



WAUWATOSA SCHOOL DISTRICT
• Your Educational Community •

2010-11 District Development Plan

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



WAUWATOSA
SCHOOL DISTRICT
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DISTRICT DEVELOPMENT PLAN
2010-2011 SCHOOL YEAR

District Focus: Reading

Grade level literacy is critical to success for all students, in all content areas, at all levels.

GOALS

Ongoing goals from year to year until reached

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 24.1 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 or AP level course prior to graduation.

INITIATIVES

We will continue to implement the Long Range Plan year 4 action steps through the following initiatives:

1. The Long Range Plan (LRP) will be reviewed with a process involving members from the existing group and new members to establish ongoing action steps and discuss future potential initiatives.
2. The Administration will bring a proposal to the Board of Education for a K-8 world language program for all students with consideration to budgetary limitations.
3. The Administration will bring a proposal to the Board of Education on a restructured secondary schedule that furthers efforts in meeting the district goals and initiatives.
4. The district will continue to improve the effectiveness of Professional Learning Communities.
5. The district will continue to develop and implement the Wisconsin Comprehensive School Counseling Model.
6. The district will continue to expand ACT/AP preparation through rigorous curriculum and assessment, to include the implementation of the EXPLORE, PLAN, and ACT for all students.
7. The district will continue the implementation of a Building Leadership Team model of staff development focused on formative assessment, literacy across disciplinary areas, and JK-5 writing.

8. The Diversity LRP Implementation Team will continue to develop and refine a JK-12 strategic plan and to bring equity and opportunity issues into educational practices.
9. The district will continue to increase high school credit summer school offerings in the 2011 summer school program by adding 5 or more additional courses for credit.
10. The district will continue with the expansion of Project Lead the Way at both middle schools.
11. The district will continue to review, refine, restructure, and implement our JK-12 English Language Arts curriculum and resource adoptions.
12. The district will begin a review of grading practices in alignment with research and best practice.
13. The district will continue alignment of curriculum with the Common Core.
14. The district will conduct a review of elementary social studies curriculum in cooperation with the curriculum cycle resulting in reporting and recommendations to the Board of Education and begin the JK-12 science review scheduled for the 2011-12 school year.

PROJECTS

To be completed in the current school year.

1. The district administration will continue to explore and develop a K4-8 Montessori program to open in the 2011-2012 school year.
2. The Human Resource and Business departments will continue to evaluate Skyward software to improve interdepartmental communication and employee access.
3. The Buildings and Grounds department and Technology department will implement the school security plan which includes consistent use of the access system, cameras and the district emergency planning.
4. The district will improve the data management system of warehousing, analysis, and use of data by addressing staffing needs and skill qualifications.
5. The district will explore the relocation of the recreation department to the Fisher Building.
6. The Buildings and Grounds department will continue to evaluate the facilities and fields operated and maintained by the district.
7. The district will pilot the new Teacher Evaluation model, leading to approval and full implementation in 2011-2012.
8. The district will evaluate current staff recognition for improvement.
9. Student Services will administer the Youth Risk Survey in both high schools.
10. Analyze the current venues for communication with staff, families, students and the community, develop a comprehensive communication plan and utilize traditional and new technology venues to share information clearly and efficiently.

Goal 1: 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 2010. This data can be viewed in comparison to the ninety-five percent district goal for WKCE performance. **White** students, **non-disabled** students, 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	88%	77%	85%	82%	88%

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

	Reading	Language Arts	Math	Science	Social Studies
LEP	78%	69%	82%	69%	81%
NLEP	88%	76%	85%	82%	89%

Ethnicity

	Reading	Language Arts	Math	Science	Social Studies
American Indian	**	**	**	**	**
Asian	90%	79%	91%	86%	92%
Black	72%	53%	67%	57%	74%
Hispanic	85%	76%	80%	78%	88%
White	92%	84%	90%	88%	92%

Students with Disability (SWD) vs. Students without Disabilities (NSWD)

	Reading	Language Arts	Math	Science	Social Studies
SWD	51%	41%	48%	50%	60%
NSWD	93%	82%	91%	87%	93%

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

	Reading	Language Arts	Math	Science	Social Studies
SES	74%	58%	67%	64%	76%
NSES	92%	82%	90%	87%	92%

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

Goal 2: Eighty percent of all students taking the Measures of Academic Progress (MAP) assessment will meet or exceed typical expected growth in all content areas.

MAP: Measures of Academic Progress (MAP) were given in both the fall and spring to all Grades SK through 10 in the content areas of reading and math; grades 2 through 10 also took the language arts assessment. 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 three 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.

District Summary

	Reading Growth			Math Growth			Lang. Usage		
	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11*	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11*	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11
District Ave	59.0	65.5	67.0	59.9	68.2	70.5	63.4	67.0	67.2

Elementary

School	Reading Growth			Math Growth			Lang. Usage		
	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11*	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11*	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11
Eisenhower	66.2	64.9	72.4	61.1	69.8	76.5	63.3	67.5	66.4
Jefferson	63.8	71.1	76.6	63.8	66.9	77.5	73.9	78.2	74.0
Lincoln	61.0	62.7	71.4	61.0	64.2	75.9	66.4	68.2	72.6
Madison	63.4	66.9	69.7	61.8	67.1	69.7	71.3	66.8	72.2
McKinley	63.4	67.6	66.1	61.9	60.7	72.0	69.1	73.7	66.9
Roosevelt	50.3	74.6	72.8	56.4	79.4	77.2	53.7	69.6	68.4
TSHST	62.0	63.8	87.3	68.9	72.4	90.3	62.1	55.3	80.0
Underwood	69.9	71.6	72.8	68.6	70.1	66.1	78.2	71.2	65.5
Washington	66.7	75.5	75.3	60.4	78.2	72.4	65.8	79.1	71.2
Wilson	64.0	63.3	76.6	67.8	75.0	74.4	75.9	64.4	71.0

Secondary

School	Reading Growth			Math Growth			Lang. Usage		
	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11	Fall 08-Spring 09	Fall 09-Spring 10	Fall 10-Spring 11
Longfellow	53.4	60.3	56.2	54.5	55.3	62.1	55.8	62.7	63.6
Whitman	54.3	62.1	66.3	56.1	69.7	67.6	57.7	67.6	65.2
East	48.4	57.5	60.4	55.1	64.2	75.1	48.8	49.6	71.4
West	41.9	53.6	61.3	50.6	65.4	61.1	44.8	52.8	60.3

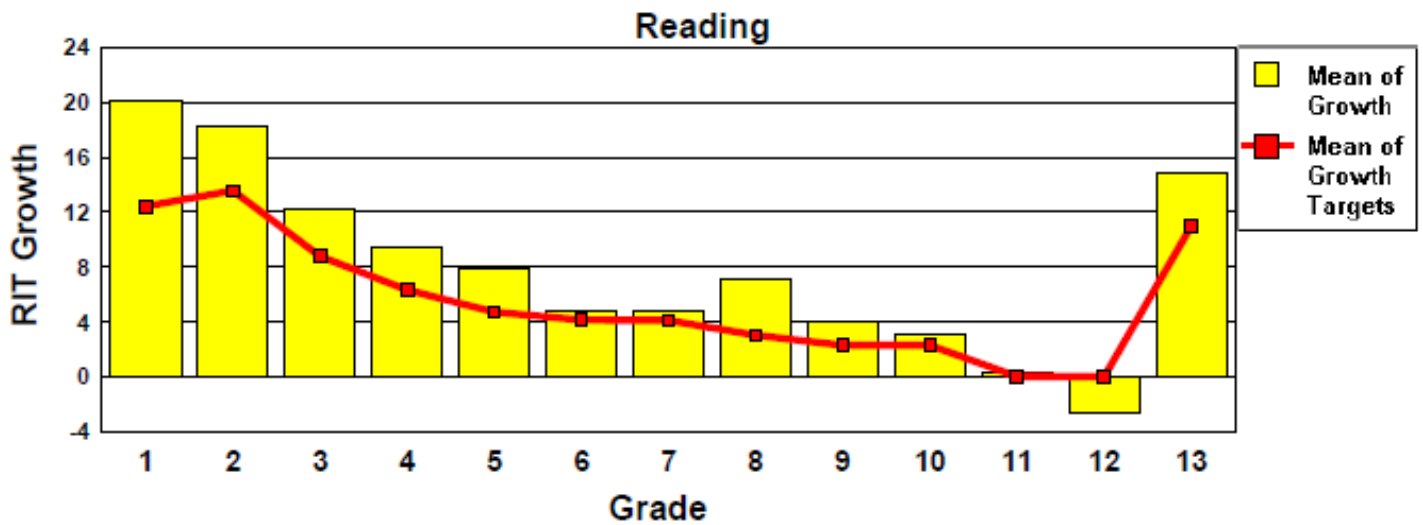
*Data includes grades SK and 1

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. The 2010-11 school year, all grade levels met or exceeded the average expected growth in all content areas.

Reading	Count	Fall 2010		Spring 2011		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	498	165.3	13.9	185.5	14.1	20.2	8.9	0.4	12.4	7.7	162.2	421	84.5
Grade 2	493	177.6	17.3	195.8	13.6	18.2	10.1	0.5	13.6	4.7	134.6	374	75.9
Grade 3	498	192.9	15.0	205.2	12.5	12.3	8.8	0.4	8.8	3.5	140.0	343	68.9
Grade 4	485	202.7	13.8	212.0	12.3	9.3	7.8	0.4	6.3	3.0	148.1	331	68.2
Grade 5	517	210.2	13.2	218.1	12.1	7.9	8.1	0.4	4.7	3.2	167.8	351	67.9
Grade 6	461	214.3	13.1	219.0	13.7	4.7	7.6	0.4	4.1	0.6	115.5	270	58.6
Grade 7	512	216.6	15.2	221.4	14.9	4.8	9.1	0.4	4.1	0.7	117.8	301	58.8
Grade 8	472	223.7	13.6	230.9	13.5	7.2	8.1	0.4	3.0	4.2	237.6	361	76.5
Grade 9	526	227.7	13.1	231.7	12.9	4.0	7.9	0.3	2.3	1.7	174.8	332	63.1
Grade 10	502	228.4	15.6	231.5	16.1	3.1	9.8	0.4	2.3	0.8	135.7	294	58.6
Grade 11	22	217.0	12.7	217.3	17.6	0.3	14.8	3.2	0.0	0.3	0.0	14	63.6
Grade 12	6	199.0	15.0	196.3	22.3	-2.7	8.9	3.6	0.0	-2.7	0.0	3	50.0
Grade 13	452	149.6	10.7	164.4	12.9	14.8	8.4	0.4	11.0	3.8	134.6	318	70.4

