



WAUWATOSA

# 2009-10 District Development Plan

A compilation of progress based upon established goals,  
initiatives and projects.



WAUWATOSA  
SCHOOL DISTRICT  
• Your Educational Community •

## DISTRICT DEVELOPMENT PLAN 2009-10 SCHOOL YEAR

### District Focus: Reading

*Literacy is critical to success for all students, in all content areas, at all levels.*

#### GOALS

1. Ninety-five percent of all students and subgroups of students to include ELL, ethnic groups, students with disabilities, and economically disadvantaged will meet or exceed proficiency in all content areas on the WKCE.
2. Eighty percent of all students taking the MAP assessment will meet or exceed typical expected growth in all content areas.
3. The ACT composite score in each content area tested will continually increase from 23.8 to 26 and continually increase test participation to 100%.
4. The percentage of students enrolled in AP courses will continue to increase each year with all students completing an AP course prior to graduation.

#### INITIATIVES

**We will continue to implement the Long Range Plan Year 3 Action Steps and address curriculum audit deficits through the following initiatives:**

1. We will continue to implement and monitor JK-12 **Communicative Arts** curriculum and intervention adoptions.

<u>Elementary</u>	<u>Secondary</u>
JK-5 Macmillan Treasures	English 9 & 10 Pre AP
Handwriting Without Tears	Reading Workshop Enrichment Grades 6-8
Jolly Phonics	Reading in Content Area Support
Units of Study in Writing	Six-Trait Writing
JK-5 Reading Interventions	6-12 Reading Interventions
2. We will continue developing the use of **collaboration** time on Wednesdays using the guiding principles of collaboration: standards and benchmarks implementation, use of formative assessment, and systematic interventions for targeted struggling students and/or groups of students, as well as those students meeting or exceeding grade level expectations.
3. We will continue the implementation of the **Wisconsin Comprehensive School Counseling Model**.

4. We will continue to support **diversity** through the implementation of standards and benchmarks, instructional best practice, and continued participation in PACE 3 consortium.
5. We will continue to collect, analyze, and use **data** to drive curricular and instructional decisions and develop an **assessment framework** to include formative classroom assessments, district assessments (MAP, EXPLORE, PLAN, ACT), and state and federal assessments.
6. We will continue with the established committee study of the **gifted and talented program** to include criteria review, program review and recommendations to the curriculum council.
7. We will continue the development of the **curriculum content areas** in alignment with the established curricular cycle.
8. We will continue with the **World Language Committee** recommendations to strengthen our present curriculum grades 7-12, explore the reestablishment of 6<sup>th</sup> grade World Language, and the implementation of a pilot elementary program.
9. We will implement the Building Leadership Team model to systematically provide **staff development** in the areas of collaboration, differentiation, assessment, and interventions to build teacher capacity to meet the varied needs of all learners.
10. We will develop systematic, academic and behavioral building **intervention plans** for students that are not meeting grade level expectations or are not being successful in our schools.
11. We will continue to convene a committee to study **secondary scheduling**.

## PROJECTS

1. We will transition to a new student information system in the 2009-10 school year.
2. We will institutionalize the Alert Now system and set standards for use.
3. We will complete the review of the technology plan.
4. We will develop a budget committee to determine the priorities for future budget reductions or additions.
5. We will reconvene the Athletic Fields Committee to update the athletic field plan.
6. We will develop a district-wide student bill of rights.
7. We will begin the process of implementing the recommendations in the HR Audit by prioritizing the 17 recommendations and developing an implementation plan.
8. We will evaluate building and grounds needs and determine long range plan improvements.
9. We will install and consistently implement a district-wide security system.

*Goal One: Ninety-five percent of all students and subgroups of students, to include Limited English Proficient (LEP), all ethnic groups, Students with Disabilities (SWD), and Socio-Economically Disadvantaged (SES) will meet or exceed proficiency in all content areas on the Wisconsin Knowledge and Concepts Exam (WKCE).*

In the fall each year, the Wisconsin Knowledge and Concepts Exams (WKCE) are given to all students in the State of Wisconsin. Grades 3-8 + 10 are required to take reading and math exams. In addition students in grades 4, 8, and 10 take language arts, science, social studies, and writing exams. The WKCE is the state and federal accountability measure for determining Adequate Yearly Progress, as defined by federal legislation. The Wauwatosa School District and every school have again this year met Adequate Yearly Progress for all students and the designated subgroups of students.

Below is a series of charts that display the performance of all students and subgroups of students on the WKCE 2009. This data can be viewed in comparison to the ninety-five percent district goal for WKCE performance. **White** students, students **without disabilities**, and **non-socio-economically disadvantaged** students tend to be the closest to the district goal, whereas, **black** students, students **with disabilities**, and **socio-economically disadvantaged** students continue to be subgroups most at-risk for not meeting the district goal of ninety-five percent.

#### All Students

	Reading	Language Arts	Math	Science	Social Studies
ALL	89.7%	77.5%	88.2%	85.4%	90.2%

#### Limited English Proficiency (LEP) vs. English Proficient (NLEP)

	Reading	Language Arts	Math	Science	Social Studies
LEP	70.5%	48.8%	84.3%	72.1%	83.7%
NLEP	90.2%	78.3%	87.9%	85.8%	90.4%

#### Ethnicity

	Reading	Language Arts	Math	Science	Social Studies
American Indian	**	**	**	**	**
Asian	84.6%	75.3%	91.7%	88.9%	90.1%
Black	78.2%	56.6%	71%	65.8%	75.9%
Hispanic	**	**	**	**	**
White	92.8%	82.9%	91.7%	90.2%	93.4%

**Students with Disability (SWD) vs. Students Without Disabilities (NSWD)**

	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>SWD</b>	57.7%	39.8%	58.6%	58%	67.4%
<b>NSWD</b>	93.6%	81.4%	91.7%	88.3%	92.6%

**Socio-Economically Disadvantaged (SES) vs. Non-Socio-Economically Disadvantaged (NSES)**

	<b>Reading</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>SES</b>	77.1%	61.5%	74.2%	68.3%	81.2%
<b>NSES</b>	92.5%	80.9%	91.3%	89.1%	92.1%

\*\*Indicates a lack of data to report to maintain confidentiality

*Goal Two: Eighty percent of all students taking the Measures of Academic Progress (MAP) will meet or exceed typical expected growth in all content areas.*

**MAP:** Measures of Academic Progress (MAP) were given to all Grades 2 through 10 in the content areas of reading, math and language arts in both the fall and spring. Many students were also tested mid-year so that teachers could monitor the progress of students. This year the district furthered the implementation of MAP by focusing on goal setting for students, improving test administration practices, increasing teacher knowledge of how to use reports, and including MAP data as part of the building goal process. Below you will find a chart comparing the first two years of MAP growth by district and building. Each year new comparison data will be added to track progress toward the 80% growth target over time.

### Elementary

School	Reading Growth		Math Growth		Language Usage	
	Fall 08-Spring 09	Fall 09-Spring 10	Fall 08-Spring 09	Fall 09-Spring 10	Fall 08-Spring 09	Fall 09-Spring 10
Eisenhower	66.2	64.9	61.1	69.8	63.3	67.5
Jefferson	63.8	71.1	63.8	66.9	73.9	78.2
Lincoln	61.0	62.7	61.0	64.2	66.4	68.2
Madison	63.4	66.9	61.8	67.1	71.3	66.8
McKinley	63.4	67.6	61.9	60.7	69.1	73.7
Roosevelt	50.3	74.6	56.4	79.4	53.7	69.6
Underwood	69.9	71.6	68.6	70.1	78.2	71.2
Washington	66.7	75.5	60.4	78.2	65.8	79.1
Wilson	64.0	63.3	67.8	75.0	75.9	64.4

### Secondary

School	Reading Growth		Math Growth		Language Usage	
	Fall 08-Spring 09	Fall 09-Spring 10	Fall 08-Spring 09	Fall 09-Spring 10	Fall 08-Spring 09	Fall 09-Spring 10
Longfellow	53.4	60.3	54.5	55.3	55.8	62.7
Whitman	54.3	62.1	56.1	69.7	57.7	67.6
East	48.4	57.5	55.1	64.2	48.8	49.6
West	41.9	53.6	50.6	65.4	44.8	52.8

### District Summary

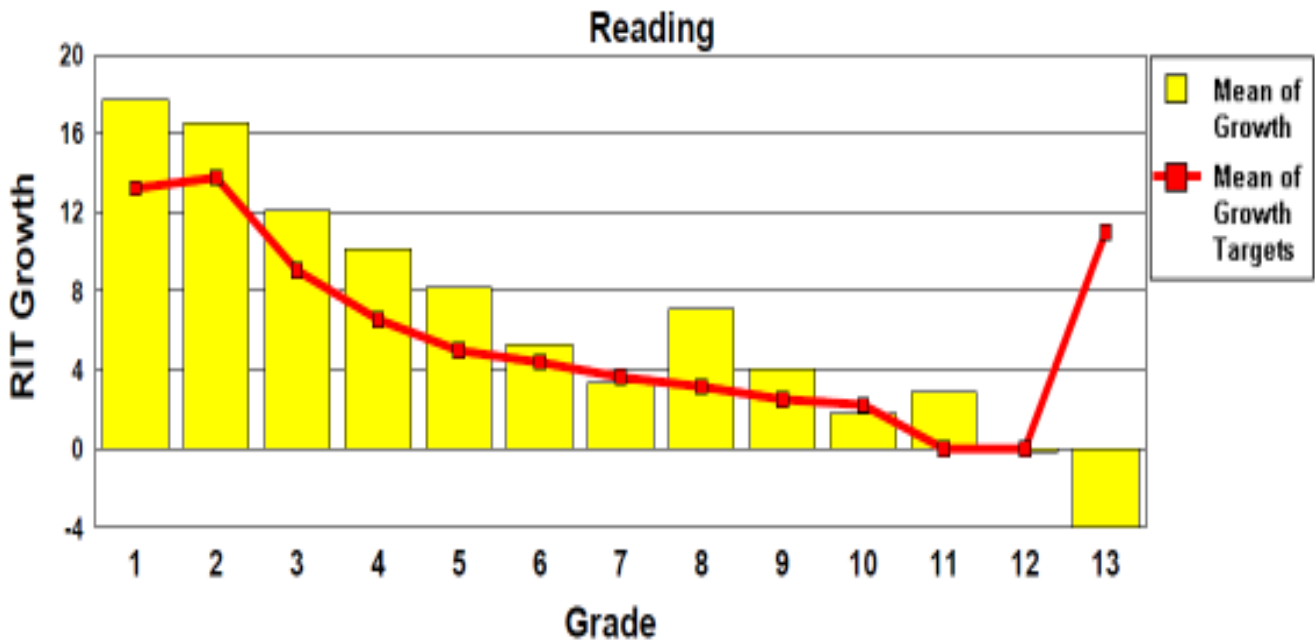
	Reading Growth		Math Growth		Language Usage	
	Fall 08-Spring 09	Fall 09-Spring 10	Fall 08-Spring 09	Fall 09-Spring 10	Fall 08-Spring 09	Fall 09-Spring 10
<b>District Ave</b>	<b>59.0</b>	<b>65.5</b>	<b>59.9</b>	<b>68.2</b>	<b>63.4</b>	<b>67.0</b>

*Goal Two: Eighty percent of all students taking the Measures of Academic Progress (MAP) will meet or exceed typical expected growth in all content areas.*

The following charts show a comparison between the average growth that was expected (red square) for our students compared to the actual growth that was achieved (yellow column) by grade. With the exception of 10<sup>th</sup> grade language arts, all grades in each content area either met or exceeded the average expected growth. This data is disaggregated by schools by grade level and/or content area to further study curriculum, instruction, or student needs for future planning.

