, continue to grow (***Figure 7.5-3***).

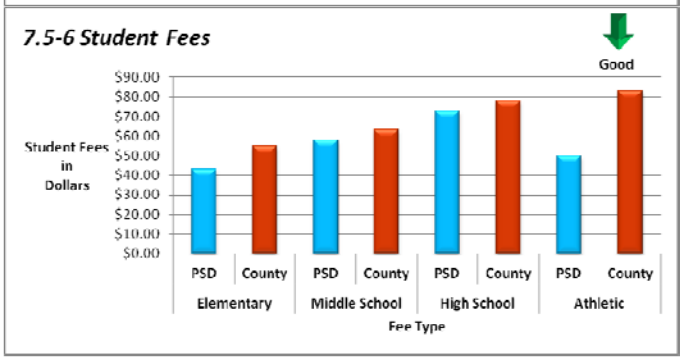
Figure 7.5-4 illustrates the instructional cost per pupil for PSD compared to the other similar districts in CESA #1 and the State as a whole. PSD achieves higher results in student success at a cost lower than our State and region.

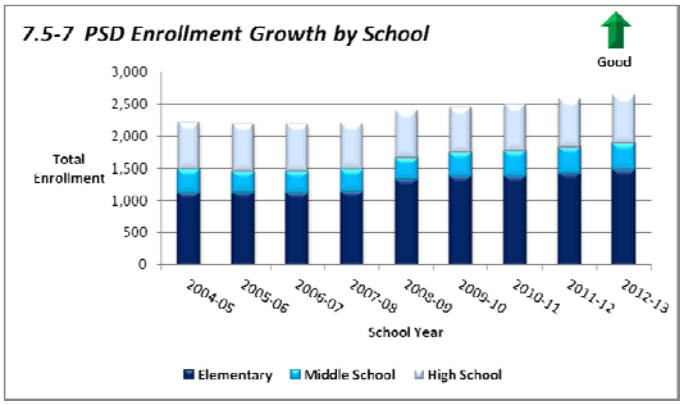
To increase sustainability and address strategic challenges, PSD has pursued more grants and gifts and has been successful at steadily increasing these funds while improving our fiscal stability and improving PSD programs ***(Figure 7.5-5)***. This also demonstrates partnerships becoming stronger, addressing another strategic challenge. While overall donations are down, this is due to the two year window when we received ARRA funds, a one-time federal grant.

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

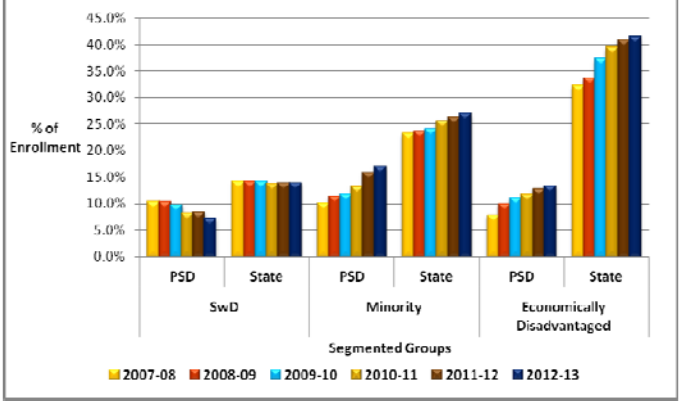
- Serving as the catalyst for and fiscal agent of a multi-district cooperative purchasing pool for health insurance to reduce the LT cost of health insurance premiums for member districts, reducing health insurance premiums in excess of 25% for some member districts.