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

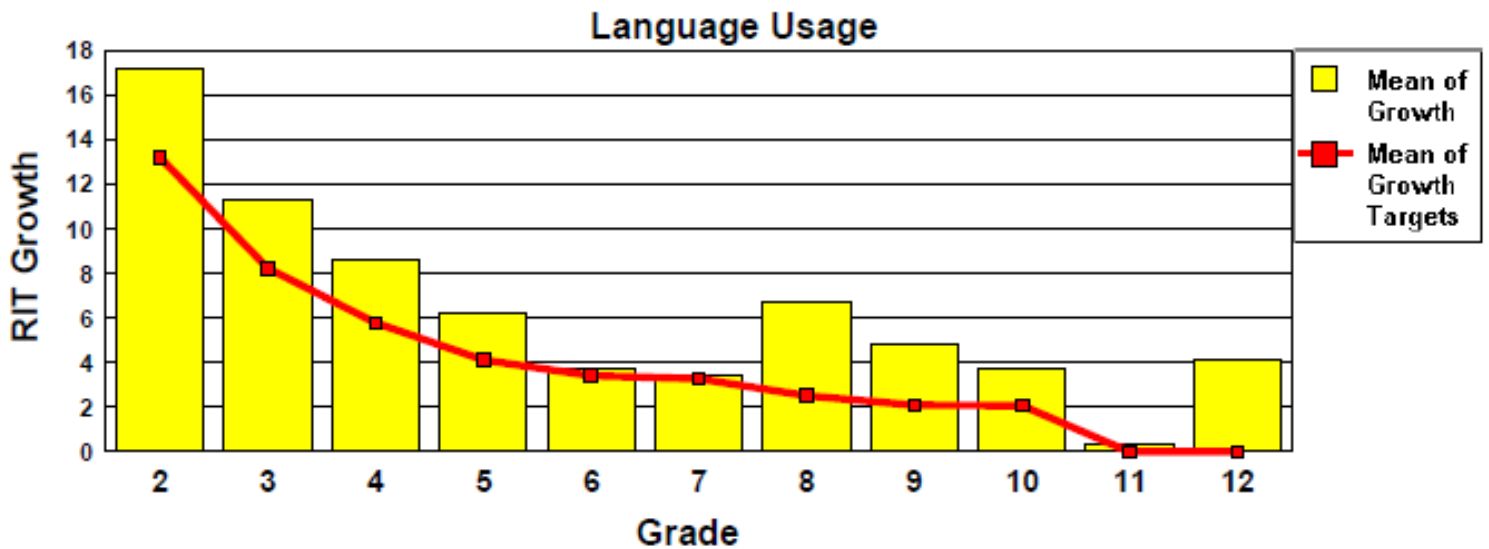
Note: Grade 13 represents kindergarten.



Language Usage	Count	Fall 2010		Spring 2011		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	488	180.9	16.0	198.1	13.4	17.2	9.0	0.4	13.2	3.9	129.9	360	73.8
Grade 3	494	195.8	14.3	207.0	12.4	11.2	7.9	0.4	8.2	3.0	136.7	350	70.9
Grade 4	485	205.2	12.8	213.7	11.1	8.5	7.2	0.3	5.8	2.8	148.1	337	69.5
Grade 5	515	211.9	11.2	218.2	10.2	6.3	6.4	0.3	4.1	2.1	151.2	337	65.4
Grade 6	461	215.4	11.1	219.1	11.0	3.7	6.2	0.3	3.4	0.3	108.3	272	59.0
Grade 7	510	217.3	11.8	220.8	12.2	3.5	6.6	0.3	3.3	0.2	104.9	284	55.7
Grade 8	475	223.4	11.7	230.1	12.3	6.7	6.5	0.3	2.5	4.2	266.5	373	78.5
Grade 9	525	227.3	11.4	232.2	11.5	4.9	6.4	0.3	2.1	2.8	231.7	369	70.3
Grade 10	498	227.6	12.6	231.3	13.3	3.7	7.8	0.3	2.1	1.7	181.6	309	62.0
Grade 11	11	218.7	9.8	219.1	12.5	0.4	10.1	3.0	0.0	0.4	0.0	8	72.7
Grade 12	6	208.8	9.7	213.0	11.1	4.2	15.3	6.2	0.0	4.2	0.0	3	50.0

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

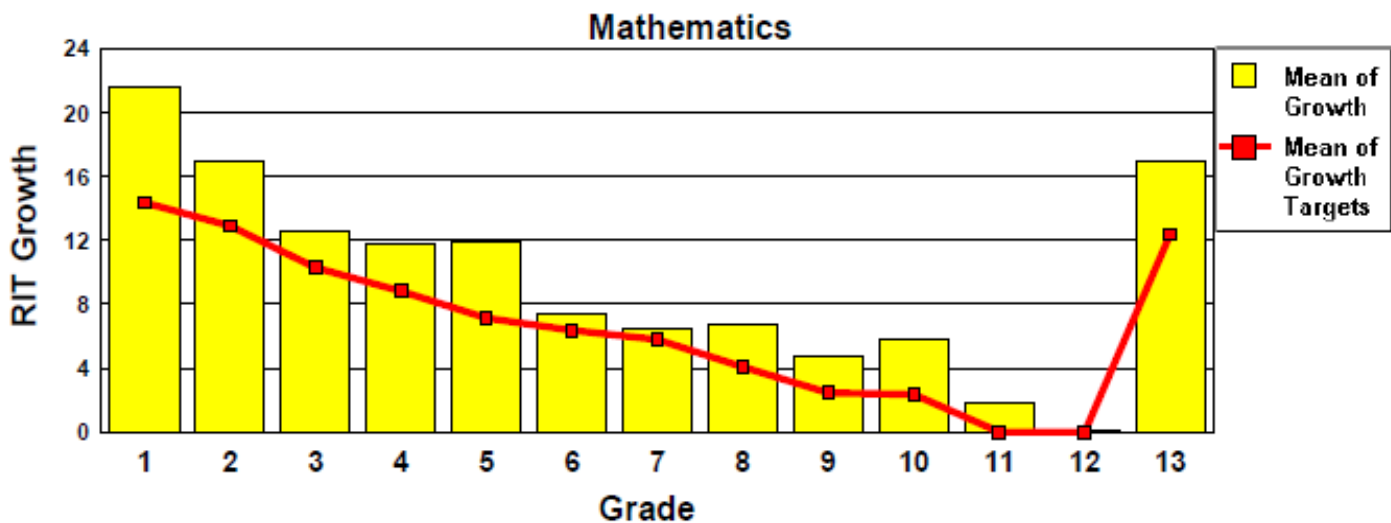
Note: Grade 13 represents kindergarten.



Mathematics		Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev					
Grade 1	496	167.1	14.2	188.7	14.3	21.6	7.9	0.4	14.4	7.3	150.5	425	85.7
Grade 2	494	183.1	12.9	200.2	11.6	17.1	8.1	0.4	12.9	4.1	131.8	363	73.5
Grade 3	498	198.5	12.5	211.1	13.2	12.6	7.6	0.3	10.3	2.3	122.8	325	65.3
Grade 4	485	209.2	12.7	221.0	12.8	11.8	7.6	0.3	8.8	3.0	134.0	321	66.2
Grade 5	517	218.8	13.4	230.8	14.3	12.0	7.5	0.3	7.1	4.8	167.8	398	77.0
Grade 6	460	223.7	14.6	231.1	15.3	7.4	6.8	0.3	6.4	1.0	116.4	285	62.0
Grade 7	509	227.6	17.3	234.1	18.3	6.5	7.5	0.3	5.8	0.7	112.5	305	59.9
Grade 8	474	236.7	16.9	243.4	17.4	6.7	7.0	0.3	4.1	2.6	163.9	339	71.5
Grade 9	524	240.5	16.7	245.2	17.4	4.7	6.9	0.3	2.5	2.2	191.2	347	66.2
Grade 10	502	241.9	18.2	247.8	19.9	5.9	8.5	0.4	2.4	3.5	249.5	356	70.9
Grade 11	98	225.9	15.5	227.7	18.7	1.8	10.7	1.1	0.0	1.8	0.0	62	63.3
Grade 12	17	222.6	19.1	222.7	21.8	0.1	10.1	2.4	0.0	0.1	0.0	9	52.9
Grade 13	454	148.5	11.3	165.5	14.1	17.0	8.1	0.4	12.4	4.6	137.2	351	77.3

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

Note: Grade 13 represents kindergarten.



Goal 3: The ACT Composite score in each content area tested will continually increase from 24.1 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 64.4% in 2009-10. This is a 4.5% decrease over the previous year's (2008-09) percentage of 68.9%. Data for 2010-11 will not be available until after July, 2011. In preparation for the ACT test all (100%) sophomores take the PLAN test, which is an ACT preparation test, at both East and West High School.

ACT Results - Composite - All Students Wauwatosa 2009-10 Compared to Prior Years Summary-All School Types Combined				
	Total Fall Enrollment Grade 12	Number Tested	% tested	Average Score -Composite
2009-10	548	353	64.4%	24.1
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

Goal 4: The percentage of students enrolled in Advanced Placement (AP) courses will continue to increase each year with all students completing an AP course or AP level 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.

The Wauwatosa School District was one of fewer than 400 school districts in the nation to be placed on the College Board Achievement list for opening AP classroom doors to a significantly broader pool of students, while maintaining or improving the percentage of students earning scores of 3 or higher.

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	11/12 predicted
AP US History	37	42	13	33	41	36	44
AP Government	35	66	65	59	54	52	70
AP Psychology	100	54	90	98	98	122	219
AP Art Studio & Portfolio	53	40	38	36	46	31	37
AP Art History	0	0	27	0	19	43	29
AP Language	135	72	89	55	69	52	90
AP Literature	59	74	45	101	108	131	147
AP Calculus AB	69	72	90	99	99	101	104
AP Calculus BC						21	25
AP Statistics							35
AP Biology	74	88	64	97	127	91	137
AP Chemistry	52	34	36	33	51	58	73
AP Physics	79	57	83	68	54	76	82
Total	693	599	640	679	747	814	976

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.

Advanced Placement Program Exams - All Subjects - All Wauwatosa Students 2010-2011 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
2010-11	2,023	390	19.28%	568	390	68.66%
2009-10	2,227	330	14.80%	473	356	75.30%
2008-09	2,136	312	14.60%	465	341	73.30%
2007-08	2,121	295	13.90%	415	306	73.70%
2006-07	2,159	276	12.80%	393	287	73.00%
2005-06	2,215	278	12.60%	421	329	78.10%
2004-05	1,895	249	13.10%	384	299	77.90%

Initiative 1: The Long Range Plan will be reviewed with a process involving members from the existing group and new members to establish ongoing action steps and discuss future potential initiatives.

On October 6 and 13, 2010, Wauwatosa School District staff, parents, students and community members met to discuss new strategies to prepare students for the future.

During the sessions the group discussed the current strengths of the district and envisioned the district in the year 2015. Three areas were discussed, those being flexibility, partnerships and human capital. Three strategies were developed based on these discussions.

Strategy 1

- The Wauwatosa School District will work to maximize relationships and partnerships among and between members of the educational community, as well as the greater community, in preparing students for participation, achievement, and competitiveness in a global society.

Strategy 2

- The Wauwatosa School District will transform the learning environment in order to ensure access to curriculum and personalized learning for all students, resulting in individuals who embrace 21st Century skills and who are lifelong learners.