Reading	Count	Fall 2009		Spring 2010		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 1	332	162.9	11.8	180.6	13.4	17.7	8.4	0.5	13.2	4.5	134.0	231	69.6
Grade 2	495	177.0	18.0	193.5	14.5	16.5	10.3	0.5	13.8	2.8	120.3	322	65.1
Grade 3	468	191.5	15.0	203.6	13.3	12.1	8.6	0.4	9.0	3.0	133.7	319	68.2
Grade 4	505	201.0	13.2	211.1	12.2	10.1	8.5	0.4	6.6	3.5	154.1	372	73.7
Grade 5	450	208.1	14.3	216.3	12.0	8.2	8.7	0.4	5.0	3.2	163.7	306	68.0
Grade 6	500	212.5	14.3	217.8	14.6	5.3	8.2	0.4	4.4	0.9	120.6	292	58.4
Grade 7	473	219.7	13.8	223.1	14.7	3.4	9.3	0.4	3.6	-0.3	91.5	254	53.7
Grade 8	474	222.1	13.1	229.2	12.3	7.1	9.0	0.4	3.1	4.0	225.7	337	71.1
Grade 9	488	224.3	15.0	228.4	14.1	4.1	9.7	0.4	2.5	1.5	160.9	285	58.4
Grade 10	502	227.6	14.2	229.4	15.3	1.8	10.2	0.5	2.2	-0.4	81.3	265	52.8

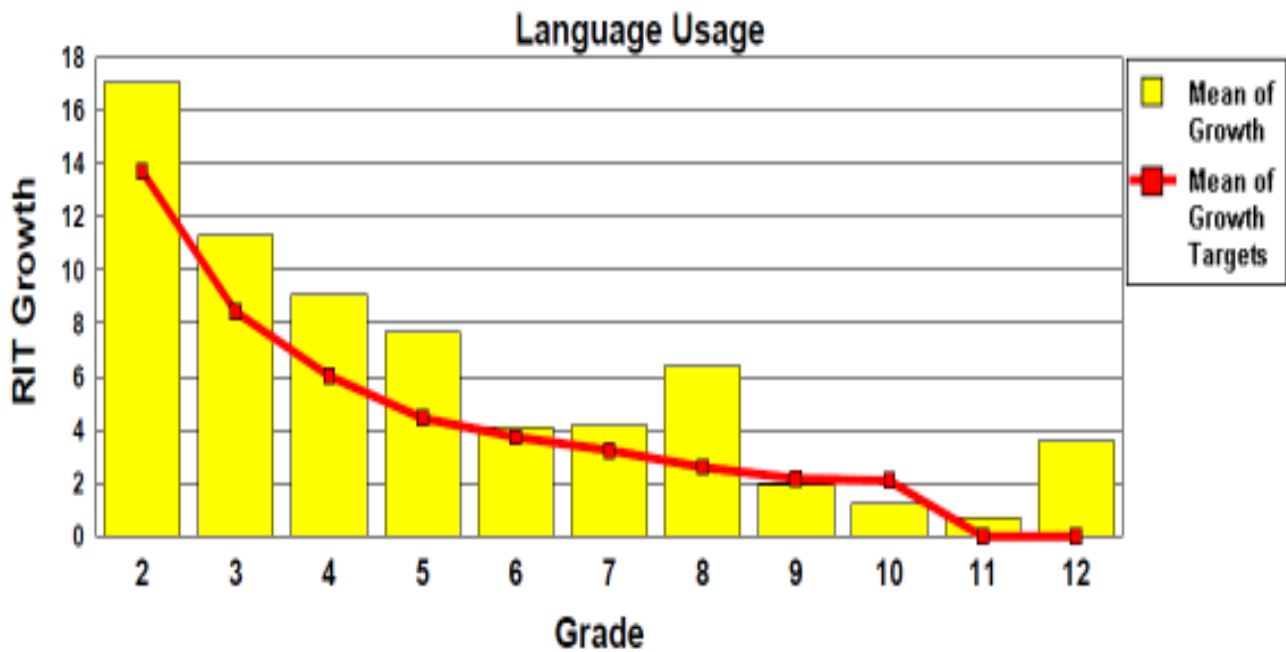
Note: While Grade 11, 12, and 13 data is displayed it is not valid due to low participation and lack of norm data



*Goal Two: Eighty percent of all students taking the Measures of Academic Progress (MAP) will meet or exceed typical expected growth in all content areas.*

Language Usage	Count	Fall 2009		Spring 2010		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 2	493	179.0	16.0	196.0	14.1	17.0	8.9	0.4	13.7	3.3	124.3	340	69.0
Grade 3	462	195.0	13.6	206.3	12.2	11.3	8.1	0.4	8.4	2.9	134.2	325	70.3
Grade 4	503	203.8	12.1	212.9	10.3	9.1	7.2	0.3	6.0	3.0	150.4	365	72.6
Grade 5	439	209.6	11.2	217.3	10.0	7.7	7.1	0.3	4.4	3.2	172.2	324	73.8
Grade 6	501	213.3	12.3	217.4	12.2	4.1	7.2	0.3	3.7	0.4	110.1	290	57.9
Grade 7	468	218.2	12.5	222.4	12.1	4.2	7.3	0.3	3.2	0.9	128.4	291	62.2
Grade 8	469	222.0	11.5	228.4	10.7	6.4	7.4	0.3	2.6	3.8	245.3	349	74.4
Grade 9	485	224.7	11.7	226.7	13.2	2.0	8.5	0.4	2.2	-0.2	90.1	254	52.4
Grade 10	484	227.1	12.5	228.4	13.6	1.3	9.2	0.4	2.1	-0.9	59.3	240	49.6

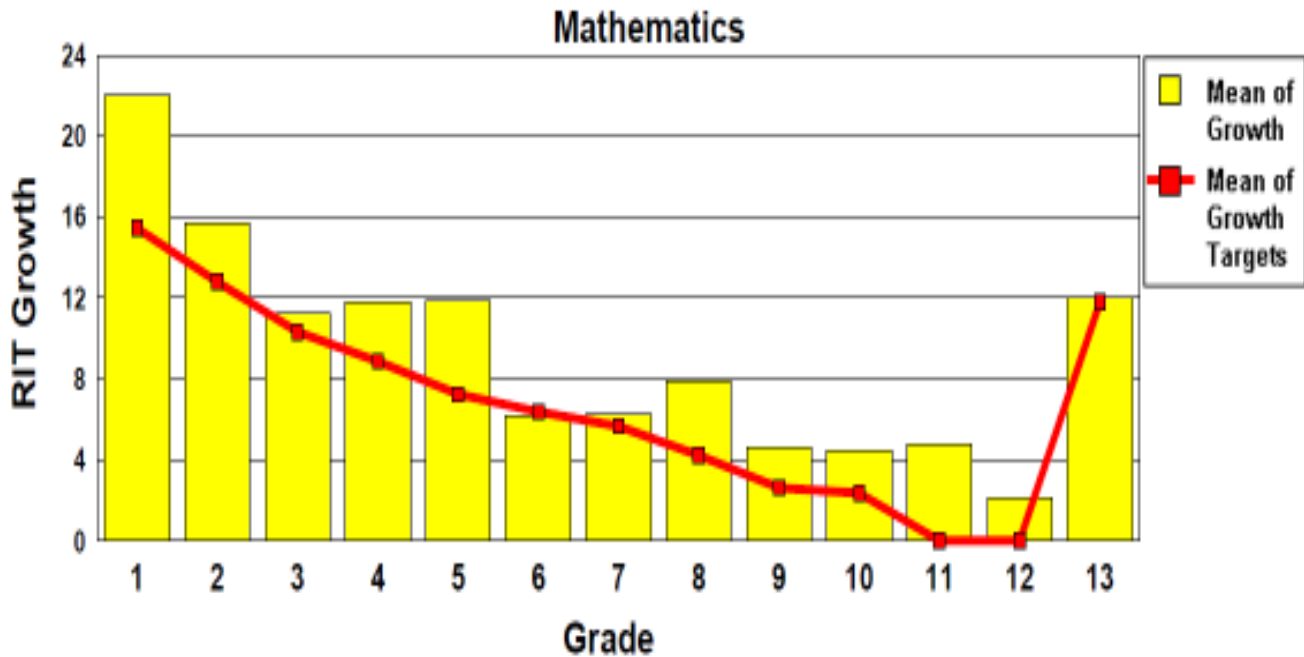
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*Goal Two: Eighty percent of all students taking the Measures of Academic Progress (MAP) will meet or exceed typical expected growth in all content areas.*

Mathematics	Count	Fall 2009		Spring 2010		Growth			Mean Growth Target**	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 1	330	163.6	12.7	185.6	12.6	22.0	8.9	0.5	15.4	6.6	142.6	273	82.7
Grade 2	498	184.2	13.0	199.9	11.9	15.7	8.1	0.4	12.8	2.9	122.8	339	68.1
Grade 3	467	198.1	11.2	209.3	12.4	11.2	7.6	0.4	10.3	0.9	108.9	276	59.1
Grade 4	504	208.4	12.4	220.2	12.8	11.8	7.0	0.3	8.9	2.9	132.9	350	69.4
Grade 5	450	216.2	13.0	228.1	13.8	11.9	7.0	0.3	7.2	4.6	163.6	342	76.0
Grade 6	500	222.7	15.4	228.9	16.5	6.2	7.5	0.3	6.4	-0.2	96.9	269	53.8
Grade 7	470	229.5	15.4	235.7	17.2	6.2	8.8	0.4	5.7	0.6	110.8	276	58.7
Grade 8	475	234.7	16.2	242.6	17.1	7.9	7.5	0.3	4.2	3.7	187.1	342	72.0
Grade 9	475	236.5	18.9	241.1	18.7	4.6	8.3	0.4	2.6	2.0	175.6	310	65.3
Grade 10	469	240.8	18.0	245.3	19.2	4.5	8.9	0.4	2.4	2.1	189.0	301	64.2

Note: While Grade 11, 12, and 13 data is displayed it is not valid due to low participation and lack of norm data



*Goal Three: The ACT Composite score in each content area tested will continually increase from 23.8 to 26 and increase test participation to 100%.*

**Test Participation:** As shown in the chart below, district test participation in the American College Testing (ACT) program was at 68.9% in 2008-09. This is a decrease of .6% over the previous year's (2007-08) percentage of 69.5%. Data for 2009-10 will not be available until after July 2010. In preparation for the ACT test all (100%) sophomores take the PLAN test at both East and West High School.

ACT Results - Composite - All Students Wauwatosa 2008-09 Compared to Prior Years Summary - All School Types Combined				
	Total Fall Enrollment Grade 12	Number Tested	% Tested	Average Score - Composite
2008-09	560	386	68.9%	23.6
2007-08	573	398	69.5%	23.8
2006-07	337	407	120.8%	23.5
2005-06	512	380	74.2%	23.6
2004-05	511	371	72.6%	23.8
2003-04	566	371	65.5%	23.6
2002-03	586	399	68.1%	23.5
2001-02	555	389	70.1%	22.9
2000-01	545	377	69.2%	23.7
1999-00	528	375	71.0%	23.5
1998-99	556	359	64.6%	23.5
1997-98	525	352	67.0%	23.4
1996-97	529	356	67.3%	23.1

The ACT College and Career Readiness Standards were provided to each department at the high school level. These standards guide teachers in the process of examining the relationship between the content and skills deemed important for students to be prepared for post-secondary choice. Teachers are also expected to use the ACT College Readiness Standards in reviewing our local standards and benchmarks and in curriculum planning in the core content areas. The importance of the College and Career Readiness Standards was reemphasized this spring with the State of Wisconsin adoption of the Common Core Standards, in which the ACT standards were used in the creation of this document.

Some staff members have experimented with formatting classroom assessments similar to the ACT question format. Both our Reading in the Content Area consultant, Doug Buehl, and Eric Twadell have suggested that staff members have the opportunity to take the ACT tests as a strategy to better prepare students.

The district is also looking at the possibility of having all eighth grade students take the EXPLORE test in the future.

*Goal Four: The percentage of students enrolled in Advanced Placement (AP) courses will continue to increase each year with all students completing an AP course prior to graduation.*

**Number of Advanced Placement (AP) Courses Taken:** The chart below tracks the number of students that enrolled in an Advanced Placement course in the school district since the 2005-06 school year by course. The numbers represent the total number of AP classes being taken by students in the district. It should be noted that one student may be taking multiple courses over the duration of their high school career.

AP Course Title	Number of Students Enrolled in an AP Course by Year					
	05/06	06/07	07/08	08/09	09/10	10/11 predicted
AP US History	37	42	13	33	41	50
AP Government	35	66	65	59	54	73
AP Psychology	100	54	90	98	98	134
AP Art Studio & Portfolio	53	40	38	36	46	46
AP Art History	0	0	27	0	19	40
AP Language	135	72	89	55	69	79
AP Literature	59	74	45	101	108	156
AP Calculus	69	72	90	99	99	102
AP Biology	74	88	64	97	127	123
AP Chemistry	52	34	36	33	51	77
AP Physics	79	57	83	68	54	96
<b>Total</b>	<b>693</b>	<b>599</b>	<b>640</b>	<b>679</b>	<b>747</b>	<b>976</b>

**Number of AP Exams Taken:** The chart below reflects the history of Advanced Placement tests taken since the 1996-97 school year. The 2008-09 school year represents the baseline data that will be used to measure the progress of this goal over time. The 2009-10 school year data is not yet available for inclusion in this chart.