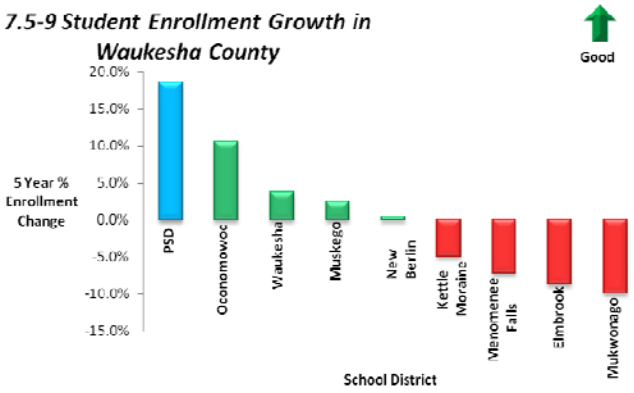




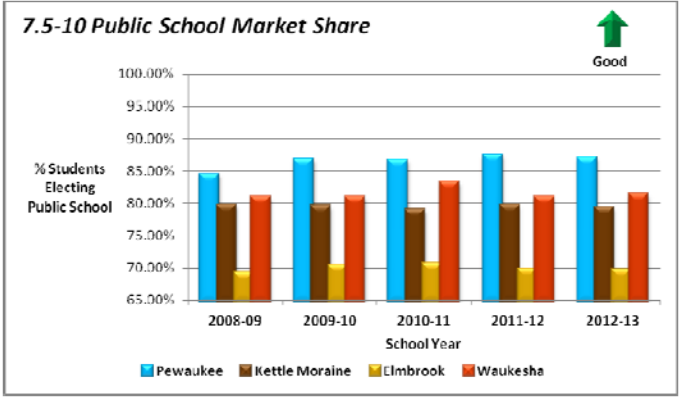
7.5-8 PSD Enrollment Growth Segmented



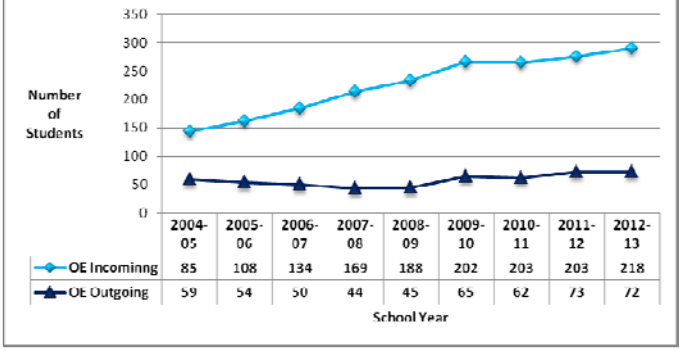
7.5-9 Student Enrollment Growth in Waukesha County



7.5-10 Public School Market Share

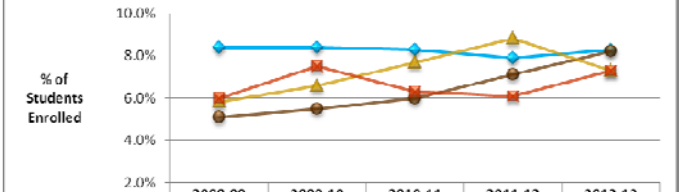


7.5-11 PSD Open Enrollment History



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
OE Incoming	85	108	134	169	188	202	203	203	218
OE Outgoing	59	54	50	44	45	65	62	73	72

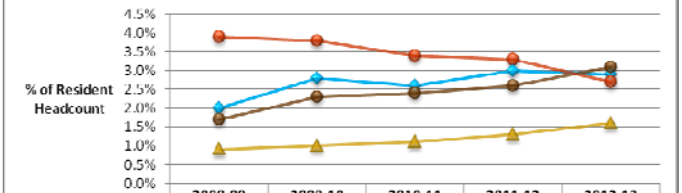
7.5-12 Open Enrolled 'In' Students



	2008-09	2009-10	2010-11	2011-12	2012-13
PSD	8.4%	8.4%	8.3%	7.9%	8.3%
Kettle Moraine	5.1%	5.5%	6.0%	7.1%	8.2%
Elmbrook	5.8%	6.6%	7.7%	8.8%	7.3%
Waukesha	6.0%	7.5%	6.3%	6.1%	7.3%

School Year

7.5-13 Open Enrolled 'Out' Students



	2008-09	2009-10	2010-11	2011-12	2012-13
PSD	2.0%	2.8%	2.6%	3.0%	2.9%
Kettle Moraine	1.7%	2.3%	2.4%	2.6%	3.1%
Elmbrook	0.9%	1.0%	1.1%	1.3%	1.6%
Waukesha	3.9%	3.8%	3.4%	3.3%	2.7%

School Year

- Increased inter-municipal partnerships to reduce future costs and improve efficiency of service through the cooperative purchasing of commodities such salt for winter road and walkway de-icing.

7.5a.(2) To meet our strategic challenge of monitoring enrollment growth, we closely examine our enrollment growth by school level **(*Figure 7.5-7*)**, by segment **(*Figure 7.5-8*)** and compared to Waukesha County schools **(*Figure 7.5-9*).** Enrollment projections, available on site, predict enrollment increases for the next 10 years.

PSD is also holding market share, retaining a higher percentage of resident school age students in the public school system (rather than home schooled or private/ parochial school options) than neighboring districts as depicted in ***Figure 7.5-10***. At a time when revenue is linked to student enrollment, increasing market share is the best way to address the strategic challenge of uncertain State funding.

PSD considers a positive open enrollment trend a key indicator of success. At one time this was not positive. Due to close proximity of many quality neighboring districts, PSD is in a very competitive market to attract students. Since the revenues generated are outside the revenue limits, this trend contributes to the long term fiscal viability. PSD strategically manages the number of accepted non-resident OE students to optimize class size. Using every indicator, PSD outperforms our neighboring school districts and is experiencing highly positive trend **(*Figure 7.5-11 to 7.1-13*).**

Our strong fiscal management allows us to better open the door to each child's future address strategic challenges while improving educational programs and services. It gives evidence to how we leverage our core competencies in the name of continuous improvement.