Strategy 3

- The Wauwatosa School District will use data-driven decision making to create clear performance expectations for students, staff and key stakeholders leading to increased student achievement.

Throughout the 2010-11 school year, action steps from the 2007 Long Range Plan continued to be implemented.

The school board was presented with various reports concerning 21st Century skills and technology. Research has been initiated on Strategy 1 (above) as the district examines the various partnerships already in place and analyzes the current strengths and weaknesses.

Initiative 2: The Administration will bring a proposal to the Board of Education for a K-8 world language program for all students with consideration to budgetary limitations.

On January 10, 2011 the following proposal was brought forward to the Board of Education:

The Wauwatosa School District adopts an elementary Spanish world language program for all students in grades 1-5 at all nine elementary schools beginning the 2011-12 school year. This Spanish program would teach designated content related benchmarks (social studies benchmark concentration), in the Spanish language, to facilitate student acquisition of a second language at an early age.

This proposal was in accordance with Action Step 13 of the Long Range Plan (2005), the recommendation of the Long Range Plan World Language Sub-Committee (2007), and the recommendation from the World Language Curriculum Audit (2009-10). To further study elementary world language programs, a pilot program was implemented at Lincoln Elementary School in 2010 and several teams of teachers and administrators visited the Spanish program in the Waunakee School District throughout the 2010-11 school year. The district also worked with Dr. Helena Curtain, an international world language consultant, in the development of a rationale and design of the elementary Spanish program.

Rationale: ACTFL research (May, 2006) shows that an early language learning experience generally results in the development of native or near-native pronunciation and intonation; it is recommended that students be provided the opportunity to learn a second language as early as possible in school. This early language learning experience not only helps to develop native-like pronunciation but also promotes higher levels of proficiency if the student continues in a well-articulated sequence of language learning. Research corroborates additional benefits including strengthening of literacy in students' first language, raising standardized test scores in other subject areas, and developing comfort with cultural differences.

This same research further states, "The opportunity to learn any second language is **more important** than the specific language that is learned since research shows that generally learning a third or fourth language is facilitated after learning a second." Spanish was selected as the language of instruction based on this rationale, with consideration also being given to the following:

- Spanish has an **everyday presence** in the United States and allows for more immediate and frequent application and use
- Spanish language acquisition is **not as time intensive** as other languages, such as Mandarin
- Once a child has attained one language, it is easier to acquire other languages
- **Quality Instruction**
 - The teacher candidate pool is significantly greater for Spanish elementary teachers than any other language (there were 78 applicants for the positions)
- **Cost effective** to have the same language across schools
- Curriculum and instruction **collaboration** benefits
- The Spanish program would develop and promote student confidence and interest for **other languages**

Program Description: Spanish instruction would be taught 60 minutes a week in grades 1 and 2, 75 minutes a week in grades 3 and 4, and 90 minutes a week in grade 5. Spanish teachers would need to have both an elementary and Spanish license and would be hired in the spring of 2011. The Spanish curriculum will be written in the summer of 2011 and be on-going throughout the 2011-12 school year. Spanish instruction would be aligned to the ACTFL standards and be aligned to other content related benchmarks where logically possible, with emphasis on social studies content related benchmarks. Curriculum would be adjusted each year as students at each grade level acquire additional years of language.

Budget: The staffing for this program will be made available by reallocating current elementary Library Media Specialists positions to 6.45 FTEs for Spanish teacher positions. This reallocation will not add any additional staffing costs to the district budget. It is estimated that each teacher will receive \$1,000 for materials and resources needed to support instruction. Approximately \$7,000 will be budgeted for curriculum writing and other staff development related needs.

Evaluation: Common formative and summative assessments will be developed to measure learning throughout the year. Grade level proficiency assessments will also be developed to ensure target proficiency levels have been reached.

Board Action: On January 24, 2011, the School Board approved the creation of an Elementary Library Media Services Coordinator, Elementary Library Media Services Aides and Elementary Spanish teaching positions for the 2011-12 school year and directed administration to implement a plan to teach Spanish in the district's elementary schools beginning in the 2011-12 school year. The Board also directed administration to create a transition plan that includes teaching an appropriate world language offering at the sixth grade level beginning in the 2012-13 school year.

Initiative 3: The Administration will bring a proposal to the Board of Education on a restructured secondary schedule that furthers efforts in meeting the district goals and initiatives.

The secondary scheduling committee met multiple times during the 2010-11 school year. The committee is made up of approximately 30 teachers from all four secondary schools. The committee also has representation from Central Office administration.

The first step related to our work was outlining the work to be accomplished by the committee, communication to colleagues related to the committee’s progress, process used to make decisions and establishing a trusting, transparent relationship with all committee members involved.

Extensive work was done teaching the committee members about Kepner Tregoe and the decision making matrix we were going to use to evaluate scheduling options and make an eventual decision. The Kepner Tregoe process follows the following steps:

- 1 – Clearly state the decision to be made
- 2 – Establish and classify objectives
- 3 – Evaluate alternatives or options
- 4 – Consider risks
- 5 – Trust your work and make a decision

The committee developed the following decision statement: We will select/recommend the schedule that best accomplishes district goals, enables the curriculum to be taught and meets students’ needs at the middle and high school level (Step 1).

Next, the committee spent considerable time establishing and classifying objectives. As a group we determined that there would be two set of objectives, one for high school and one for middle school. The following are the objectives developed and shared with all secondary schools (Step 2):

Objectives:	HS Weight	MS Weights
Schedule at each level is compatible to minimize teacher travel and provide teachers a greater opportunity to connect with students	5	5
Teachers maintain the same students for the full duration of the course	4	4
The structure of the schedule enables teachers of the same content area to meet during the school day (common planning time)	7	9
Students will have a scheduled home base/advisor time during the school day	3	7

The schedule structure enables class minutes to be flexible depending on the content taught	8	5
Academic intervention/enrichment time is provided for all students	9	9
Minimize the number of hard student conflicts	1	1
Maximize opportunities for student choice regarding course selection (ability to select more courses)	10	10
Enable middle school students to take high school courses when appropriate	2	2
COST		

The committee then began exploring possible scheduling options or alternatives. The committee has recently worked with Dr. Michael Rettig, a nationally known consultant who deals with scheduling across the country. He presented, described, discussed and educated us on possible options that may meet the criteria listed above.

The committee will begin evaluating scheduling options this summer with a broader committee of participants to include parents, teachers, and administrators.

We will also need to consider our risks and plan appropriate professional development with any changes associated with our schedules. The work has been productive and the decision making process has been successful to date. There is still a great deal of work to be completed in the 2011-2012 school year.

Initiative 4: The district will continue to improve the effectiveness of Professional Learning Communities.

**Professional Learning Community
Staff Survey Results**

	District Total Fall 08	District Total Spring 09	District Total Spring 10	District Total Spring 11
Teachers and staff discuss instructional strategies and curriculum issues.	3.85	3.94	4.31	4.37
Teachers and staff work together to develop the school schedule.	3.09	2.98	3.10	3.34
Teachers and staff are involved in the decision-making process with regard to materials and resources.	3.43	3.40	3.71	3.77
The student behavior code is a result of collaboration and consensus among staff.	3.44	3.23	3.32	3.73
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	4.42
Teachers and staff members tell stories of celebrations that support the school's values.	3.38	3.31	3.57	3.64
Teachers and staff visit/talk/meet outside of school to enjoy each other's company.	3.15	2.98	3.11	3.09
Our school reflects a true sense of community.	3.47	3.28	3.51	3.62
Our school schedule reflects frequent communication opportunities for teachers and staff.	3.24	3.17	3.40	3.47
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	3.39
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	3.48
School members are interdependent and value each other.	3.75	3.64	3.89	3.97
Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.	3.53	3.53	3.71	3.84
Members of our school community seek to define the problem/issue rather than blame others.	3.60	3.50	3.70	3.85
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	3.92
People work here because they enjoy and choose to be here.	3.92	3.77	4.11	4.08
Number of Responses	453	303	510	491
Total District Average	3.49	3.41	3.65	3.75

5 = Always or almost always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

School: Eisenhower

Principal: Kristin Bowers

PLC Building Summary

The Professional Learning Communities (PLCs) at Eisenhower Elementary School worked collaboratively during the 2010-2011 school year to improve student learning. The grade level and department teams met to review student data and adjust their instruction to meet the diverse needs of our students. All grade level teams had two goals related to our two school MAP goals:

1. The Eisenhower staff will work toward continuous improvement by having **75%** of the students in grades SK through five meet their individual targeted growth on the spring reading MAP assessment.
2. The Eisenhower staff will work toward continuous improvement by having **75%** of the students in grades SK through five, meet their individual targeted growth on the spring math MAP assessment.

As a building, Eisenhower added intervention/extension (I/E) blocks to our daily schedules this year. SK classes had I/E blocks 3 days a week and grades 1-5 met four times a week. Each common grade level I/E block was 30 minutes in length. Grade level teams analyzed MAP and formative assessment data to flexibly group students based on academic need.

In addition, teachers posted learning targets daily for math and reading and used a common target poster to showcase the weekly skills, strategies and vocabulary for the Treasures reading units.

In Junior Kindergarten, the JK teacher at Eisenhower was able to meet with a district-wide team twice a month this year. The collaboration provided an opportunity for the teachers to share ideas and develop a Writer's Workshop model for JK. The JK teacher at Eisenhower also participated in reading coaching where she collaboratively planned lessons with the reading specialist at Eisenhower and observed a JK colleague at Underwood.

The Senior Kindergarten team created a common formative assessment for math. They reviewed data weekly and revised their math log books to reflect the learning needs of their students. They also incorporated more whole group modeling and developed SMART board lessons to increase student engagement. The focus in English/Language Arts was to increase students' rhyme recognition. Staff had an increased focus on nursery rhymes, ran small group rhyming centers during I/E and collaborated with music teacher and library media specialist to incorporate activities that included rhyming.

In First Grade, for both reading and math, the focus of the team was to create multiple methods of common formative assessment. The team created small group, slate work and SMART response assessments. The team utilized reader's theater, I/E, and MAP resources on the computer. They also made adjustments to their teaching and used common grade level strategies to meet the learning needs of students. First grade regularly incorporated learning targets and focus walls to showcase targeted skills and strategies.

The Second Grade team worked collaboratively to write common learning targets for math. Teachers reviewed weekly student assessment data to flexibly group students and develop activities for I/E blocks. They also utilized the MAP computer resources for additional skill work and used pre-testing to determine student needs. Second grade also participated in math coaching and worked collaboratively to plan lessons. In reading, teachers used weekly assessment data and running records to monitor student progress. Teachers tailored activities for I/E blocks to meet student needs.

In Third Grade, the team focused on constructed response. Teachers utilized the data from the Treasures Weekly Assessments to monitor student progress. Throughout the year, teachers used whole group, small group and student created examples to model proficiency for students. Third grade also participated in math coaching and worked collaboratively to plan lessons. They also worked with the District Teacher Leader to create extension activities to use during I/E blocks and SMART board lessons to use during whole group instruction.