Advanced Placement Program Exams - All Subjects - All Students Wauwatosa 2008-09 Compared to Prior Years Summary - All School Types Combined						
	Total Fall Enrollment Grades 9-12**	# Taking Exams	% Taking Exams	# Exams Taken	# Scores 3 or Above	% of Scores 3 or Above
2008-09	2,136	312	14.6%	465	341	73.3%
2007-08	2,121	295	13.9%	415	306	73.7%
2006-07	2,159	276	12.8%	393	287	73.0%
2005-06	2,215	278	12.6%	421	329	78.1%
2004-05	1,895	249	13.1%	384	299	77.9%

*Initiative One: We will continue to implement and monitor JK-12 English Language Arts curriculum and intervention adoptions.*

**Elementary**

In the 2009-10 school year the main focus at the elementary level was on the implementation of the Treasures adoption and the continued implementation of interventions adopted in 2008-09.

Summer Training: In the summer of 2009 all elementary classroom teachers were trained on using the Treasures materials by a representative from Macmillan. Teachers that were not able to attend the summer training received the training during the August opening days. Special Education teachers, English Language Learner teachers, Literacy and Special Education Aides, Library Media Specialists, Reading Specialists, and Principals were included in the training. In addition a team of classroom teachers representative of all grade levels and all elementary schools met over the summer of 2009 to help facilitate the implementation of Treasures by making spelling, grammar, vocabulary, and assessment decisions. Each building also hosted a parent evening to give an overview of Treasures and demonstrate the on-line support for families and students.

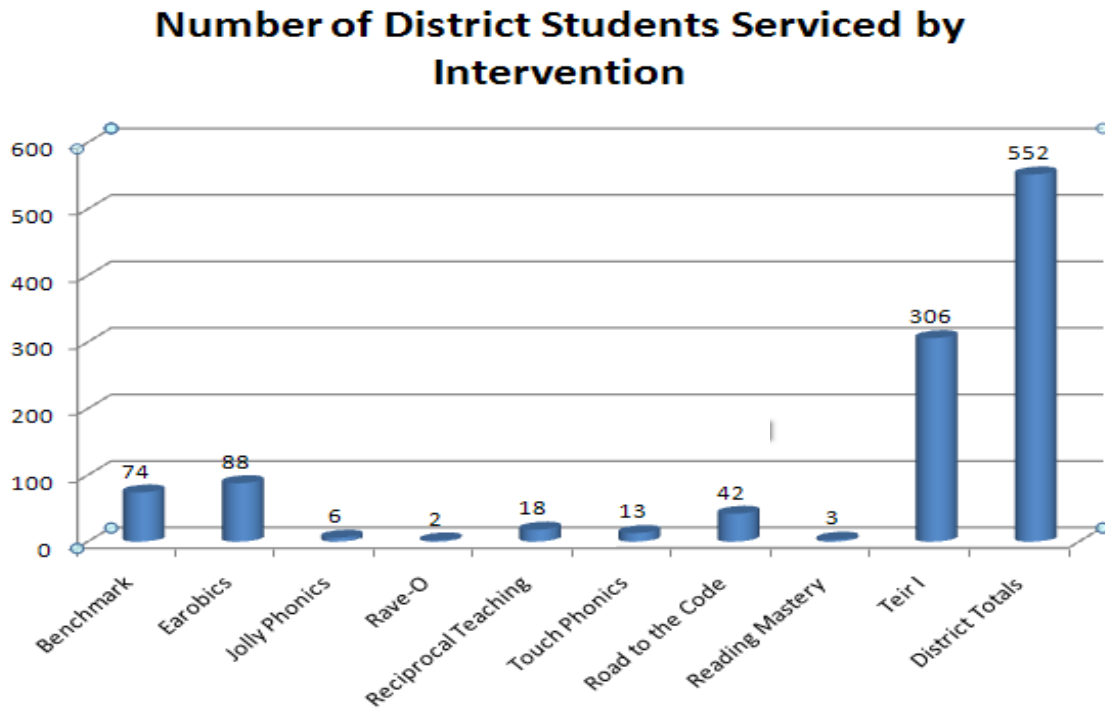
Fall/Winter Training: The summer training was followed up with grade level meetings at every elementary school in October with the Macmillan trainer, Beth Erenberger, and Karen Hartman. January in-service topics were the result of needs identified in these meetings. Dr. Donald Bear, an internationally respected vocabulary expert and Treasures author, joined the Building Leadership Teams on January 20, 2010 to facilitate teacher understanding of the Treasures vocabulary curriculum. Building Leadership Teams then took their learning from Dr. Bear back to their buildings on the morning of the January 25<sup>th</sup> teacher in-service day. In the afternoon teachers worked in grade level teams, facilitated by Principals, on assessments, instructional time management, and sharing.

Spring: In the spring of 2010 all elementary classroom teachers were surveyed to determine areas of improvement related to the Treasures implementation. A representative group of teachers will be meeting this summer to address concerns from the survey that are primarily related to assessment and writing. This summer the district is offering Cardinal Stritch credit for teachers wanting to learn more about Units of Study and/or help with the improvement of Treasures implementation.

The focus for the 2010-11 school year will be to continue the monitoring of Treasures implementation, to introduce Literacy coaching to improve reading instruction and support in the classroom, a writing focus for elementary Building Leadership Teams, and continued improvement in the frequent monitoring of struggling readers.

### JK-5 Interventions

JK-5 reading interventions continued to be implemented across the district the 2009-10 school year. A summary chart reflecting the implemented interventions and the number of students being served with these interventions is below.



### Secondary/Middle School

The middle school English Language Arts teachers focused on the review and realignment of their curriculum. This review determined the need for a more clearly defined and articulated middle school ELA curriculum, a need for a systemic approach to increased rigor in the curriculum, and a need for more equitable resources to support the curriculum. Middle school teachers reviewed several support materials as well as piloted the 6<sup>th</sup> grade Treasures materials. Donna Bender and Randi Bell, middle school ELA teachers, also attended a pre-AP workshop in February to share the concept of rigor with their colleagues. Research was also conducted on other high performing school district curriculum and course offerings. As a result of this work several recommendations were made to the Board of Education in the spring to include the addition of an advanced ELA course at both the 7<sup>th</sup> and 8<sup>th</sup> grade levels and new resources to support 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade curriculum and instruction and high school alignment. Middle school teachers also received a 6-Traits Writing book and participated in a half day professional development training on 6-Traits Writing implementation. In late spring the middle school benchmarks were also realigned with the newly adopted Common Core.

**Secondary/High School:**

All English Language Arts teachers received a 6-Traits Writing book and participated in a half day professional development training on 6-Traits Writing implementation. In addition the high school teachers developed and implemented a common writing assessment based on 6-Traits Writing in grades 9 - 12 at both high schools. All high school teachers also participated in collaborative scoring sessions of student writing that allowed for a common understanding of how to use the 6-Traits rubric to evaluate student writing consistently.

During the year the curriculum for the Academic Literacy Support class for struggling readers was developed by Pat Gilbert, Carol Brown, and Peg Grafwallner. Adjustments were made at each building to accommodate this new course and to identify the students it will be serving beginning the 2010-11 school year. A final draft of this curriculum will be completed in the summer of 2010.

Curriculum development was also started for the Advanced English 9 and 10 courses. The department chairs from both high schools, along with Jean Biebel and Pat Luebke attended the pre-AP conference to assist with the advanced course development. A new literature resource adoption was approved by the Board of Education in the spring of 2010 which aligns with the middle school adoptions. In the spring of 2010 grade 9 and 10 district benchmarks were aligned to the newly adopted Common Core Standards. The content area title was also changed from Communicative Arts to English Language Arts to be in alignment with common core language.

*Initiative Two: We will continue developing the use of collaboration time on Wednesdays using the guiding principles of collaboration: standards and benchmarks, formative assessment, systemic interventions for struggling students, as well as those meeting or exceeding expectations.*

The district is in the second year of implementing early release on Wednesdays for the purpose of creating time for teachers to collaborate around the four Professional Learning Community questions:

1. What is it we want our students to know and be able to do? (Standards and Benchmarks)
2. How will we know if they have learned it? (Assessment)
3. How will we respond when students have not learned? (Timely Interventions)
4. What do we do for the students who already have learned it? (Extensions)

In the summer of 2009 the district used stimulus funds to train over 150 teachers and administrators for 3 days in effective collaboration techniques. Dr. Eric Twadell, Lincolnshire Superintendent (the birthplace of Professional Learning Communities) and national collaboration consultant, facilitated the three days of learning. The primary focus of this training is to support a cultural shift from teaching as the focus to student learning as the focus.

The 2009-10 school year began with Dr. Eric Twadell giving a full morning presentation to all staff on effective collaboration. All district staff was required to attend this presentation, including all teacher staff and support staff. Dr. Twadell reviewed the tenets of an effective PLC and introduced the use of formative assessment as the instructional strategy with the most leverage for improving student learning. Dr. Twadell followed up his work in our district by meeting with the administrative staff on three separate occasions and working with Building Leadership Teams (BLTs) on three mornings this year to move effective collaboration forward. His work with the BLTs was centered on the development of common formative assessments and using data to drive instruction. On the last BLT of the year each building shared with other buildings evidence of the work of their PLCs. This evidence was posted on the intranet for all teachers to access the exemplars and samples.

The implementation of collaboration and/or Professional Learning Communities is monitored by the district through an annual staff survey. The results of this survey can be found in the chart on the following page.

<b>Professional Learning Community Staff Survey Results</b>	<b>District Total Fall 08</b>	<b>District Total Spring 09</b>	<b>District Total Spring 10</b>
Teachers and staff discuss instructional strategies and curriculum issues.	3.85	3.94	4.31
Teachers and staff work together to develop the school schedule.	3.09	2.98	3.10
Teachers and staff are involved in the decision-making process with regard to materials and resources.	3.43	3.40	3.71
The student behavior code is a result of collaboration and consensus among staff.	3.44	3.23	3.32
The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	3.81	4.04	4.35
Teachers and staff members tell stories of celebrations that support the school's values.	3.38	3.31	3.57
Teachers and staff visit/talk/meet outside of school to enjoy each other's company.	3.15	2.98	3.11
Our school reflects a true sense of community.	3.47	3.28	3.51
Our school schedule reflects frequent communication opportunities for teachers and staff.	3.24	3.17	3.40
There is a rich and robust tradition of rituals and celebrations, including holidays, special events, and recognition of goal attainment.	3.21	3.17	3.41
When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.	3.18	3.08	3.30
School members are interdependent and value each other.	3.75	3.64	3.89
Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.	3.53	3.53	3.71
Members of our school community seek to define the problem/issue rather than blame others.	3.60	3.50	3.70
The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	3.73	3.53	3.86
People work here because they enjoy and choose to be here.	3.92	3.77	4.11
Number of Responses	453	303	510
<b>Total District Average</b>	<b>3.49</b>	<b>3.41</b>	<b>3.65</b>

5 = Always or Almost Always

4 = Often

3 = Sometimes

2 = Rarely

1 = Never

*Initiative Three: We will continue the implementation of the Wisconsin Comprehensive School Counseling Model.*

During the 2009-10 school year the student services staff in Wauwatosa was reorganized to support a proactive K-12 student service delivery model that is aligned with the Wisconsin Comprehensive School Counseling Model (WCSCM). During Professional Learning Communities the entire student services department met to build understanding and knowledge of the WCSCM. In addition, elementary, middle school and high school teams met to develop various components of the model. Below is a summary of the work completed.