The Fourth Grade teachers worked collaboratively to analyze data from MAP and formative assessments. The team established that in reading the groups needed collective improvement in *word meaning/context* and *process and number* for math. Findings were used to flexibly group students for whole group instruction and I/E blocks. The team created common learning targets for math, utilized senior volunteers to assist with reading interventions and incorporated the MAP resources for the computer for skill building.

In Fifth Grade, the team wrote common learning targets for math, analyzed student growth with formative assessments and used senior volunteers to assist with intervention work for students. In reading, teachers used running records to analyze and monitor student progress, used senior volunteers to practice fluency and comprehension skills with targeted students, and worked collaboratively with the English as a Second Language teacher and Speech and Language Pathologist to focus on grammar and vocabulary instruction.

Through the collaborative efforts of our PLC teams this year, we were able to meet our MAP goal for math with 75% of the students meeting or exceeding their target growth. This was an increase from 69% in 2009-10. In reading, 73% of our students met their targeted growth. This was an increase from 65% in 2009-10. While we did not achieve the 75% target in both subject areas we did show continuous improvement in both areas. We anticipate we will be able to push close to the district goal of 80% of our students meeting targeted growth for next year.

School: Jefferson
Principal: Tom Seidl

PLC Building Summary

Throughout the 2010-11 school year, the staff at Jefferson Elementary worked diligently through their Professional Learning Communities to better understand student needs, differentiate lessons, and see expanded student success throughout the building.

New for this year was the giving of weekly assessments with the Treasures material in English Language Arts. The assessment gave teachers immediate feedback to areas of success and struggle and allowed them to work with students in areas specific to their needs. This was crucial to our continued commitment to use data that we collect to shape the lessons that we teach.

The payoff came when almost 77% of our students SK-5 met their targeted RIT score on the Spring MAP tests in reading.

Teachers at Jefferson also looked at supplemental programs to help students be more successful in math. Several of the programs were on the computer, where students could work individually in the areas where they needed help or challenge. The results of this effort also paid off when almost 78% of our students SK-5 met their targeted RIT score on the Spring MAP tests in math.

The Jefferson staff has certainly acquired more skill in giving formal assessments and using data to increase student learning. The early release time on Wednesdays has been a major contributing factor to honing those skills. We are grateful for that time.

School: Lincoln
Principal: Dean Nemoir

PLC Building Summary

The Professional Learning Communities (PLCs) at Lincoln Elementary School worked hard within their teams during the 2010-2011 school year. The grade level and department teams have been meeting to improve instruction and student achievement. All grade levels had goals related to our two school MAP goals, which were:

1. The Lincoln staff will work together toward continuous improvement by having **70%** of the students in grades SK through five, meet their individual targeted growth rate on the spring reading MAP assessment.
2. The Lincoln staff will work together toward continuous improvement by having **70%** of the students in grades SK through five, meet their individual targeted growth rate on the spring math MAP assessment.

In Junior Kindergarten, the department was able to meet as a district-wide team twice a month this year. This helped with collaboration, since most buildings only have one JK teacher. They shared ideas at meetings and then brought them back to their buildings for implementation. They also kicked off Writer's Workshop this year. They are looking forward to a full implementation next year.

In Senior Kindergarten, they met weekly to examine data and develop strategies for continuous student improvement. They looked at available resources and MAPS scores to form flexible groups, based on the needs of the students. They included their Treasures curriculum in their planning to be sure all needs were met. They found that their meetings this year created greater consistency between the two classrooms; strategies were shared and implemented (for example word sorts).

In First Grade, they gained a greater understanding of how the MAPS assessment works since this was their first year. They learned how to extend the higher learners and pull up the lower achieving students to learn at their full potential. They spent much time on the MAPS website, collaborating about how to ensure their students learned more than the basic curriculum. They also had many discussions about the best way to move their students ahead in word work in order to improve their reading and writing skills. These discussions lead them to improve their existing routine to extend the higher level learners.

In Second Grade, they differentiate math instruction each week. Exit slips, unit pretests, slate assessments, and the MAP tests helped them make decisions about grouping and select the focus for each lesson. All this helped improve instruction every single day and made them more aware of the choices they made for each lesson in Everyday Math. They also reviewed Treasures weekly assessments to find out where students are struggling. They combined this with their reading workshop knowledge of each student and this helped them make small groups based on needs.

In Third Grade, for reading, they knew that most of their higher readers had a very easy time reading the Treasures "skinny books" and did well on their weekly Treasures assessments, so they invited Lisa O'Malley and Jean Paulus to one of their PLC's so that they could learn more challenging types of

questions and book ideas that would continue to help their challenging readers learn more difficult reading strategies (Sem-R bookmark ideas, etc.). They then worked on these ideas with their students and found great success. For math, they learned from the data on the math pretests that certain students needed more challenging math concepts, because they would take the pretest and get the majority of the questions correct, so they were able to meet with Lisa O'Malley a few times to discuss ways to challenge these students (WebQuests and compacting curriculum and PowerPoint presentations on division).

In Fourth Grade, they have found that they are more productive during PLC time than in the past. They are doing a great job of looking at weekly Treasures assessment data and discussing how to change their instruction, especially with reviewing weekly results with students (providing feedback). They incorporated MAP data into their instructional planning time to better differentiate instruction for students that are working below, above, and at grade level.

In Fifth Grade, they shared ideas, preparation, and materials more so than in the past. They used data to group students according to needs and alert support staff. Then they invited support staff to meetings to plan interventions as a result of data analysis. They would discuss and determine skills that needed to be reviewed and monitored. They created review activities to strengthen the instructional gains for students. They also created post assessment opportunities for further learning.

Besides what was briefly mentioned about each grade level, they all worked on formative assessments. The teams have been creating and analyzing these assessments. This has helped identify students who are below, at, or above what is currently being taught. We discuss these assessments on a regular basis to improve student learning. This is one area that teams are still learning and growing. We will continue to grow in this area of formative assessments.

In conclusion, with the hard work of our PLC teams this year, we were able to meet (and exceed) our two MAP goals. Our Math MAP growth was 76.5%, which was a 12.3% increase from the previous year and our Reading MAP growth was 71.4%, which was a 8.7% increase from the previous year. We are very proud of our staff and students for their tremendous work this school year.

School: Madison
Principal: Lori Lester

PLC Building Summary

The grade level teams, vertical teams and specialist teams of Madison's Professional Learning Community met each early release Wednesday during the 2010-2011 school year to collaborate on student learning. Each week they completed their PLC Learning Log and submitted it to the administration for review. Each team created norms for their meetings and set goals for their students based on MAP data.

SMART Goal: 70% of the kindergarten through fifth grade students at Madison School will reach or exceed their expected growth target in reading as measured on the Spring MAP Assessment.

SMART Goal: 70% of the kindergarten through fifth grade students at Madison School will reach or exceed their expected growth target in math as measured on the Spring MAP Assessment.

The junior kindergarten teachers met district wide this school year. This was a beneficial meeting for my JK teacher as she is the only JK teacher at Madison. She appreciated being able to collaborate with her JK peers to enhance the learning for all junior kindergartners. They were able to review assessments in Every Day Math and Treasures for all junior kindergartners and to make consistent decisions based on their data. They were able to work with our writing consultant to enhance our JK writing strand and observe a lesson with an actual class. This year our junior kindergartners also had the opportunity to be involved in MAP testing for the first time!

The senior kindergarten teachers focused on creating and using formative assessments to drive instruction in math, reading and writing. With this information, they found that cross-grouping for skill-level groups for intervention and extensions was extremely beneficial for their students. This evidence helped them to plan more in depth and skill-based literacy and math centers depending on student need and teacher strength. Letter and number recognition improved for Madison kindergartners based on the use of formative assessments and collaboration.

First grade teachers focused on triangulating their data this year. They analyzed MAP, Treasures, EDM and quizzes created as a team to make instructional decisions. Through the use of assessment, they had data driven conversations during PLCs that led to the creation of "Power Hour." They created a "Power Hour" of extensions and interventions based on student need and cross-grouped their children to enhance student learning and target needs. Over 75% of their students met or exceeded their target RIT score in both math and reading

Second grade teachers focused on the use of graphic organizers to provide a framework for main idea and detail which was an area of concern. They also analyzed MAP, Level 2, exit slips, slate work and journals to make decisions about instruction. They continued to create child friendly learning targets that were clear and specific and posted them each day. They modeled writing summaries, they created partnerships for children to complete written summaries and provided opportunities for children to complete written summaries independently. They created small flexible groups for students in math and reading based on student needs.

Third grade focused their attention on weekly assessments, graphic organizers, unit assessments, WKCE and MAP data during PLC Wednesdays. They provided opportunities for more time and support for struggling students and enrichment opportunities for students working above grade level. They met daily with their small groups based on data discussions during PLC time. During the small group sessions, they used graphic organizers as a framework for learning concepts, completed vocabulary activities and fluency checks in reading. For math, the data drove small groups for differentiated tasks, pre-teaching, or extensions based on the needs of students.

Fourth grade analyzed MAP data, WKCE, Unit tests, weekly assessments, quick quizzes, slates and other formative assessments during PLC Wednesdays. Using this information, they created learning targets that were child friendly and helped children to better understand the standards and benchmarks set before them. They created small groups for cross-grouping for intervention time, after school math and reading clubs and enrichment opportunities.

Fifth grade spent PLC time using data to create opportunities for children in math and reading based on skills. They analyzed weekly assessments and focused on constructed response. They used the information and data from BLT regarding writing and created more opportunities for students to write and receive feedback on writing. They created exit slips with data gleaned on EDM and Treasures Assessments for monitoring concepts not mastered during the initial assessment. 80 % of their students achieved their math MAP target RIT and 78% of their students achieved their reading target RIT.

Early Release Wednesdays have been extremely valuable for the Madison staff. Our Professional Learning Communities have become very data driven and instructionally focused in order to improve learning for all students. Our BLT created a visual framework/flowchart for how we function during our PLC time. The chart begins with the key DuFour questions, to the Tosa Lesson Planning Guide, to Learning Targets and Assessments, to Instructional Decisions that include Interventions and Extensions and promotes guided discussions that focus on Continuous Improvement for staff and students.

School: McKinley
Principal: Mark Carter

PLC Building Summary

This year McKinley Elementary used its Wednesday collaboration time to focus on classroom instruction that would meet the needs of every student. Below is a synopsis of how we used our collaboration time on Wednesday afternoons.

As a building we worked to achieve building goals in reading and math where our main emphasis was on individual student learning (growth). Our goals at McKinley were:

Reading Goal:

- To improve student performance in reading so that 75% of all McKinley students meet or exceed their targeted growth rate on the MAP reading assessment during the 2010-11 school year.

Math Goal:

- To improve student performance in math so that 70% of all McKinley students meet or exceed their targeted growth rate on the MAP math assessment during the 2010-11 school year.

All grade level teams at McKinley analyzed data from classroom instruction, observations, MAP testing and WKCE results to begin the process of developing individualized instruction for all McKinley students. Our teachers and students then sat down and developed personalized academic goals so that the students knew what they needed to improve upon in order to become better readers and mathematicians. Several grade level teams began the implementation of intervention and enrichment blocks of time where the main focus was on meeting the academic needs of their students by using data to create small groups of learners with the same academic need for interventions or enrichments.

A large portion of our collaboration time was spent learning about and working together to implement the Writer's Workshop model of writing instruction. Our teachers received staff development from our Building Leadership Team on the major components of the Writer's Workshop Model (mini-lesson, status of the class, writing & conferencing, and group sharing). Each grade level team took this information back to team meetings and discussed the best way to implement this model of writing into their classrooms. The Building Leadership Team also trained staff members to collaboratively score the district common writing assessments. By collaboratively scoring the student's writing pieces we were able to calibrate our assessment of writing and take the subjectivity out of our grading practices. Collaborative scoring also gave our teachers an opportunity to view the writing expectations of students in the grade level above and below them. The final element of collaborative scoring was to give our teachers an overall sense of our student's strengths and weaknesses in writing.

The work we accomplished this year has prepared us to focus on individual student achievement and to implement the following instructional designs that will support student achievement:

- Common instructional time across each grade level in reading and math in order to differentiate classroom instruction (flexible grouping, tiered assignments, content, process, & product) so that all students are able to learn at their ability level.
- Creation of Intervention and Enrichment Blocks where a period of time each week is devoted to the specific learning needs of every student.
- Continue to use data from a variety of resources to design classroom instruction.
- Staff will use our Wednesday collaboration time focus on collective inquiry. This means that our staff will work to ask and answer the right questions about improving instruction so that they can build shared knowledge about best practices for improving student performance.

By making this our focus we hope to help our students become outstanding readers and mathematicians, so that they can apply their strengths in these areas to all content areas. At McKinley we want to help the district reach its goals of 95% of all students meeting or exceeding proficiency on the WKCE and having 80% of all students meet or exceed their targeted growth on the MAP assessment.

School: Roosevelt
Principal: Mark Supa

PLC Building Summary

As a building, Roosevelt used the four PLC questions to drive our Wednesday work: What do we want our students to learn? How will we know if each student has acquired targeted standards and benchmarks? How will we respond when students do not learn? How will we extend and enrich learning for students who have mastered the standards and benchmarks? A lot of work was done by grade level teams writing learning targets in student-friendly language so each teacher knew what they wanted their students to learn. Learning targets were posted in each classroom for each lesson. These student-friendly learning targets helped students understand what they should be learning from each lesson. The learning targets also helped staff focus on the standards and benchmarks as they developed and implemented their lessons.

Each grade level also spent time collaboratively grading the constructed responses from the weekly Treasures assessments. Student data was then collected and discussed to see if there were any trends over the course of a Unit. Along with tracking grade-level trends, teachers also spent time tracking individual student trends. Having student data helped staff share effective teaching strategies and develop intervention and enrichment activities for students.

During our building Wednesday's the BLT focused the building professional development on the district initiative of writing. The BLT did a great job at disseminating the information learned from Joan LoPresti as it related to the District writing assessments. This was a very valuable part of the year because staff was calibrated on how to use the agreed upon scoring rubrics. During second semester, staff used the information to commonly score the constructed responses on the weekly Treasures assessment and have closer student scores.

The focus for Roosevelt's professional development for the 2011-12 school year is going to be using the DesCartes information to improve student learning. The BLT along with the District Teacher Leader will be helping with this endeavor.

School: Underwood
Principal: Jenny Keats

PLC Building Summary

The Professional Learning Communities at Underwood made continued implementation of the literacy curriculum Treasures a focal point this year. In all content areas, a renewed commitment was placed on developing and posting learning goals written in student-friendly language. Weekly Treasures assessment results were analyzed to identify specific skill or concept subsets requiring additional instructional emphasis. In the upper elementary classrooms the focus was on grammar and vocabulary development. In fourth grade, one hundred percent of students scored eighty percent or higher on the Treasures reading benchmark vocabulary component by the end of the year. The lower elementary classes noticed a need to focus on vocabulary and word structure. These findings were supported by the school MAP results, which also drove many discussions during PLC meetings. Literacy and vocabulary development was also the focus of instruction in both general music and physical education classes, as well. During a whole group data analysis activity, the faculty determined goals for planning instruction next year: connecting MAP vocabulary to vocabulary taught in the content areas, and increasing the number of students meeting or exceeding their targeted RIT growth score in Math.

School: Washington
Principal: Anthony Bonds

PLC Building Summary

Washington Elementary School continues to make significant strides in its pursuit of becoming a true learning organization.

Below are the Smart goals that we set in 2010:

- **SMART Goal #1-** We will increase in 2010 the percentage of students who met proficiency on the 2009 WKCE by 2% for students in all grades in reading literacy and Mathematics.

Reality at the Start of the Year- On the 2009 WKCE, the percentage of students who met proficiency was as follows: Grade 3-Reading 97% and Math 97%; Grade 4-Reading 92% and Math 90%. (The percentages include students who received passing scores on the WAA test.)

- **Smart Goal #2-** 85% of our students will meet or exceed their MAP growth target for the year.

Reality at the Start of the Year-Baseline scores will be determined after the fall MAP assessment. (Each grade level team will focus its goals on improving areas of weakness as identified by the MAP assessments. For example, a grade level may choose to focus on analyzing informational text in reading and computation in math.)

2010 WKCE Results- Our 3rd grade (the 4th grade group and not cohort) reading scores remained relatively unchanged at approximately 97%. The 3rd grade (the 4th grade group not cohort) math scores decreased to 92% from 97%. Hence, we did not make our 2% goal in reading or math of this grade level. Our 4th grade (the 5th grade testing year) reading scores increased from 92% to 95% and the math scores increased from 90% to 95%, thus making our 2% goal for this grade level.

2010 MAP Results- In math, only one grade level (1st grade) met the 85% goal, attaining 89.7% of their students meeting their growth targets. In reading, no grade level met the 85% goal.

Our students' WKCE performance varied, indicating several strengths and several areas to improve or consider as we move forward. I will only point out a few here---Our 5th grade cohort data in math shows that we were able to move a greater percentage of students into the advanced category. 4th grade shows a decrease in the advanced, moving to proficient. On the other hand, the total percentage of students in basic and minimum decreased by 2%. The same is true in reading for our 5th grade cohort. Our 3rd grade (going to 4th grade) performance indicates an area of concern with only 78% of the students meeting proficiency in Math and 86% in reading. Given the quality of our school district and specifically, Washington, anything under 90% is disappointing. We can and will do (perform and improve) better. I truly believe that 90% or better is achievable.

PLC Teams-Through my observations and participation in weekly grade level meetings, I can, without reservation, state that our grade level teams, as a whole, are developing the habits of high functioning learning teams. Each grade level was required to create team goals which connected directly to our building goals in math and literacy. Teacher teams then developed action plans to meet those goals. As

a school, we also established some consistent building wide practices and expectations-- posted learning targets, held student goal setting conferences, created reading blocks and intervention blocks, established at risk plans for students, and provided WKCE test prep etc. To support and monitor those efforts, the District Teacher Leader, Reading Specialist and Principal attended team meetings frequently. During those meetings, it was clearly apparent that the use of student data was focus of discussions. And, this year, more than before, teachers truly looked forward to reviewing and analyzing MAP data and Treasures weekly assessments...To also support teams and goals, we held three grade level meeting days throughout the year where we set goals, discussed students' needs and growth on various assessments. We also discussed specific grade level needs for each team. Hence, the primary goals of the meetings were to keep teams focused on grade level and school goals and to monitor grow/efforts towards those goals. Additionally, we made a concerted effort to celebrate successes throughout the year, giving teacher teams several opportunities to share and learn from each other...The results from a staff survey that was given this spring, coincidentally, indicates a growing satisfaction with teaming and collaboration time. On a scale from 1.0 to 5.0, the staff satisfaction with planning and organizational time received a 4.67. Staff empowerment in instructional decision making received high marks-4.0. And, the teachers' feelings of being interdependent of each other received 4.0 out of 5.0. This is encouraging and bolds well for Washington.

In short, I am encouraged by our school's accomplishments and the strides that we have made this year. I am also proud of my teachers' efforts and thankful for their commitment and professionalism. It is that dedication and commitment that we will continue to tap as we further develop our school's capacity as a Professional Learning Community and improve our students' academic performance.

School: Wilson/Wauwatosa STEM

Principal: Mike Leach

PLC Building Summary

Reading Literacy Focus – Provide evidence of your team’s attention to and development of student literacy skills.

This year was a new year for me as the building administrator in a building with two schools. We focused our PLC efforts on developing better PLC’s and using our time effectively. We visited the early conversations of “What is a PLC” and “How PLC meetings and collaboration needs to look” throughout the first three weeks of the school year. We worked in grade alike level teams and used data in developing solid SMART goals. The teams each worked to develop 6-8 week goals and captured their weekly progress via journaling in the PLC Journal. Each team had to set one math and one reading goal to be worked on. Some worked on them alternating and some consecutively each week.

MAPS development was a critical aspect to our team collaboration this year. We needed to develop a better understanding around MAPS data analysis and goal setting with students to achieve the 80% target of students meeting their end of the year targeted RIT scores. 100% of our teams used goal setting in their rooms with students and each team worked to set up intervention times based off of the data collected both informally and formally with formative and summative assessments.

Staff collected and analyzed data from each weekly assessment. The staff worked an item analysis that produced areas of deficit and areas of strength for each set of students. From there, MAPS data were analyzed and used as a second point of data. The trends for MAPS, Treasures, and WKCE were able to assist teams in the setting of goals and their work to intervention with specific groups of students. Staff also worked to develop a progress monitoring tool and exit slips that were consistent with the items being taught in both class and intervention.

Formative Assessments – Describe the types of formative assessments used by your team this year.

All staff were engaged in work with setting and teaching learning targets for each Math and Reading lesson. Staff collected their learning targets for the students and posted them in a class binder for future usage. The work with a clear target led to work with assessments both formative and summative in nature. Classroom teachers developed, in common, grade level assessments that were able to show what students learned in a given session in reading and math.

Describe the team learning experiences that occurred as a result of PLC discussions of common assessments.

Our staff learned that our building needs to work on developing intervention blocks consistently. We learned that we need to share resources and interventions across the building as we do not have multiple sets of intervention materials to go around the building. The data were used to determine the work for each cluster of goals for a 6-8 week period of time.

SMART Goals – Please examine your SMART goals for this year. List any evidence of measurable student achievement gains as it relates to those goals.

W-STEM

The results this year for the buildings showed very good growth over time data for both schools as measured by MAPS. The charter school saw the following results:

SK- Reading is 100%, Math is 100% reaching their targeted RIT score.

1st- Reading is 89%, Math is 100% reaching their targeted RIT score.

2nd- Reading is 100%, Math is 91% reaching their targeted RIT score.

3rd- Reading is 89%, Math is 67% reaching their targeted RIT score.