- K-12 standards and benchmarks were completed. In addition, teams cross walked the curriculum to determine what standards and benchmarks were embedded in other content areas. This has allowed for student services staff to target opportunities for them to deliver instruction and support activities within the general education setting.
- Second Step curriculum was systemically implemented in grades K-5 across the district. Second Step is a research based guidance curriculum that has been available for every classroom K-5; however, the implementation in the past was random at best, with many teachers not even aware of its existence. Building Principals reinforced the requirement that Second Step is delivered weekly in each classroom. Student Services staff supported and assisted in the delivery of Second Step throughout the year.
- Develop Individual Learning Plans (ILP) for students in grades 5, 8, and 10. Teams worked collaboratively to develop and implement various activities for students to research, assess, and develop plans and goals related to academic performance, careers, and personal social growth.
- Facilitate student conferences for students in grades 5, 8, 11 (pilot). Student Services staff held conferences with a pilot group of students and parents in grades 5, 8, 11. During these conferences students shared the content of their ILPs with staff and parents.
- Select and implement Career Cruising activities. The student services team selected Career Cruising, web based program, as the resource to support middle and high school students with post school planning. Previously schools determined which web based career programs and activities were going to be offered to students. This past year middle school and high school teams met to share existing units and develop new units. All secondary buildings now have Career Cruising as a resource to assist students with investigating career clusters and planning for post high school.
- Identify and deliver universal units of instruction at middle school (bullying, sexual harassment, etc). As previously described, decisions related to units of study were determined within each building. This year, secondary teams met to identify universal units of instruction for secondary students. Resources were shared and new units were developed.
- Professional Development. All student services staff had the opportunity to attend a site visit to meet with student services teams in Whitewater and Kimberly, WI. These districts have been implementing the WCSCM for several years and are considered leaders in this region. Staff

shared their journey of transitioning their student services department from a traditional reactive model for targeted students to a comprehensive proactive model for all students.

- Positive Behavior Interventions and Supports (PBIS). Many of the buildings across the district have moved toward implementing PBIS within their buildings. The majority of the student services staff has been involved in trainings available for building teams. In addition, the student services department hired an external coach to support building teams in the implementation of PBIS.

## **Student Conference Data Summary**

### **Elementary Data**

- Over 300 conferences held for 5<sup>th</sup> grade students
- Over 150 with parents

Survey Question #2: I left with a better understanding of my child's goals and strengths

- All but 1 parent strongly agreed or agreed
- All but 5 students strongly agreed or agreed

Survey Question #4: I think the time spent preparing/sharing the ILP was good for both of us

- All but 3 students strongly agreed or agreed
- All parents strongly agreed or agreed

### **Longfellow Satisfaction Survey (1=low/5=high)**

- One 8<sup>th</sup> grade house/no parents
- Overall Value of ILP 4.1
- Overall value of student conference 4.34

### **West Satisfaction Survey (1=low/5=high)**

- All 11<sup>th</sup> grade students/no parents
- I have a good idea about the next steps to take to begin planning life after HS 3.9
- Overall my junior conference was helpful 4.1

### **Comments**

- I discovered things I did not know about my son.
- I wish this was available when my other child was in elementary school.
- Sometimes we had to answer the same questions when we were working on our folders, next year fix that.
- Thank you for telling me I don't have to be locked into anything, that I can explore different careers (5<sup>th</sup> grader).
- This was a good idea for whoever came up with it.
- I enjoyed the conference and I learned more than I thought I would. (parent)
- This was much better than I anticipated. (parent)
- Outstanding idea! One of those where you look back and ask "why weren't we doing this all along?"

*Initiative Four: We will continue to support diversity through the implementation of standards and benchmarks, instructional best practice, and continued participation in the Parents Advocating for Cultural Equity and Excellence in Education (PACE 3) consortium.*

The Wauwatosa School District Long Range Plan (LRP) continues to address diversity within the student and staff body in order to increase student achievement and engagement. Currently, the areas being addressed include, but are not limited to, curriculum, parent involvement and communication, staff training opportunities, and allocation of resources.

During the 2008-09 school year the Wauwatosa School District joined the PACE 3 consortium, which consists of the following membership: Whitefish Bay, Mequon-Thiensville, Brown Deer, Shorewood, University School and Wauwatosa and the Cardinal Stritch University Leadership Center. The Wauwatosa School District PACE 3 Team has membership including parents, teachers, district teacher leaders, school counselors, and administrators. As a member of the consortium the district also participated in a student engagement survey, which was given to all middle and high school students.

During the 2009-10 school year the consortium provided workshops to study the student engagement survey data from the spring of 2009. This survey data was shared with all secondary administration to be used as leadership teams formulate building goals. In addition through PACE our district is conducting student focus groups at both high schools and the alternative program. Focus groups are facilitated by a University of Wisconsin-Milwaukee research team lead by Dr. Thandeka Chapman. Below are the objectives of the focus group study:

- Identify successful and unsuccessful relationships, events, and policies in the schools.
- Identify resources and experiences that support students' academic, social, and emotional growth.
- Identify policies, events, school practices that are barriers to student learning.

The information collected from the focus groups will be distributed to secondary principals and consortium members for further review.

The Wauwatosa PACE 3 team also adopted the mission statement, "Committing to developing cultural competency, creating an inclusive community, and viewing one another as allies." In order to adhere to this statement the following action plan was generated for the 2010-11 school year:

- One Building Leadership Team meeting during the 2010-11 school year is dedicated to cultural competency
- Explore professional development opportunity for credit with respect to cultural competency (i.e. partner with Wisconsin Education Innovations)
- Work with Human Resource department regarding application/interview/hiring practices
- Promote our district at job fair at historically black college
- Continue to bring awareness to changes in nonwhite resident enrollment (i.e. challenging perceptions that nonwhite students/families are largely open enrollment/220)

- Pursue "Alumni day" where nonwhite graduates/new college students talk with students about college
- Utilize engagement data and qualitative focus group information with initiatives that support students (i.e. Student Bill of Rights; Positive Behavior Intervention Supports)
- Continue as a member of the PACE 3 consortium
- Bring a cultural lens to other committees our team members are involved with

Additional information about presentations, resources, and updates can be found at <http://lrpdiversity.wikispaces.com/>

*Initiative Five: We will continue to collect, analyze, and use data to drive curricular and instructional decisions and develop an assessment framework to include formative assessments, district assessments, and state and federal assessments.*

The Wauwatosa School District has an assessment framework that is aligned to the best practices outlined in the Department of Public Instruction 2009 “Next Generation Assessment Task Force” report. A balanced assessment system is inclusive of three types of assessment: formative, benchmark, and summative. Formative assessment is a classroom level instructional strategy used frequently to gather data to inform student learning. Benchmark assessments are monthly or quarterly assessments that measure student progress in relation to local benchmarks so that teachers can adjust curriculum and/or instruction. Summative assessments are annual assessments that measure student achievement in relation to state or national standards. The chart below is a summary of the assessments used in our district, the grade level, the content areas tested, the type of assessment, frequency of assessment, and purpose of the assessment.

<b>Name of Assessment</b>	<b>Grade Level</b>	<b>Frequency</b>	<b>Content Areas</b>	<b>Purpose</b>	<b>Type of Assessment</b>
<b>(Common) Formative Assessment</b>	All grade levels	Ongoing hourly, daily, most often used assessment	All content areas	Informs teacher instruction/ informs student of learning needs	Formative; referred to as a teaching strategy/ PLC Teams create and analyze data (classroom)
<b>Unit and/or Quarter Assessments</b>	All grade levels	Weekly to 3 Months	All content areas	These are content related assessments that serve a dual purpose of informing student learning and/or determining what a student has achieved	Benchmark/Summative
<b>Northwest Evaluation Association/Measures of Academic Progress (MAP)</b>	Grades 2-10+ (Primary pilot)	Three times a year; Fall/Winter/Spring	Reading, Language Arts, Math *Science grade 5	Diagnoses student learning needs for instruction; measures student growth	Benchmark/Formative (Fall/Winter) Summative (Spring) (district)
<b>Level IIs</b>	Grades JK-5	Once a year for all students, 2+ times for struggling readers	Reading	A district level diagnostic assessment that determines a child’s reading level in the areas of fluency and comprehension; primary level testing also includes phonemic awareness	Benchmark
<b>American College Testing/PLAN</b>	Grade 10 (all sophomores take this test)	Once a year, Fall of Sophomore year	English, math, reading, science	Helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years	Benchmark
<b>American College Testing (ACT)</b>	Grade 11	Once a year, Spring of Junior year; can be repeated as often as desired	English, math, reading, science	A college admission test that measures student ability to complete college level work	Summative

<b>Name of Assessment</b>	<b>Grade Level</b>	<b>Frequency</b>	<b>Content Areas</b>	<b>Purpose</b>	<b>Type of Assessment</b>
<b>College Board/ Advanced Placement (AP)</b>	Grades 10-12	Once a year, May of school year course is completed	English, Math, Science, Social Studies, Art, World Languages, Statistics, Music, Computer Science	College level rigor – earn college credit	Summative
<b>College Board/ Preliminary Scholastic Aptitude Test (PSAT)</b>	Grade 11	Once a year, Fall of Junior year	Reading, Math, Writing	Practice test for the SAT college admission test; National Merit Scholarship awards use PSAT scores as an indicator	Summative
<b>College Board/ Scholastic Assessment Test (SAT)</b>	Grade 11	Once a year, Spring of Junior year	Reading, Writing and Math	A college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of— subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year	Summative
<b>Wisconsin Knowledge and Concepts Exams (WKCE)</b>	Grades 3-8 +10	Once a year, Fall of each school year	Grades 3-8 +10 reading, math; in addition, grades 4, 8, and 10 take language arts, science, social studies, writing	Federal and state accountability test	Summative

The **EXPLORE**<sup>®</sup> test is under consideration for all 8<sup>th</sup> or 9<sup>th</sup> grade students in the Wauwatosa School District. This test is a college and career readiness test aligned to the PLAN and ACT test. It is designed to help 8<sup>th</sup> and 9<sup>th</sup> graders explore a broad range of options for their future and marks an important beginning for a student's future academic and career success.

*Initiative Six: We will continue with the established committee study of the gifted and talented program to include a criteria and program review with recommendations to the curriculum council.*

During the fall of 2009 the Gifted and Talented (GT) Advisory Committee continued an audit of the Gifted and Talented program to determine areas of strengths and program gaps. This audit targeted our current practices in the student identification process, program delivery, support, resources, and professional development.

Below is a summary of committee recommendations and accomplished work for the 2009-10 school year. Recommendations were organized under the three broad areas of *program delivery*, *parent involvement*, and *communication*. These recommendations were shared with Curriculum Council in January and final recommendations were presented to the Board of Education in February.

#### Program Delivery

- Create a systematic district intervention model for the gifted learner at each level (elementary, middle, and high school) to be communicated and utilized by all district staff members.
- Create a full-time gifted and talented district coordinator position to oversee the implementation of a SK-12 systematic gifted and talented program.
- Increase ***rigor*** and ***access to curricular*** opportunities for all students to include the gifted learner in all content areas.
- Increase district teaching and counseling staff capacity to advocate for the gifted learner.
- Expand and allow opportunities outside of district curriculum.
- Continue to have the District GT Advisory Committee (comprised of parents, teachers, administrators, and directors) meet 2-3 times a year to provide the district with feedback and recommendations.
- Provide Advanced -level classes and opportunities at all levels.
- Ensure gifted learners especially those underrepresented populations (minorities, children from low socioeconomic environments, students with limited English speaking ability, twice exceptional students) are identified proportionately and systematically.
- Train and support teachers to deliver differentiated instruction in the classroom.
- Have gifted representation on the Curriculum Council.

#### Parent Involvement

- Continue membership and participation in CESA #1 Parent Advocates for Gifted Education group.
- Create a parent network to ensure that parents have information and guidance regarding gifted and talented opportunities.
- Assist parents in accessing current opportunities for gifted students and their families.

#### Communication

- Create and update district GT web page to inform the community about the district gifted and talented program – each building links to this page.
- Create and distribute Gifted and Talented Parent Guide.

- Utilize the building parent newsletters to communicate resources available to parents of gifted and talented students.
- Increase school counselor capacity to provide communication, counsel to parents regarding academic opportunity for high achieving students.

## 2009-10 School Year Accomplishments

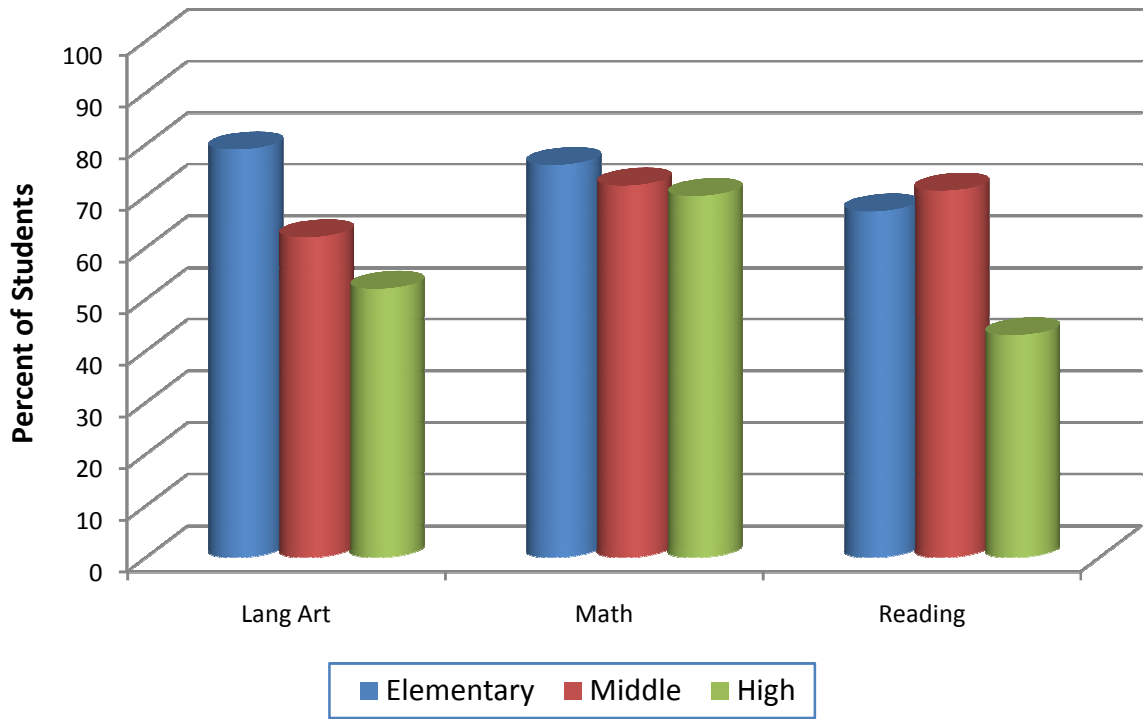
- A public Gifted and Talented web page was created for parents and is regularly updated. ([www.wauwatosa.k12.wi.us/fi\\_student\\_learning\\_GT.cfm](http://www.wauwatosa.k12.wi.us/fi_student_learning_GT.cfm))
- A Gifted and Talented intra-district resource website was created for teachers.
- Reviewed, revised, and implemented identification criteria (working draft).
- Have a Gifted and Talented representative on Curriculum Council.
- The revised elementary Differentiated Educational Plan (DEP) was implemented.
- Utilized school newsletters to communicate Gifted and Talented opportunities and resources.
- Revised the Gifted and Talented visual arts criteria.
- Revised the Gifted and Talented music criteria.
- Created and shared a Gifted and Talented Educators Resource Guide.
- Created and distributed a Gifted and Talented Parent Guide.
- Created and ran a “Supporting the Emotional Needs of Gifted” (SENG) guided discussion group for parents of gifted and talented students.
- Created a Gifted and Talented Parent Network to begin meeting next fall to provide parents with information and guidance regarding gifted and talented opportunities. Dates are as follows: September 15, November 3, January 19, and April 13.
- Conducted and monitored several reading and math pilots throughout the district.
- Reallocated District Teacher Leadership staff to create a full-time district gifted and talented coordinator position for 2010-11 school year.

## Pilot Summary

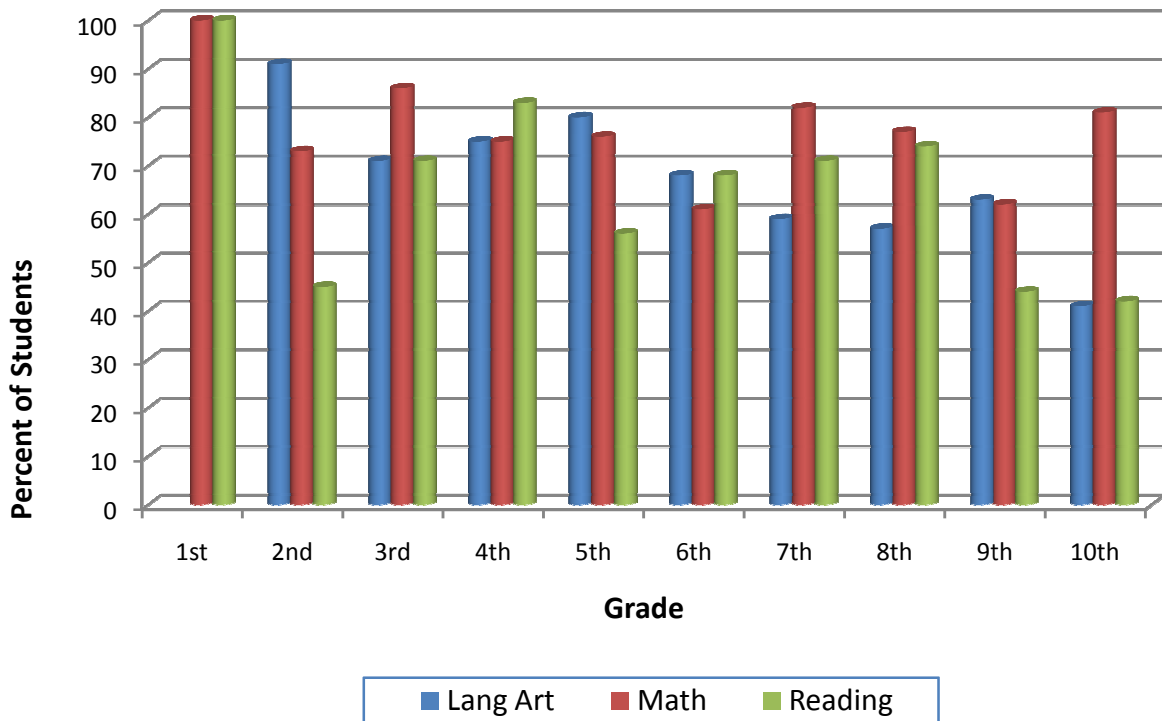
- *Project M<sup>3</sup>: Mentoring Mathematical Minds* pilot at Roosevelt (20 students in the 5<sup>th</sup> grade) and Lincoln (24 students in the 3<sup>rd</sup> grade).
- *6<sup>th</sup> grade Everyday Math class taught by a District Teacher Leader at McKinley.*
- ALEKS, a Web-based assessment and learning system, was used to provide additional math instruction to a 5<sup>th</sup> grade student in preparation for 7<sup>th</sup> grade accelerated math.
- Wisconsin *eSchool* Network, which offers a variety of online classes for students, was used for one 5<sup>th</sup> grade student at Washington to prepare for 7<sup>th</sup> grade accelerated math.

The District has also initiated data collection and analysis of the effectiveness of program delivery with the gifted and talented student. Summary baseline data is available in the following chart.

**GT Students Who Met or Exceeded Growth by Content Area  
MAP 2009-2010**



**GT Students Who Met or Exceeded Growth by Grade  
MAP 2009-2010**



*Initiative Seven: We will continue the development of the curriculum content areas in alignment with the established curricular cycle.*

The Curriculum Council established a curriculum cycle to prioritize the order of review of each curricular area. This cycle was established after each content area gave a presentation to the council outlining the strengths of their department and the needs. Below is a copy of the cycle that was established and is being utilized by the Student Learning Department to conduct curriculum reviews.

Content areas up for review go through an extensive process outlined in Administrative Procedures for Board Policy 2210. The World Language curriculum and middle school English Language Arts curriculum were both under review the 2009-10 school year; therefore a summary of these content areas can be found under Initiative One and Initiative Eight. Other content areas, not under review, work with their Content Team Leaders and Content Teams throughout the year to continue the refinement of local benchmarks and the development of unit plans which include a scope and sequence, common formative assessments, and resources that support the curriculum.

#### Curriculum Cycle

<b>Year</b>	<b>Content Area</b>
2008-09	Communicative Arts
2009-10	Communicative Arts <sup>1</sup>
	World Language Year 1-5 <sup>2</sup>
	Middle School Music <sup>3</sup>
2010-11	JK-5 Social Studies <sup>4</sup>
	AP Government <sup>5</sup>
2011-12	JK-12 Science
	Health
	Technology Education
2012-13	Art
	K-12 Music
2013-14	Business Education
	Family & Consumer Education
	Physical Education
2014-15	JK-12 Math
2015-16	JK-12 Communicative Arts
2016-17	JK-12 Social Studies
2017-18	JK-12 Science

<sup>1</sup>Communicative Arts (09-10): middle school intervention & enrichment review needed

<sup>2</sup>World Language Year 1-5 (09-10): expenditure to carry over into 10-11 if necessary

<sup>3</sup>Middle School Music (09-10): purchase to address compliance issue & provide equity between Longfellow & Whitman

<sup>4</sup>JK-5 Social Studies (10-11): 6-12 Social Studies adoption in 2004, but no JK-5 resources purchased since 1999

<sup>5</sup>AP Government (10-11): materials need updating every four years as new election data available

## **Art Department**

### **Elementary**

Elementary art teachers spent the first part of the year refining grade level benchmarks. They then developed a scope and sequence for each unit which included suggested assignments by unit topic. They also discussed studying samples and exemplars of student work during their collaboration time to better evaluate student work.

In preparation for the 2010-11 school year they developed a calendar to guide the use of their collaboration time. They will work in smaller teams of 3 for the first three Wednesdays and then come together as a larger group the fourth Wednesday of the month. The following topics will guide the work of each of the smaller teams:

**Managing the art classroom:** Organization, class design and set up, integration with classroom teachers, maximization of art time

**2Dimensional/3Dimensional Art:** This group will research and share assignment ideas and suggestions for different age levels and find new ways to approach these benchmarks.

**VOICE:** The biggest strength of the department is the emphasis on student voice/communication via visual art. This group plans to share ways to continually integrate voice with each assignment.

### **Secondary**

After the completion of a scope and sequence for each unit in every course, the secondary art teachers began the development of common assessments. The team agreed on a common format for a rubric to be used to evaluate student work. This information was also shared with the elementary team with the goal of a common K-12 art rubric being agreed upon. The rubrics are focused on three central art evaluation themes: Process, Design, and Use of Materials/Technique. These three themes are directly aligned to the art standards.

High school art students were also surveyed this year to determine what students find to be most important in a secondary art program. The survey results were used to determine the scope and sequence used in the design of the art units.

The art department also revised the gifted and talented identification criteria for art and began to implement it.

## **Business Education Department**

The Business Education Department refined standards and benchmarks throughout the year to include alignment with new software programs for computer literacy standards. Unit maps were also developed for the following courses: Accounting, Computer 7 and 8, and Business Experience. Common formative assessments were also developed and implemented in Business Education courses. Data from these assessments were used to drive instruction to increase student achievement. In recognition of the district reading focus, the Business Education Department participated in staff development related to using reading strategies in the content areas. As a result, reading strategies were infused in Business Education curriculum to improve student learning.

## **Family and Consumer Education Department**

The Family and Consumer Education team used the early part of the school year to complete the standards and benchmarks for all courses. Following the completion of this work, the members started to write unit plans for individual instructional units. Within these documents the specific resources, assessments, and standards to be presented were detailed. The department has started the process of developing common summative exams for courses (Independent Living and Chef Foods) to provide data for analysis to improve student learning through varied instructional strategies.

In response to the district goal of reading, the content team infused multiple reading strategies into daily teaching. The strategies were gathered from presentations to the Building Leadership Teams by Doug Buehl and others. The most commonly used strategies include assessing levels of background knowledge, the use of graphic organizers, and vocabulary building techniques. The team has started to develop formative assessments for individual courses and engaged in discussions about the data and application of these assessments. In addition, teachers have started to dissect current assessments for appropriate focus on the intended learning targets and student audience.

### **English Language Learners (ELL)**

#### **Elementary (K-5)**

At the elementary level, the ELL content team received materials to support the new English Language Arts curriculum adoption and accompanying textbook series, Treasures. The team worked to become familiar with the materials and learn how to use them to support ELL students in English Language Arts. Teachers used the supplementary materials, including leveled texts, in the general education classroom to assist students in their work with the Treasures series. This work will be continued into the 2010-11 school year.