4th –Reading is 84%, Math is 95% reaching their targeted RIT score.

5th – Reading is 50%, Math is 83% reaching their targeted RIT score.

OVERALL SCHOOL SOCRES- Reading- 87%, Math 91%

Wilson School

The results this year for the buildings showed very good growth over time data for both schools as measured by MAPS. Wilson school saw the following results:

SK- Reading is 76%, Math is 84% reaching their targeted RIT score.

1st- Reading is 81%, Math is 86% reaching their targeted RIT score.

2nd- Reading is 83%, Math is 74% reaching their targeted RIT score.

3rd- Reading is 71%, Math is 61% reaching their targeted RIT score.

4th –Reading is 82%, Math is 68% reaching their targeted RIT score.

5th – Reading is 72%, Math is 79% reaching their targeted RIT score.

OVERALL SCHOOL SOCRES- Reading- 78%, Math 75%

Strategies – Describe any strategies/interventions/enrichments/extensions your team has found to be an effective instructional tool.

School: Longfellow
Principal: Jason Galien

PLC Building Summary

In 2010-2011 Longfellow continued intense work around the operational tenants of Professional Learning Communities. The primary focus this year was the use of reading strategies in the content areas and the use/development of common assessments.

While there are dozens of reading strategies to choose from, all teachers were expected to identify and use two or three high leverage techniques in an effort to improve students' reading ability. For example, some teachers were using *active* reading strategies to help students learn how to interact with the text by: creating Before/During/After questions about the passage and annotating texts. Other widely used strategies were: identifying and clarifying the main idea, understanding the author's purpose, and making inferences. Teachers came together once a month to collaborate on the use and effectiveness of the various strategies. These meetings allowed teachers to learn from one another and gain meaningful insights about what strategies are working with different types of students.

With respect to Common Assessments, teachers in the various departments throughout the building are at different developmental stages: from teams of teachers within the same subject area negotiating what makes up a meaningful assessment to teams refining and rewriting a common assessment they've used or two years. Every department has created and used at least one common assessment. From 8th grade Advanced English Language Arts; to 6th grade Science; to Physical Education; to Family and Consumer Science; common assessment is now common language. Teachers recognize the importance of maintaining equal rigor and expectations across subject areas but also preserving personal creativity. Our staff realizes students have the right to a high quality teacher using a high quality curriculum and it shouldn't be luck-of-the-draw but rather the expectation. The majority of Longfellow teachers are at a point of asking, "We've given the common assessment; Now what is the data telling us and how can we use the data to improve learning?" The willingness to seek answers to these questions demonstrates our teachers' commitment to continuous improvement.

In summary, Longfellow has come a long way over the last three years. Our level of commitment to meaningful collaboration for the purpose of increasing both staff and student learning continues to soar. Collaboration, professional reflection, and goals focused on improvement are now expectations throughout the building. As a result, we are proud to report, for the third consecutive year there was an increase in the number of students who met targeted projected growth in reading!

School: Whitman
Principal: Jeff Keranen

PLC Building Summary

At Whitman Middle School we accomplished the following activities and task on Wednesdays during collaboration time. Again this year we had a building resource team that met on a regular basis to plan and design meaningful activities. The building resource team attended district meetings on Wednesdays to expand their knowledge and skill base related to the districts goals of professional learning communities. Whitman has had a very successful year related to continued understanding and growth of the concepts embedded in professional learning communities.

The following is a summary of some of the things we accomplished this year at Whitman. We continued to focus on MAPS testing and the benefits this valuable tool provides teachers in developing effective teaching strategies to help students attain maximum predicted growth throughout the year. As a building we focused on student goal setting related to MAPS data analysis, identification of students weaknesses and strengths, and sharing instructional strategies teachers used to effectively meet student needs based upon the data generated using MAPS testing. Throughout the year we visited MAPS and continued to build our skills related to this valuable instructional tool.

As a building we also focused work on reading and writing across the curriculum. We used Doug Buehl a reading consultant to help us understand how to engage students in all curriculum areas regarding reading and writing. The teachers at Whitman constructed interactive reading guides to better engage students in the reading process during their classes. As a building we found this strategy to be very effective. Our work with Doug Buehl has proved to be beneficial in helping our building align with the districts reading goal. This work has been very productive and beneficial.

Further work continued on improving our WKCE reading scores. Again, this year we worked on a rubric related to constructed responses and how we can help students learn the necessary skills to improve their writing and reading related to state testing. Our staff has done a great job analyzing data, developing strategies and implementing the instructional strategies developed in their classrooms.

We also used our collaboration time to begin developing common formative assessments. As a staff we understand the benefits of using formative assessments and have begun the process of using them on a more frequent basis and then sharing the results with other staff members who teach like subjects. We have begun to use this common data to develop instructional strategies to improve learning. In the coming year, the frequent use of common formative assessments will be a building goal.

This year we also used our time to develop a data wall related to students and how they were performing in our school. From this discussion we also examined interventions we were using to help students be successful. As a staff we were trained in some of the software programs that are available to us to better utilize these valuable resources.

Again this year we focused on qualities of effective teams. In order to collaborate at a high level we need teams that work well together. We continue to work on trusting relationships, a positive school culture and what roles everyone performs to make our school successful. We celebrated successes and discussed shortcomings throughout the year. We clearly understand that culture and climate will trump structure when it comes to professional learning communities.

Next, we examined the standards or learning targets we wanted students to know during each unit taught. Again our instructional staff understands the need to put our learning targets in student friendly language to help them understand what they are trying to accomplish. Identifying and sharing learning targets is a critical piece when using formative assessments to drive instruction.

Finally, we met with feeder school 5th grade teachers to discuss effective transition for their students to Whitman. The opportunity to exchange information was very beneficial. We will continue this practice in the future.

School: East
Principal: Nick Hughes

PLC Building Summary

The start of the PLC work this year began on the first day of teacher inservice with the sharing of the East data story with the staff. Results for student performance related to building and district goals were reviewed and discussed with the staff and the targets for the future were highlighted.

Each department and/or team was responsible for setting goals that related to the four district and building goals in the first weeks of the semester. The entire staff and department teams reviewed norms and expectations for meetings and were presented with the reporting document to monitor progress for the year. A vast majority of teams completed and saved the goals and summary documents on a shared drive. The next week meeting agendas were set by teams at the end of the current meeting and saved to the shared drive.

Much of the work the first semester work focused on the discussion, development and use of formative assessments by teachers. Teachers shared individual results from these assessments and discussed how this data could drive and refine classroom instruction. The data demonstrated that teachers could move quicker through the material and had to slow down and re-teach material. Slowly, departments and teacher teams developed and used common formative assessments for courses and completed similar data studies.

Teachers also continued to explore the appropriate use of learning targets within the classroom to describe what was being done in class. Practicing the explicit language around learning targets and creating clear expectations of when and how targets could be met allowed for many collaborative discussions and the infusion of work related to formative assessments. Many departments continued to develop and institute reading strategies to enhance student reading skills and ability to better use reading resources for the individual content areas. Doug Buehl assisted departments with content specific reading instruction throughout the year. Reading scores for both MAP and WCKE have improved but continue to show a need for improvement in our student data.

In the second semester, work on common summative assessments picked up throughout the building. The push to have common final exams generated many tense conversations among staff members and highlighted the need to utilize the “backwards design” philosophy for curriculum. Teachers were presented with data collection tools to use to review common summative assessments and were given time to both grade and discuss the common summative assessment results. The plan is that all courses will utilize common summative assessments next school year and review the semester data from the previous year for better teaching in the current school year. Individual teams implemented vocabulary strategies and questioning techniques to improve ACT scores within the core subject areas.

Administrators continue to monitor and observe PLC meetings on a weekly basis and offer both feedback to the teams on meeting quality and thoughts and opinions related to the weekly discussions to improve student learning. The Building Leadership Team was heavily involved in presenting material

from the yearly meetings back to the various departments. Their leadership and work at the district and building level was extremely important for the growth in our collaborative teams.

Staff survey feedback regarding the work of the PLC teams and the success of this district initiative continues to show a growth in our collaborative culture at East High School. Meaningful collaboration is taking hold throughout the building and in pockets across the high schools in the district. I am confident that our collaborative teams will both improve teaching and learning throughout the district.

School: West
Principal: Frank Calarco

PLC Building Summary

This year our departments divided up into teams. Each team came up with a goal based on one of our 4 building goals. Every Tuesday, one of the team members was responsible to send out the agenda for the next day's meeting. On the agenda each week were the action steps to be worked on and also a list of what materials and or resources needed to be brought to the meeting by each team member.

This year our teams really focused on common summative assessments. By the end of both semesters every teacher who taught the same course used the same final exam. This was very time consuming work. Teams had to agree on the learning targets based off of the district standards and benchmarks. Also, after the first semester course alike teams met to look at the data from the first semester final exams. A protocol was developed to try and help provide professional development for teachers through their mining of the data.

Another strong focus this year was the implementation of reading strategies across the curriculum. Our BLT delivered professional development on one of our Wednesdays. They used all the materials from Doug Buehl. Every teacher had to try at least 3 strategies over a 3 week period. Afterwards we used part of a Friday inservice day to share successes and areas of challenge for each teacher. Over 60 percent of our students in 9th and 10th grade met or exceeded their target growth rate this year. That is in comparison to 40 percent two years ago. Hopefully this will be a trend that continues.

Finally the 3rd area of focus was to improve our students' performance on the ACT. Several departments gave practices tests on a semi regular basis. We also hired a consultant from Harvard to work with our teachers. This consultant gave our teachers teaching strategies that they could use on a regular basis. These strategies were provided to students while delivering our district curriculum.

The last two components of our PLC Wednesdays involved our administration. Each week all three administrators would attend 3 or 4 team meetings. During those meetings we would offer suggestions, feedback, and or help provide resources for the teams. The other procedural component involved giving feedback on the report summary each week. At the end of each PLC meeting an announcement was made with 5 minutes remaining. This would signal the teams to work together to write up a summary for the week, and also set the agenda for the next week. A teacher leader each week would then email the summary to everyone in the department, save it on the Tshare, and send it to each administrator. Just about every Wednesday, myself and the other administrators would provide feedback that night to each department on their report out sheet. One thing I forgot to mention was at the beginning of each meeting an announcement was also made to start the meetings with the reading of the norms.

Overall, I feel that our teams at West improved their understanding of what good collaboration looks like on a weekly basis. At our recent BLT I received feedback from many of our team members to validate my belief that we are improving. I hope to build off of that improvement next year in a way that shows up in our students' achievement data.

Initiative 5: The district will continue to develop and implement the Wisconsin Comprehensive School Counseling Model (WCSCM).

The Wauwatosa Student Services department is in the second year of implementing the Wisconsin Comprehensive School Counseling Model. Student Services staff met in grade level teams to collaborate around the implementation of the model. Below is a summary of activities that occurred during 2010-11 related to the implementation of WCSCM in Wauwatosa.

Elementary

- Support the implementation of the research based Second Step guidance curriculum in grades Kindergarten-5. Student Services staff continued to support and assist in the delivery of Second Step throughout the school year across the district. Student Services staff collected and shared data with building administrators related to lessons covered in each classroom.
- The new DPI Bullying curriculum “Time to Act” was delivered to third grade students. Student Services staff assisted in delivering lessons. In addition, post-tests were administered to students to assess their understanding of lessons taught. “Time to Act” will expand to all students in grades 3-8 over the next two years.
- The elementary student services team reviewed and revised the Individual Learning Plan Portfolio (ILPs) lessons and content for fifth grade students. The focus areas of the student portfolio are: All About Me, Study Skills, Goals, Learning Styles and Careers.
- Each elementary student services staff member facilitated individual student conferences for all fifth grade students; 508 conferences were held during the second semester. All parents and guardians were invited to participate in the Moving Forward conference. Parent and student feedback forms were completed after each conference.
- Conference survey results report individuals completing the survey agree or strongly agree with the following statements:
“I left with a better understanding of (my/my child’s) strengths and goals.”
Parents: 97% Students: 98%
“I think preparing and sharing the portfolio was a good thing for (my parent/guardian and myself or my son/daughter and myself)
Parents: 100% Students: 92%
- During the 2010-11 school year, Career Cruising, the online career guidance program for students in grades 6-12, provided Wauwatosa elementary schools access to the middle school program to preview and pilot. Several buildings engaged students in some of the lessons available and offered exposure to the program. Career Cruising is currently working on an elementary level program.

Middle School

- “Time to Act” was delivered to all 6th grade students. School counselors at both middle schools participated in the delivery of classroom lessons.
- The middle school team worked collaboratively to revise lessons and content of the Individual Learning Portfolios for student conferences. Middle school conferences covered: Student Goals and Dreams, Student Strengths, Student Interests, and Student Potential.
- Each middle school targeted one house to hold student conferences with a parent. In total, 158 conferences were held for 8th grade students; a parent or guardian was invited to attend each conference. 93% of the conferences held had a parent in attendance.
- In a survey, individuals were asked to rate the overall value of student conferences 1=not useful/5=useful.
Results: Parent average rating 4.75 Student average rating 4.5
- All 7th grade students took the Explore Test.
- The middle school student services team continued with the development of lessons and activities in Career Cruising for grades 6-8. Staff aligned activities with standards and delivered lessons to students in all grade levels. Elements of work completed by students were incorporated into 8th grade conferences.
- The student services team delivered “Signs of Suicide,” to all 7th grade students in Wauwatosa.

High School

- The high school student services team revised the sophomore career unit to incorporate information from the PLAN/ACT.
- High school counselors continue to develop and implement Career Cruising for lessons and activities for students to assist with course selection, post high school planning, and career planning.
- Both high schools worked collaboratively to develop lessons and revise the content of student portfolios for junior conferences.
- Junior conferences were offered for every student. In 2010-11, parents or guardians were invited to attend conferences.
- In a survey where students were asked “Overall, my junior conference was helpful to me,” 1=strongly disagree/5=strongly agree, the student response average was 4.4.
- The PLAN was administered to all students in tenth grade.
- High school counselors participate in core content area PLCs (Math, Science, English, and History) in an effort to better support students in course selection and achievement.

District Wide

WCSCM categorizes time into the following four areas: System Support, Counseling Curriculum, Responsive Services and Individual Student Planning. At the beginning of the year the K-12 student services team categorized their work tasks. Student Services staff were required to track and report time for the 2010-11 school year.

- WCSCM offers the following suggestions to elementary staff for allocating time: 10-15% System Support; 35-45% Counseling Curriculum; 30-40% Responsive Services; 5-10% Individual Student Planning. An average of all elementary staff reports staff fell within the suggested ranges for curriculum delivery and responsive services during the first semester and individual support and responsive services during the second semester.
- WCSCM offers the following suggestions to middle school staff for allocating time: 10-15% System Support; 20-30% Counseling Curriculum; 25-35% Responsive Services; 30-40% Individual Student Planning. An average of all middle school counselors' reports staff fell within the suggested range for responsive services during the first semester, responsive services and individual student planning for the second semester.
- WCSCM offers the following suggestions to high school staff for allocating time: 10-15% System Support; 15-25% Counseling Curriculum; 25-35% Responsive Services; 35-50% Individual Student Planning. An average of all high school counselors' reports staff fell within the suggested range for responsive services during the first semester and curriculum delivery during the second semester.
- All student services staff will have the opportunity to assess their individual monthly data in comparison with suggested ranges at the onset of the 2011-12 school year.
- A Responsive Services Committee was established to promote consistency in responsive services, disseminate best practices, share resources and problem solve.

Professional Development

- Steve Yahn, Consultant from Career Cruising, provided training and consulting services for student services staff.
- Kathy Eidsmoe, consultant from CESA#1, provided an in-service of career education with an overview of Opening Doors to the Future: Transforming School-Based Career Education. This presentation also included Career Center assistants from both East and West High Schools.
- Student Services staff attended a workshop on culturally proficient inquiry by Dr. Cynthia Jew as part of the district's involvement in Consortium for Equity and Excellence in Education.
- Youth Risk Behavior Survey data was presented to student services staff by the Wauwatosa Health Department and Tosa United.
- All Student Services staff participated in a workshop to review and analyze student engagement data with Dr. Tony Frontier from Cardinal Stritch University.
- All Student Services staff participated in training for Read and Write Gold software.
- All Student Services staff participated in an in-service by Phil Daniels, ACT regional representative, to improve knowledge and understanding of the EXPLORE, PLAN and ACT tests.
- All Student Services staff are directly involved in the PBIS building level teams across the district.

Initiative 6: The district will continue to expand ACT/AP preparation through rigorous curriculum and assessment, to include the implementation of the EXPLORE, PLAN, and ACT for all students.

In the 2010-11 school year all 7th grade students took the EXPLORE test, all 10th grade students took the PLAN test, and all grade 11 students received ACT prep delivered through core content areas. High school teachers and counselors analyzed and reviewed PLAN and ACT summary reports to prepare opportunities for students in preparation for the ACT. East High School teachers spent a half day of staff development looking at ACT data specific to their content area and then planning strategies to embed ACT rigor and format to their common assessments. West High School core teachers had the opportunity to work two days with former West graduate, Megan Harney, a Harvard University Teaching Assistant with expertise in ACT preparation. West High School counseling staff also provided practice ACT tests to students in English 10 and 11 courses at least two times throughout the year. An ACT Prep course was also added as a Summer School enrichment opportunity.

Initiative 7: The district will continue the implementation of a Building Leadership Team (BLT) model of staff development focused on assessment, literacy across disciplinary areas, and JK-5 writing.

Building Leadership Teams (BLTs) met again in the 2010-11 school year to further their learning in the areas of Literacy in the Content (secondary only), Common Formative Assessments (elementary and secondary), writing (elementary), and building/PLC goal setting (elementary and secondary). The purpose of the BLT is to provide high quality staff development to building level teacher leadership teams that then provide the new learning to all teachers in their respective buildings. BLTs build teacher capacity in best practice by teachers teaching teachers. BLTs learn in the morning session and then plan in the afternoon session for the staff development in their building. BLT teams collect and provide evidence of the implementation of learning in each of their buildings which is shared at the end of the year with all teams. Below is the schedule of BLT meetings this year with the topic and presenter for each session.

Elementary

Date	Topic	Presenter
September 17	Formative Assessment Review	Dr. Twadell
November 9	Writing/Weekly Assessment Analysis	Joan LoPresti
January 13	Writing – Centers, Rubrics, Scoring	Joan LoPresti
February 24	Writing – Anchor Papers	Joan LoPresti
May 6	Celebrations – Evidence	All BLT Members
June 15	Building/PLC Goal Setting	Dr. Twadell

Secondary

Date	Topic	Presenter
September 24	Reading in Content Review	Doug Buehl
November 18	Formative Assessment	Dr. Twadell
February 11	Diversity	Dr. Frontier/Student Services
May 3	Celebrations – Evidence	All BLT Members
June 14	Building/PLC Goal Setting	Dr. Twadell

BLT Teams will continue literacy in the content, writing, and assessment throughout the 2011-12 school year; in addition, BLT teams will look at grading practices and differentiation as staff development opportunities.

*PLC = Professional Learning Community

Initiative 8: The Diversity LRP Implementation Team will continue to develop and refine a JK-12 strategic plan and to bring equity and opportunity issues into educational practices.

During the 2010-11 school year, the Wauwatosa School District Long Range Plan (LRP) Diversity team continued to build upon the work from previous years to embody the mission of “Committing to developing cultural competency, creating an inclusive community, and viewing one another as allies.”

We continued our district involvement in the Parents Advocating for Cultural Equity and Excellence in Education (PACE-3) consortium of school districts and the Cardinal Stritch Leadership Center.

- In August 2010, Wauwatosa hosted all consortium district teams to review student engagement and school experiences across our suburban consortium districts.
- In September 2010, Wauwatosa School District school social workers, counselors, psychologists and selected administrators attended the PACE-3 fall workshop with Dr. Cynthia Jew centered on culturally proficient inquiry and examined student engagement data from the secondary schools.
- In October 2010, a presentation was made to the school board on Diversity team efforts.
- In November 2010, a diversity inservice was conducted with educational assistants.
- In February 2011, the Secondary Building Leadership Team day was dedicated to looking at student engagement and engagement differences between student subgroups. This was facilitated by Dr. Tony Frontier and based on the district engagement data collected as part of the consortium. Secondary Building Leadership teams presented this information to individual buildings.
- In March 2011, a follow-up diversity inservice was presented to educational assistants.
- In April 2011, teams and administrators from each Wauwatosa School District elementary school attended the PACE-3 spring workshop with Dr. Gloria Ladson-Billings on strategies for culturally relevant teaching and planned ways to integrate strategies into their buildings.

In May 2011, the Diversity team worked with the United States Department of Justice Community Relation Service to conduct a Student Problem Identification and Resolution of Issues Together (SPIRIT) Program. A representative from the DOJ spent two days in the district facilitating activities with students from both Wauwatosa East and Wauwatosa West High School. The purpose of the two day event was to provide a structured framework for student leaders from both high schools to identify problems related to race relations and then work collaboratively to recommend some solutions or actions the district could take to improve relations. Students individually selected the five items they believed to be the most important. The three highest areas of concern for students were:

- Lack of diversity among staff (47)
- Lack of cultural awareness among students and teachers (36)
- Racial Slurs (24); Dress Code practices are unfair (24)

Another outcome of the SPIRIT Program was to identify areas where the district has been successful at addressing issues related to race. Some examples include Positive Behavior Intervention and Supports (PBIS), student diversity, quality education, wide variety of opportunities, etc.

Since the SPIRIT activity was held (April 20, 21, 2011) several activities have already occurred. Each high school promoted a “pay it forward” week and a superintendent advisory council has been formed and initially met on June 7.