#### **Middle School**

At the middle school level, the content team developed a unit (Grade 7 Autobiography/Africa) that was aligned to the Grade 7 Africa unit in social studies and the Grade 7 Informative Reading unit taught in the general seventh grade curriculum. The group identified reading strategies and graphic organizers to be used in the unit, including a KWL (what I know/what I want to know/what I learned) chart, and a plot triangle as examples of these strategies. In doing so, they applied the staff development provided on reading strategies to their work with middle school ELL students. The team also identified the skill benchmarks aligned to the unit, developed common assessments to be used with the unit, including a writing rubric, and described the scope and sequence of the unit. In addition, they identified areas in the scope and sequence in which instructional differentiation will be necessary for ELL students.

#### **High School**

At the secondary level, the content team developed two units integrating English Language Arts standards in social studies lessons. At the high school level, they developed a unit titled World War II in Literature, identifying the English Language Arts standards being addressed in writing, reading and listening/speaking. The team developed common assessments for the unit, identified the resources they used and developed a scope and sequence for the unit while taking into account the need to differentiate the delivery of the unit based on student proficiency level, especially for students new to the United States.

## **Health Education Department**

In the Spring of 2009, all K-8 classroom teachers were asked to take a survey about the health topics that are covered in their classrooms. These results were compiled and formatted into overviews by grade level in the Fall of 2009.

In the Spring of 2010, an outside expert from the Department of Public Instruction, Jon Hisgen, reviewed these results and shared his observations on May 14<sup>th</sup> (with Beth Erenberger, Andrea Powers, Laura Wainscott, and Ted Marino). The Health content team also met and discussed Jon's feedback. The main points of discussion were about the National Health Education Standards, organization of a Health and Safety Council as a 21<sup>st</sup> Century response to the old Human Growth and Development committee, the new Human Growth and Development legislation and its impact on the curriculum, elementary health delivery models, and middle school/high school health course options and scheduling. Elementary standards and benchmarks that were written by the previous content team and noted themes were also examined.

During the 2010-11 school year the Health content team will continue to work on JK-12 curricular alignment and the recommendations from the Department of Public Instruction. The formation of the Health Safety Council will be a priority.

## **Library Media Department**

The Library Media team met once a week over the course of the school year during collaboration time. They worked as an inclusive team of elementary and secondary educators as well as dividing into elementary and secondary teams when appropriate. They continued to refine standards and benchmarks for the kindergarten-twelfth grade curriculum, as well as worked collaboratively to create a scope and sequence for the kindergarten-twelfth grade curriculum. In developing standards and benchmarks, the team used the National Library Standards created by the American Library Association, the American Association of School Librarians and the International Society for Technology Education.

In addition to their completion of standards, benchmarks, and the scope and sequence, the Library Media Specialists worked with Jamie Price to identify and evaluate potential vendors in order to upgrade the library automation system for the district. Previews of the automation systems were made available for the librarians to view and evaluate prior to their weekly meetings. The library media specialists evaluated the potential strengths and weaknesses of the automation systems and how their programs would benefit the children of Wauwatosa and the libraries they access. The library media specialists chose Alexandria as the automation system for the Wauwatosa school libraries. Alexandria was chosen for its ease of use and the fact that all of the school libraries in Wauwatosa will be united in one database where they will have access to all of the materials located at each of our schools. At the end of the school year, all librarians in Wauwatosa schools uploaded their school library records and sent them to Alexandria where the data will be transferred into the new system in time for training of all library media specialists in August.

## **Math Department**

The mathematics content team consists of Lena Crawford, Dean Nemoir, Sue Chmielinski, Angie Schoemann, Jill Schmid, Jen Bucholtz, Jeff Liker, Kelly Potterton, and Debbie Falk. During the 2009-10 school year the team along with the district's JK-12 math teachers worked on several initiatives to improve students' academic levels of achievement in math across all grade levels.

### **Elementary JK-5**

In the beginning of the school year the elementary school teachers completed the standards and benchmarks for grades 3-5 math. Throughout the school year they continued to develop common assessments in grade level teams and complete intervention plans for all skill subsets in grades 1-5 students (Title I).

### **Middle School**

Middle school teachers worked collaboratively to align Connected Mathematics Project (CMP) units with standards and benchmarks. The grade level teams continued work throughout the year on developing unit plans and common assessments. They also attended a workshop with math teachers from other districts to discuss common assessments for CMP.

The Special Education Team developed materials for the math classes in an effort to differentiate instruction, meeting the needs of all students.

A pilot study is being conducted to determine the academic success of middle school Algebra (traditional/non-traditional) students in subsequent high school math courses. Whitman has been piloting an alternative course to the traditional Algebra course, which integrates Algebra with CMP. Data is being collected as part of this pilot to determine effectiveness.

### **High School**

High school math teachers studied MAP data to identify gaps in the curriculum and to inform instruction. This resulted in the integration of some new instructional strategies to better assist student learning. The content team also worked on developing and using common assessments.

The Math Emphasis course was restructured at both high schools to better meet the needs of struggling Algebra and Geometry students.

East and West math teachers also participated in SMART Board professional development to further integrate technology in the math curriculum.

Understanding the connection between summer school's math content and regular school year's content, the high school team updated the summer school Algebra and Geometry curriculum binders. These updates consisted of benchmark alignments and common assessments that paralleled with the regular school year's curriculum.

High school teachers also accompanied middle school colleagues to the workshop with other area math teachers to discuss common assessments for Algebra and Geometry.

## **Music Department**

The Wauwatosa School District Music Department worked primarily on developing standards and benchmarks as well as unit plans aligned to those standards and benchmarks. This work began with identifying the power (or primary) standards as identified in the state music standards, and then listed the benchmarks (or measurable outcomes) for each unit of study. Units were developed in the following strands: Choir grades 6-8; East and West Concert and Symphonic Band; Wind Ensembles; Elementary Band, Orchestra, and General Music; Secondary Vocals: Vocal Jazz, and Chanteurs. The Board of Education approved a General Music course for 7<sup>th</sup> grade to be in compliance with Department of Public Instruction requirements. The new course is titled Contemporary Music and Culture. The Content Team worked on the development of the benchmarks, units, and topics for this new course.

Additional content work was done in the area of gifted and talented students in music. An Identification Criteria Form was created to define how the district recognizes students in this content area. Additional components include the Teacher Recommendation Form, Portfolio Evaluation Form, and Self-Evaluation Form.

In addition, approval of the purchase of High School Band uniforms and Choir dresses and tuxedos took place this year.

## **Physical Education Department**

### **Elementary**

The Elementary Physical Education teachers met on collaboration Wednesdays. At the beginning of the year their focus was on refining the kindergarten through 5<sup>th</sup> grade standards and benchmarks. After completion of this work, the team also completed the development of units for elementary physical education and began to work on common formative assessments. The team also focused on the development of an end of the year assessment that all of the elementary teachers would use. It is anticipated that this work will continue into the 2010-11 school year.

### **Secondary**

The Secondary Physical Education teachers started out the year working on their certifications in both CPR and Life Guarding. They then moved on to developing units and aligning standards and benchmarks to each unit. The following units were included in this work: Basic and Advanced Swim, Archery, Badminton, Fitness Fundamentals, Football, Golf, Cardio Fitness, Floor Hockey, Pickleball, Rock Climbing, Roller Blading, Soccer, Softball, Tennis, Ultimate Frisbee, and Volleyball.

Finally, the last task of the content team was two-fold, but both dealt with middle and high school vertical articulation. The team wanted to make sure that the middle school students were being prepared for the high school units and there was continuity in instruction. For example, if the middle school is teaching badminton, it would teach the same rules as the high school curriculum.

## **Science Department**

In 2008-09 school year, the science department created their first draft of JK through 12 standards and benchmarks. This task was completed using documents from the State of Wisconsin and McREL (Mid-Continent Research for Education and Learning). In the 2009-10 school year, the science department continued their curriculum work by revising the standards and benchmarks document for each grade level and/or course. This revision included the addition of descriptors for the local benchmarks. The content team also created some preliminary unit maps for Advanced Chemistry, AP Chemistry, Advanced Astronomy, Advanced Earth Science, and Advanced Biology.

The science department is preparing for a JK-12 curriculum review in the 2011-12 school year. In preparation for this review, the content team leader has been working with Student Learning on the exploration of an external consultant, research and best practice, and understanding the role of the Common Core Standards in the future of science curriculum.

## **Social Studies Department**

The Social Studies content team continued the work of aligning local benchmarks to JK-12 standards.

The elementary content team met to do some preliminary planning for the curriculum review in 2010-11. This discussion included the plan for a teacher survey, the need for consistency across the district and between buildings, the need for adequate resources to support standards and benchmarks at the elementary level (text, online, supplemental resources, atlas/maps). Grade levels were represented and worked on aligning Treasures materials and resources (text, online materials) that would support the elementary social studies standards and benchmarks.

Middle school and high school teachers met to discuss how they could incorporate more essential skills in the curriculum. There were philosophical discussions on whether we needed to add/focus more on essential skills (21<sup>st</sup> Century skills and concepts) rather than teaching social studies content. For example, a teacher should focus on research skills and accessing/finding information rather than just on teaching the sequence of historical events. Both high school and middle school teachers met in specific course teams (for example, U.S. History, Global Studies, Economics, etc.) and created their curriculum maps by developing and aligning benchmarks to the standards that are addressed within their specific courses. This effort also expanded to creating actual learning targets to support all of the benchmarks. The process of creating these benchmarks and learning targets is at different stages for each of the specific course teams.

Many U.S. History teachers also signed on to participate in a competitive U.S. History grant that was written by CESA #1 on behalf of several participating districts. Notification on whether or not the grant was received is still pending.

## Special Education Department

Research has demonstrated that students with disabilities who have access to the general education curriculum are more likely to be proficient or advanced in reading than those students who are removed from the general education classroom for their instruction (DPI Reading Achievement Study 2007-2008). Special education teachers in Wauwatosa have worked in Professional Learning Communities to identify strategies that support better access to the general education curriculum for students with disabilities. Special education teams have worked to shift their services from a pull-out model where special education was delivered in place of the general education curriculum to a model of special education occurring within the general education classroom or interventions occurring in addition to the general education curriculum.

Professional Learning Communities have worked to identify more intervention resources and ensure equity in resources available to students across the district. Staff focused on identifying current interventions available to students and targeting gaps in existing resources. In addition, staff used student data to assist with selection of additional interventions. The special education team was able to make great gains in resource capacity and equity across all grades in every building. This, combined with staff development, supported our efforts to improve services to students with disabilities and increase access to general education curriculum.

### **Reading**

Elementary staff focused on continued implementation of SRA Reading Mastery, Corrective Reading, as well as Treasures and Treasure Chest. Anthologies of Triumphs were purchased to provide greater student access to the general education curriculum. EdMark Reading Program was also purchased at some schools where student needs required an alternative supplemental program.

Both middle schools now have Read 180 operating as well as Corrective Reading Decoding and Comprehension. High schools have Read 180 and some Corrective Reading in both schools.

### **Math**

Elementary teachers met on a regular basis during PLC time to discuss how to enhance student learning in math with Number Worlds, an intervention that was purchased last summer for grades K-5.

Real Life Math was added to the curriculum for students who take the Wisconsin Alternative Assessment (WAA).

The secondary special education math committee has recommended a computer based math intervention program that is able to assess individual student needs and provide targeted intervention to strengthen deficits, ongoing assessment, and progress monitoring. This program could be used with students in general education and self-contained classes.

Tier 3 core interventions were also reviewed and one was identified that consolidates NCTM focal points, focusing on key standards that are essential prerequisites for success in algebra and beyond. This program is intended for students with significant delays who have required self-contained programming at the middle and high school levels.

## **Technology**

Read & Write Gold 9 was purchased and has been installed on computers throughout the district to serve the needs of all students. Elementary special education staff, O.T.'s, P.T.'s, psychologists, and social workers were trained on the new program. Additional training for staff will be available this fall.

Kurzweil was purchased at the high school level to provide additional technology-based options for students.

Tier 2 and tier 3 evidence-based secondary level math interventions were researched and some were piloted with individual students (Triumphs, Aleks, and Successmaker). One option discussed was to add to the number of computers that are available in targeted special education classrooms in order for more students to be able to access interventions online.

Elementary special education teachers also further studied SMART Board and Boardmaker and established a Wiki to share professional information and ideas.

I-touches have been purchased along with a variety of applications. Currently they are being piloted with a variety of students and in various classrooms.

## **Inservice**

Some staff indicated the need for updated information to address student motivation and effective behavioral strategies to deal with challenging behaviors. Dr. K. Stoiber, chair of the Department of Educational Psychology at UW-M, presented an inservice in February on this topic. This inservice included student services staff, teachers, instructional assistants and related service providers.

Instructional assistants participated in an inservice in October on effective instructional and behavioral strategies for students with disabilities.

All special education teachers and student services staff attended a special education update in 2009-10.

## **Service Delivery**

Elementary special education teachers participated in Treasures training and received Treasure Chest, a supplemental resource for Treasures, to support students who are not at grade level. As a result, students with disabilities and special education teachers at the elementary level are moving service delivery from a pull out model to a true inclusive model. Students with disabilities are spending more time in the general education classroom with direct or indirect supports and services when needed. Special education is provided within the general education classroom or in addition to general education instruction vs. in place of it.

Secondary special education teachers have been encouraged to align with core content areas (language arts and math) vs. working as a special education subgroup. The intent is to ensure better access to the general education classrooms for students at the secondary level. This change has resulted in some challenges; however, teachers are recognizing the benefits and will continue to work with general education teams in 2010-11.

## **Behavior**

A committee was developed to review and revise our current practices for conducting Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP). All staff will be trained in the fall.

## **Technology Education Department**

Mike Pietrowiak, Al Lucht, and Scott Lovas wrote an improvement goal which supported the district focus on reading. Their goal was to provide students with increased opportunities to read and comprehend technical materials. They will use the Measure of Academic Progress (MAP) data to implement a variety of instructional strategies. The team shared resources and ideas about how to incorporate reading and strategies into their lessons.

The team also completed writing standards and benchmarks for the middle school (grades 6-8) technology courses. They created the standards and benchmarks for the high school courses, Project Lead the Way, and Materials and Processing. The department members then discussed, shared, and altered assessments and wrote unit maps to further align the curriculum and instruction. Finally, collaborative discussions about student learning and possibly expanding Project Lead the Way into the middle school level occurred during collaboration time.

The team also met with Beth Erenberger, Director of Student Learning, and Leann Neese, District Teacher Leader, to gain knowledge in writing goals, standards and benchmarks, reading MAP data, and creating unit maps.

*Initiative Eight: We will continue the World Language Committee recommendations to strengthen our present curriculum grades 7-12, explore the re-establishment of 6<sup>th</sup> grade World Language, and the implementation of a pilot elementary program.*

## **World Languages 2009-10**

During the 2009-10 school year, the World Language department participated in a curriculum review with the assistance from outside consultant, Helena Curtain. The department worked together throughout the year to create a World Language philosophy, to include 90-10 target instruction and 21<sup>st</sup> Century alignment to emphasize cross-curricular connections. The department also worked collectively to develop an implementation plan for the curriculum work related to benchmarks, unit plans, common assessments, and linguafolios.

From the data and anecdotal information gathered through the curriculum review, several recommendations were made and approved by the Board of Education in May of 2010.

- Textbook adoptions for Spanish, German, French, and Latin levels 1-4, to include supplemental instructional materials 2009-10.
- Consolidate the short and long track beginning in the 2011-12 school year. Transition curriculum during the 2010-11 school year.
- Revise levels 5 and 6 to meet criteria for Advanced Placement status during the 2010-11 school year. Recommendation for textbook adoption to follow this work.
- Develop common assessments to inform ongoing curriculum and instructional needs for students 2010-11.
- Staff development in 2010-11 school year to include training for new curriculum materials, formative assessment, Advanced Placement instruction, and use of oral proficiency indicators.
- Work with the middle and high school counselors in 2010-11 to increase the knowledge of advantages to starting language learning early.
- Update middle and high school course planning guides in 2010-11 to promote the benefits of participating in a world language and the advantages to starting early.
- Develop a placement policy 2010-11.

The World Language Content Team met on several occasions, with Dr. Curtain's guidance, to revise the local standards and benchmarks, as well as to select cross language units for the purpose of designing cross language common assessments.

Training on the adopted materials and resources will be held in the summer for adequate time to prepare for a 2010-11 school year implementation.

In addition to the curriculum review, an elementary World Language pilot program was implemented at Lincoln Elementary School in 2009-10. Students in grades 1 and 2 were given instruction in German two to three times per week for 30 minutes per session. The pilot will continue in the 2010-11 with the same group of students as they move into 2<sup>nd</sup> and 3<sup>rd</sup> grades respectively. It is recommended that the World Language Committee reconvene in the spring of 2011 to discuss the progress of the pilot and possible alternatives for continuing an elementary program.

*Initiative Nine: We will implement the Building Leadership Team model to systemically provide staff development in the areas of collaboration, differentiation, assessment, and interventions to build teacher capacity to meet the varied needs of all learners.*

The Wauwatosa School District is committed to a comprehensive staff development program to meet the needs of our adult learners. The foundation of our staff development program is Wednesday collaboration, where teachers experience job-embedded staff development through data analysis, sharing of best practice and action research (Refer to Initiative Two for more in-depth information on collaboration). The second tier of staff development is delivered through District Teacher Leaders and Building Leadership Teams, both which were new initiatives in the 2009-10 school year. The third tier of staff development allows some teachers to obtain college credit through a partnership with Wisconsin Education Innovations, and the last tier allows a few teacher leaders and administrators to attend conferences to bring best practice research back to the district. Below is a visual representation of this model:



District Teacher Leaders (DTLs) were created from restructuring Learning Coordinator positions from a JK-5 model to a JK-12 model focused on building teacher capacity in the classroom at all grade levels. There are 7.5 District Teacher Leaders that are focused on implementing the use of standards and benchmarks in the classroom, the creation of common formative assessments, and supporting students through teaching differentiation.

Building Leadership Teams (BLTs) were also created to further build the capacity of teachers to meet the needs of all learners. BLTs are comprised of representative leadership teams from each building that include the school principal, grade level or content team teachers, and possibly resource or student services staff. These teams come together at the district level to receive high quality staff development from expert educators with the task of “paying it forward” at the building level to build the capacity of all staff. The power of a BLT is for teachers from across the district to come together to learn and share

best practice. Some of the experts who facilitated BLT learning the 2009-10 school year were Dr. Eric Twadell, the Professional Learning Community (PLC) model; Doug Buehl, national reading across content area consultant; Dr. Donald Bear, Treasures vocabulary and spelling author; and some talented Wauwatosa teachers. Below is a summary of topics for each BLT at both the elementary and secondary levels:

<b>Elementary Teams</b>	<b>TOPIC</b>	<b>Secondary Teams</b>	<b>TOPIC</b>
September 22	Measures of Academic Progress/DTLs	September 23	Reading in Content/ Doug Buehl
November 10	Effective Collaboration/ Eric Twadell	November 11	Effective Collaboration/ Eric Twadell
January 20	Treasures Vocabulary/ Donald Bear	February 12	Reading in Content/ Doug Buehl
March 2	Formative Assessment/ Eric Twadell	March 3	Formative Assessment/ Eric Twadell
May 4	Celebration of Evidence	May 5	Celebration of Evidence
June 16 am	Building and Collaborative Team Goals	June 16 pm	Building and Collaboration Team Goals

The district also formed a new partnership with the Wisconsin Education Innovations (formerly known as Sally Ride Academy) to provide a vehicle to offer courses for credit related to district initiatives. This summer we have approximately 70 teachers receiving credit for taking courses on differentiation, Professional Learning Communities, Reading in the Content Areas, Units of Study, and Blackboard offered in our district. We plan to expand opportunities during the 2010-11 school year. Courses are taught by Wauwatosa School District teachers and administrators whenever possible.

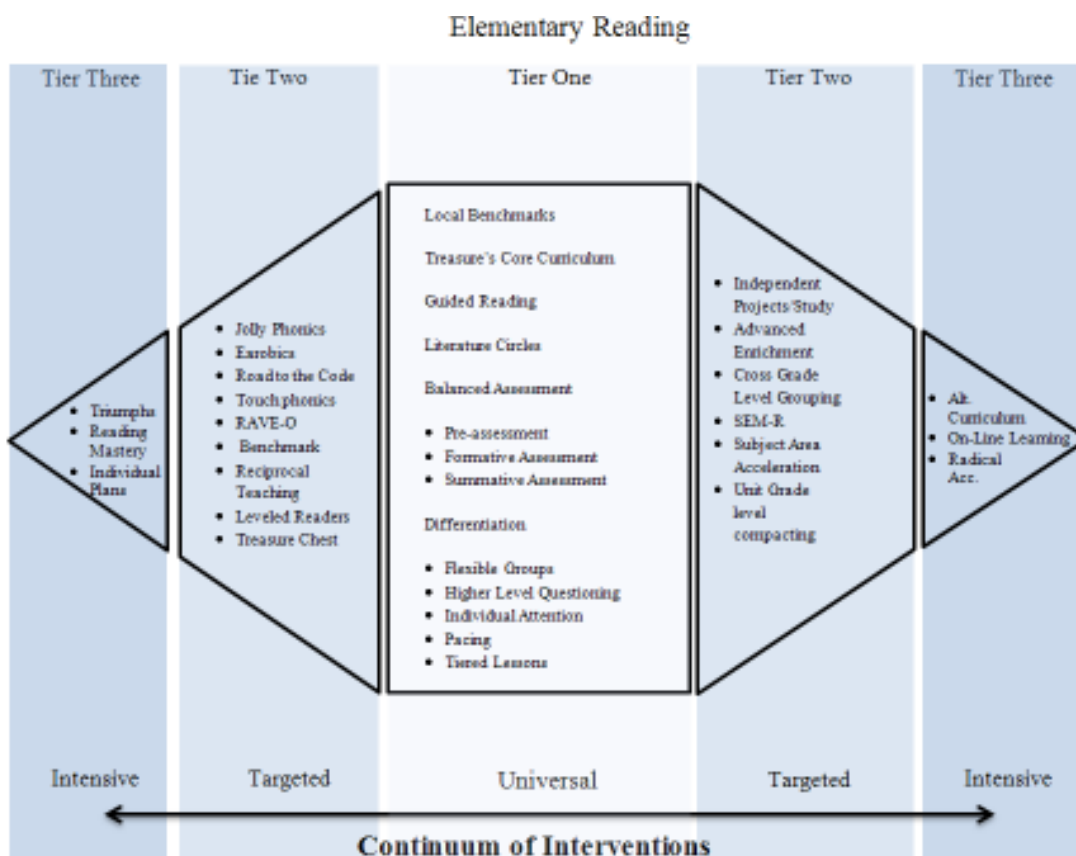
Lastly, teacher leaders and administrators can still experience high level staff development by attending conferences aligned with district initiatives. Attendance at these conferences is determined by the value of the learning to the district and the ability to bring the learning back to the district to improve our curriculum and instruction. For example, teachers attend pre-AP and AP training to better write and deliver the rigorous AP curriculum.

*Initiative Ten: We will develop systematic, academic, and behavioral building intervention plans for students that are not meeting grade level expectations or are not being successful in our schools.*

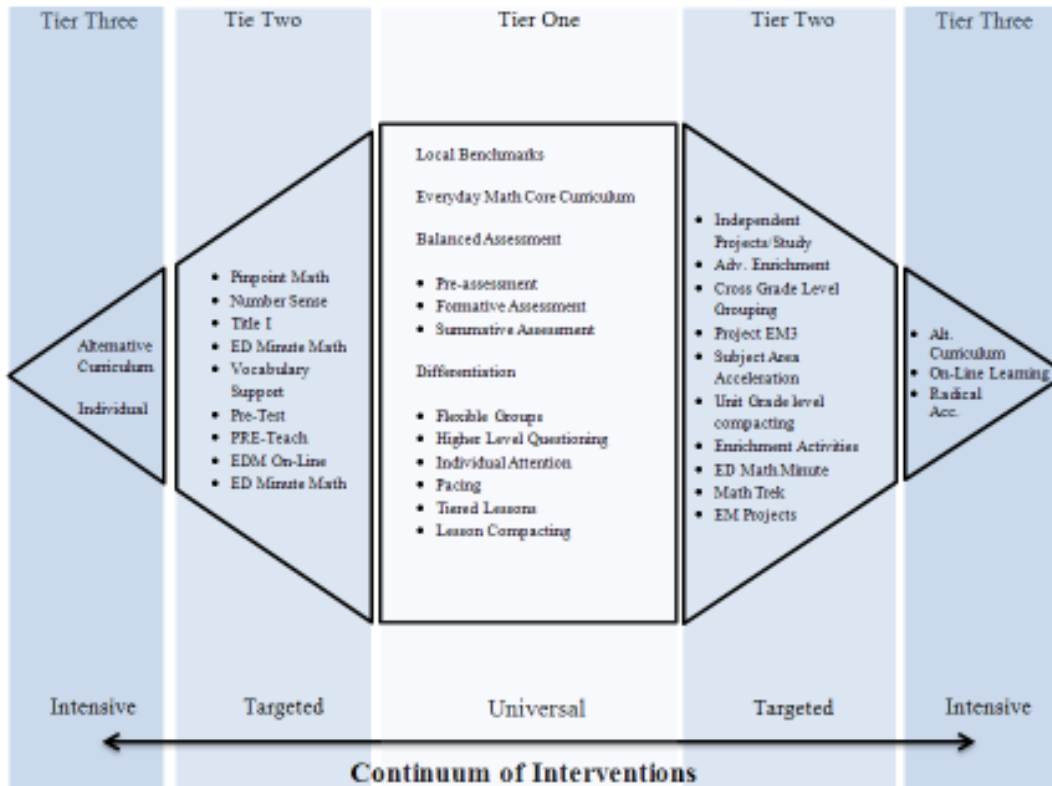
The Wauwatosa School District is in the process of creating systematic academic and behavioral intervention plans at the building level. At the elementary level many buildings have completed their plans and use them consistently to intervene with struggling students. Below is a district summary of the core academic interventions that are used at the building level in our elementary buildings in the areas of reading and math. At the middle and high school levels they continue to work on their development of intervention plans, most importantly identifying gaps in intervention delivery. For example, a high school class was developed to address the needs of struggling readers, as this was identified as a gap.

Positive Behavioral Intervention and Supports (PBIS) is a proactive school-wide approach to behavior intervention. Similar to the RTI model above, PBIS applies evidence-based programs, practices, and strategies for all students. Its goal is to increase academic performance, improve school safety, decrease problem behaviors, and build a positive school culture. The Wauwatosa School District has established a team of stakeholders who are charged with the task of developing PBIS framework to assist students in achieving academic and behavioral expectations. This model is being introduced in the district the 2010-11 school year at both the elementary and secondary level.

### Academic Diagrams



## Elementary Math



*Initiative Eleven: We will continue to convene a committee to study secondary scheduling.*

The secondary scheduling committee will reconvene at the beginning of the 2010-11 school year. The committee will be facilitated by Lena Patton and Jeff Keranen. The first task the committee will address is to establish objectives related to secondary schedule issues, including but not limited to the following:

- Number of courses students can select
- How new course offerings impact current scheduling practices
- Impact of traveling teachers and possible FTE allocation
- Overall fiscal impacts
- How to meet the changing curricular requirements and academic needs

Future tasks will include developing potential models, site visit to other schools, and evaluation of models developed. All results will be shared with the superintendent.

*Project One: We will transition to a new student information system in the 2009-10 school year.*

During the summer of 2009 the SASI student information system was migrated to PowerSchool. All existing data within SASI was transferred. PowerSchool is a web based utility and is accessible to both faculty/staff and students/parents. PowerSchool has been updated once since its implementation. A further upgrade is planned for July 2010.

Features that have been implemented that are above and beyond the capability of previous systems include, but are not limited to:

- Standardized report card generation for all schools
- Internet based parent/student access
- Online course registration for/by students.
- Boundary definitions
- Centralized/single student enrollment pages.

Features within PowerSchool will continue to be exploited. Integration of fee management, seating charts, and the further expansion of online registration will be investigated. The soon to occur upgrade will also allow:

- Mobile device connectivity
- Full standards support
- Association of standards to assignments
- Single sign-on for parents with multiple students in the system
- A new graduation planner
- A new report generation tool

*Project Two: We will institutionalize the AlertNow system and set standards for use.*

AlertNow was implemented in early 2009. Usage guidelines have been shared with district administrators. Maximum use limits have been defined in order to not allow the tool to become overwhelming for parents or become less effective than its intent.

Both PowerSchool (student and family information) and Skyward (employee information) have been integrated with AlertNow to allow close to real time updating of demographic changes such as phone numbers, email addresses, etc, as well as attendance information.

Automated attendance calls are now placed to secondary school parents on a daily basis for any student that has an unverified absence.

Blackboard, Inc. recently acquired AlertNow. A result of the acquisition is that AlertNow will soon incorporate messaging services to Twitter and Facebook. This past year the district incorporated Blackboard into its environment and, as a result, can expect to see that capability in AlertNow in the near future.

*Project Three: We will complete the review of the technology plan.*

The Information and Technology Literacy Plan (ITLP) was reviewed midway through its cycle in order to assess progress and define departmental focus for the time remaining in the plan's life cycle. A further review was conducted during the recent creation of the 2010/2011-2012/2013 ITLP.

The large majority of goals within the 2007 ITLP were met. Those that were not, were not due to the result of the changing standards for ITL – specifically the predicted incorporation of the AASL 21<sup>st</sup> Century Learner Standards into the Wisconsin Model Academic Standards. Incorporation of those standards changed the needs, in turn changing the goals.

The new Technology Plan was presented and approved by the Board of Education in June 2010 and sent to the Department of Public Instruction for their review.

*Project Four: We will develop a budget committee to determine priorities for future budget reductions or additions.*

During the 09-10 school year a budget committee was formed with the following mission: “To improve student learning and opportunities for students while controlling costs and preparing for possible budget shortfalls.” Committee membership had representation from the community, parents, administration, district union representation to include teaching staff, buildings and grounds, secretarial, and educational aides.

The task of the committee was to:

- Identify programs and structures to be analyzed
- Discuss cost/benefit of all expenditures and programs
- Identify possible future expenditures
- Prioritize future expenditures and reductions of services for possible budget reductions—for 10-11 budget cycle
- Identify possible increased revenue sources
- Review on an on-going basis

The results of the work of this committee are reflected in the chart below. The committee did not make in recommendations for “cuts” at this time. The work of this committee will be maintained and incorporated into the work of the district at a time that it is determined budget reductions are necessary.

**Budget Committee Survey Results**  
**Importance Ranking on Scale of 1 (least) to 5 (most)**  
**November 2009**

Program/Area	Average Rank
Building Security	4.38
Reading Support	4.38
Administrative	4.15
Guidance Services/Counselors, etc.	4.15
Administrative Support (Admin Asst.)	4.08
Internet/Phone Access	4.08
On-going Updates and Current Technologies	4.00
Educational Resources	3.92
Summer School	3.92
Staff Development	3.85
Support Materials – Video/Books/Materials	3.85
Computer Programs	3.77
Building Maintenance	3.69
Grants	3.69
Class Size	3.69
On-line Learning Access	3.67
Custodial Services	3.62
Facility Upgrades	3.54

Partnerships - Business	3.46
Office Supplies/Maintenance Supplies	3.46
Curricular Leaders	3.38
Gifted and Talented Support/Rigor	3.38
At-Risk Programming	3.31
Music/Electives	3.15
Non-Resident Student Enrollment	3.08
Recreation Department	3.08
International Baccalaureate/Advanced Placement	3.00
Athletic Fields Development and Maintenance	2.92
Staffing – Athletics/Extra Curricular	2.85
Charter School Opportunities and Growth	2.62
New Buildings	1.92
Elementary World Languages	1.85

*Project Five: We will reconvene the Athletic Fields Committee to update the athletic field plan.*

The Athletic Fields committee met this past year to update the athletic fields plan. There were no significant changes made to the plan. The development of the second baseball diamond at Breitlow has been delayed to this point and is on hold. The rest of the plan is unchanged.

*Project Six: We will develop a district-wide student bill of rights.*

The district assembled a team of parents, social workers, and district personnel as part of the current Long Range Plan to provide the students of the Wauwatosa School District with the opportunity to develop a Student Bill of Rights which established expectations relating to our students' educational experience.

This team assembled a committee of student representatives from grades 4-12 to gather student input to inform the Bill of Rights. School groups and organizations, such as the Student Council, Mock School Board, Best Buddies, Black Student Leaders, and sampling at various grade levels, schools, and classrooms, were utilized to contribute to the document. In addition, other Bill of Rights documents from the local, state and national levels were researched to inform the committee work. As a result, three Bill of Rights drafts were created (elementary, middle, high school). The final product is below with adjustments made to the language to accommodate the elementary student. This final document was shared with the Board of Education and the Administrative Council in June of 2010. Below you will find the key statements of the Wauwatosa Student Bill of Rights.

\*Note that in the complete document there is additional language which further clarifies the key concepts below.

*As a middle or high school student of the Wauwatosa School district I have:*

- I. The right to a curriculum that is challenging, relevant, skills-based and accompanied by the resources necessary to support my needs.**
- II. The right to have a say in my education.**
- III. The right to a clean and safe learning environment.**
- IV. The right to learn in a mutually respectful school environment.**
- V. The right to staff members who have high expectations for me.**
- VI. The right to an education that includes opportunities for social and emotional development.**
- VII. The right to an honest, accessible and engaged instructional staff.**

*As an elementary student of the Wauwatosa School district I have:*

- I. The right to a challenging education.**
- II. The right to have a say in my education.**
- III. The right to be safe at school.**
- IV. The right to learn in an environment that respects me and teaches me to respect others.**
- V. The right to staff members who have high expectations for me.**
- VI. The right to learn and grow as an individual.**
- VII. The right to honest and caring staff members who I can talk to.**

*Project Seven: We will begin the process of implementing the recommendations in the Human Resources audit by prioritizing the seventeen recommendations and developing an implementation plan.*

The Human Resources audit identified five critical issues to focus on for the continued development of the Human Resources department. These included:

- Revising the screening procedures used in the hiring process;
- Revising the teacher appraisal system;
- Clearly delineating the functions, roles and responsibilities of the district office (human resources, business, and student learning);
- Continuing to implement technology for human resources functions to provide for greater consistency and efficiency in operations;
- Improving responsiveness to constituents.

During the 2009-10 school year, the Human Resources office began the process of prioritizing and implementing the seventeen specific recommendations contained in the February 2009 Human Resources Audit. While not all seventeen areas were addressed in this first year, the Department undertook steps to address the areas identified as in need of growth.

A primary focus was increasing the responsiveness of the Human Resources department to constituent inquiries. All members of the Department took equal initiative in responding directly to issues and concerns raised by both internal and external constituents. In addition, the Department undertook steps to implement specific recommendations contained in the audit report, including revising the screening procedures used in hiring elementary school teachers; creating an on-line hiring protocol for summer school staff; providing on-going training to principals regarding best-practice hiring techniques; creating on-line forms and resources for all staff, including personal leave and FMLA leave forms; revising our employee orientation program to ensure consistent and thorough initial orientation of employees; directly supporting supervisors to ensure consistency in setting expectations and responding to performance concerns; and negotiation of a new teacher evaluation system.

During the 2010-11 school year, the Human Resources department will be focused on the following initiatives in furtherance of the Human Resources audit report:

- Piloting a new teacher evaluation system for final adoption at the start of the 2011-12 school year;
- Piloting paper-less pay check system for employees, with the goal of full implementation at the start of the 2011-12 school year;
- Reviewing procedures used during the 2009-10 hiring season and implementing further changes to ensure continued consistency, including expanding the on-line protocol used with summer school staff to encompass all new hires;
- Further development of on-line resources for all staff, including expansion of on-line forms for ease of use;
- Working with other central office departments to define the responsibility and role of the human resource department in supporting professional development for all employees.

*Project Eight: We will evaluate building and grounds needs and determine long range plan improvements.*

Work on this project has not been undertaken at this point. This issue will be referred back to the Long Range Planning Committee in the fall for further clarification.

*Project Nine: We will install and consistently implement a district-wide security system.*

Design and bid procurement for the system is complete. Acquisition has not yet occurred because a federal grant opportunity arose. If the district's application is successful, the federal government will fund 50% of the initiative. The grant selection/approval committee recommended that the district does NOT purchase anything related to the project prior to the grant allocation date. The committee stated that a strong possibility exists that grants will not be assigned to any districts that have already made purchases. Grant allocations are expected to be finalized in July/August 2010.

Prior to the grant identification the district did move ahead with securing external doors in all buildings. All schools now have the capability of locking all external doors and funneling access through a video/buzzer system located at the central entry point.