The Long Range Plan Diversity team convened following the 2-day SPIRIT program and viewed future efforts of the team as centering on:

- supporting and contributing to the student superintendent advisory council
- helping with district efforts to enhance parent/family engagement through the recently administered parent engagement survey
- communicating resources and supports to district staff regarding cultural competency and culturally responsive teaching

Initiative 9: The district will continue to increase high school credit summer school offerings in the 2011 summer school program by adding 5 or more additional courses for credit.

A Summer School Committee was formed in the fall of 2010 to study increasing high school offerings in the 2011 summer school program. The committee met on August 4, September 9, and November 2. As a result of these meetings the number of high school offerings were significantly increased exceeding 5 courses. Students were also offered differentiated opportunities to include 3 week sessions, hybrid Economics, and several enrichment courses. Students were also given a survey of course offerings for summer school during registration for the 2011-12 school year to determine student interest. All new course offerings were moved forward to be included in the Summer School Activity Guide.

New courses offered for the summer 2011 program are British Literature Seminar, Advanced Communication and Public Speaking, World Literature, Creative Writing, Child Development, Independent Living, Business and Personal Finance, Algebra (semester 1 & 2), Algebra II with Trig (semester 1 & 2), Geometry (semester 1 & 2), Chemistry (semester 1 & 2), Biology (semester 1 & 2), Forensic Science (semester), Physical Education Choice, and Chef Foods I. Enrichment offerings (not for credit) are Writing Research Papers, Curtain Up, Math Skill Development, Pre-Engineering, Math Enrichment, Pre-Algebra, ACT Prep, College Applications and Essay Writing, Non-Fiction Book Club 9-10 & 11-12.

At the conclusion of summer school registration, the following new courses had sufficient enrollment to be offered the Summer School 2011 session:

New Courses

Independent Living: 35 students
Advanced Composition: 18 students
Economics Hybrid: 76 students
Geometry Semester 1 & 2: 25 students
Chef Foods: 4 students
Business and Personal Finance: 7 students
Forensic Science: 8 students
Chemistry: 13 students
Biology: 13 students
Algebra Semester 1 & 2: 9 students
Algebra II with Trig Semester 1 & 2: 18
British Literature: 5 students

Enrichment

Curtain Up: 43 students
Pre-Algebra: 3 students
ACT Prep: 8+ students

Initiative 10: The district will continue with the expansion of Project Lead the Way (PLTW) at both middle schools.

The Wauwatosa School District is currently in its third year of implementation of PLTW courses at both high schools. Over the past three years this program has impacted the learning for over three hundred plus high school students. In early February of this year, the Board of Education approved the expansion for this STEM (Science, Technology, Engineering and Math) based PLTW program to begin in the fall at Longfellow and Whitman Middle schools. Two hundred and fifteen students at 7th and 8th grades have enrolled for the Gateway to Technology course next year titled Introduction to Engineering and Robotics.

The middle school Gateway curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. The hands-on, project-based program engages students on multiple levels, exposes them to subjects that they typically would not pursue, provides them with a strong foundation for achieving their academic goals in any chosen field of study and, if pursued, establishes a proven college ready/career ready path toward success in STEM related industries.

Both East and West High Schools are certified PLTW schools as recognized by Milwaukee School of Engineering (MSOE) and were recognized as Schools of Excellence in STEM education for their commitment to college and career readiness this spring.

A portion of our ongoing expansion of STEM education in Wauwatosa has been advanced through the creation of a Wauwatosa School District STEM Partnership Team. The Wauwatosa STEM Partnership Team is composed of representatives from academics, business and district parents working together to promote and implement programs of rigor which allow students to excel academically and socially. This year, the team focused on the expanding opportunities for students to engage in STEM related after school learning activities through the development of extra-curricular STEM clubs. They will be working with the Wauwatosa School District Recreation Department over the summer to explore ways to work together to provide opportunities for learning as an extension of the classroom through Recreation Department programming.

Note: The Tosa School of Health, Science and Technology charter school adopted the Science, Technology, Engineering and Math (STEM) curriculum and changed their name to Wauwatosa STEM. With this change and the addition of a middle school PLTW curriculum, we have an articulated PLTW program across elementary, middle, and high school.

Initiative 11: The district will continue to review, refine, restructure, and implement our JK-12 English Language Arts (ELA) curriculum and resource adoptions.

Elementary:

The implementation of the Treasures program continued to be a priority at both the building and district level. All grade level teachers were to administer, analyze, and record weekly assessment data results. Teachers used this data in their PLCs to plan instruction for students during intervention blocks. Building principals furthered their learning and monitoring of the Treasures program by collecting and analyzing weekly assessment data as a principal team. Dr. Ertl and Beth Erenberger visited all buildings to observe the implementation of the Treasures program at each grade level. At the conclusion of each building visit a meeting was held with the principal to summarize the progress.

Further, to ensure teachers have the knowledge and skills needed to effectively teach the English Language Arts (ELA) curriculum, a reading specialist position was restructured to hire a literacy coach consultant and an additional literacy aide. The literacy coach consultant, Linda Sonnenberg, worked in collaboration with the math coach consultant, Janis Freckmann, to coordinate the coaching model. Janis and Linda trained reading specialists and district teacher leaders on September 2, October 8, December 9, January 5, March 4, and April 11 in the coaching model. The coaching was introduced in each building from October 25 to February 17 by a coaching team doing walkthroughs of each classroom to include the principal, reading specialist, and literacy coach. The coaching team processed the instruction in each classroom to develop an understanding of effective reading instruction at the classroom and building level. The literacy coach spent two days coaching in all elementary buildings at grades SK, 1 and 2. Each coaching day concluded in processing of the learning by the coaching team and grade level teachers involved in the coaching. Literacy coaching will continue for the 2011-12 school year with the focus being on grades SK and 2. The focus of coaching is effective reading instruction using the Treasures core program.

The consistency and fidelity of the writing component of our curriculum was the focus of the elementary BLT. This work began in the summer of 2010 as the Treasures Learning Community committee worked on the development of district common writing assessments for grades JK-5. This work defined the district writing expectations at each grade level. BLTs received staff development on writing from national writing expert, Joan LoPresti, to improve the delivery of the district writing curriculum and the writing assessment process. This work included the effective writing strategies, establishment of expectations for the writer workshop model, identification of procedures for administration and scoring of writing, development of prompts, establishment of common rubrics, and identification of anchor papers for consistency in scoring. A common structure for holistic scoring was implemented, with buildings being paired to score each other's writing. District data was collected for both winter and spring assessments. JK teachers also received staff development from LoPresti as she modeled the teaching of writing at this grade level and then worked with JK teachers on the development of JK writing expectations. Common district writing assessments will continue be given to students, scored and reported to the district three times a year as a monitoring tool for our district writing program.

Elementary Interventions:

All elementary schools were required to establish intervention blocks to either extend instruction, provide additional interventions, and/or enrich reading for students. Using MAP data struggling readers were identified for additional screening to determine reading deficits. Primary teachers use PM Benchmark for further assessment, while upper elementary teachers use the QRI for additional screening. Other assessments are used depending on the needs of the struggling reader.

Once struggling readers are identified an intervention(s) is provided either in the classroom or in small group or a one on one setting depending upon the intervention being delivered. Reading specialists, literacy aides, classroom teachers, and special education teachers are all responsible for the assessment, delivery and monitoring of the struggling reader. Some struggling readers receive double and triple doses of reading interventions to get them to grade level or beyond. Below is a description of the types of research based interventions delivered:

Tier One Interventions: These are interventions delivered in the classroom using Treasures resources to support differentiation for a child. Treasures weekly assessment data was used to identify what resources and instruction should be provided for each student and/or groups of students. All students in Tier Two receive additional support in the classroom, in addition to other students that periodically need support based on weekly assessment data.

Tier Two: These are interventions that require one on one or small group delivery and include **Benchmark** -Decoding, **Earobics**-Multisensory approach for struggling readers, **Road to the Code**-Phonemic Awareness, **Rave O**- Fluency , **Touch Phonics** – Phonics, **Foundations**-Phonemic Awareness, **Sour to Success**- Comprehension, and **Jolly Phonics** (grades 1 up). Three hundred and twelve students (not including special education students) received at least one Tier Two type intervention the 2010-11 school year.

Tier Three: These are interventions that require a replacement curriculum such as Reading Mastery (SRA). Reading Specialists delivered Reading Mastery to four students the 2010-11 school year (not including special education).

Reading data has been analyzed to identify students that need further evaluation to determine reading interventions for the 2011-12 school year. A new reading intervention was purchased this summer to address a deficit at grades 1 and 2. Coaching for 2011-12 will be addressing instruction at SK and Grade 2 where struggling reading data indicates our greatest need.

A DIBELS pilot also took place in each of our schools to introduce the concept of progress monitoring. A summer committee looked at progress monitoring tools and is moving forward with a recommendation to administration for using AIMSWEB as a progress monitoring tool for Tier Two and Three students beginning the 2011-12 school year.

Other Elementary ELA work:

- Summer School
 - Author and Genre Book Club for Grades 1-2 was added as a summer school option, complete with course outline and materials
 - A template was created to simplify the identification of summer school course materials, and for the transfer of materials between schools for summer
 - A summer school MAP group was created for Summer School ELA Teacher
 - Recommended courses to monitor/compare the progress of our students who receive summer school support with those who do not attend summer school
 - Struggling students were grouped by level for all remedial courses
 - Data for students receiving intervention was collected in January and June from each building (data collected through reading specialists delivering reading intervention programs)
- Response to Intervention (RtI)
 - School psychologists and reading specialists worked collaboratively to pilot DIBELS in each elementary school
 - Student data and intervention data was analyzed to determine needs of students for the 2011-12 school year
 - A new Fountas and Pinnell intervention was purchased to be used at SK, 1 and 2 for struggling readers beginning 2011 school year
 - Reading specialists and literacy aide positions were reallocated for the 2011-12 school year based on struggling reader data
 - School psychologists and reading specialists are meeting in the summer of 2011 to select a progress monitoring tool for Tier 2 and 3 students
 - SK and Grade 1 teachers received two full day workshops on using Primary MAP screeners and checklists

Secondary:

During the 2010-11 school year the newly developed middle school ELA curriculum was delivered. This included the addition of a pre-AP ELA course in grades 7 and 8, as well as new curriculum and resources in grades 6, 7, and 8. The Sixth grade teachers adopted the MacMillan Treasure resource to assist with the transition of students from elementary to middle school. Grades 7 and 8 adopted the Holt resource to assist with the transition to high school where the Holt resource was also adopted in grades 9 and 10. Teachers received staff development on the new resources in the summer and opening of the school year. Middle school teachers also continued to work on the curriculum throughout the school year during PLC time and in representative curriculum writing teams to establish common ELA assessments in reading and writing. To further promote articulation of curriculum across grade levels the middle school teachers met with Joan LoPresti to learn of the elementary writing model and to identify the writing gaps at the middle school level. As a result the middle school developed a writing scope and sequence and established a common rubric for scoring. This work will continue the 2011-12 school year.

At the high school level, grade 9 teachers were trained on using the new Holt resource. All high school ELA teachers worked throughout the year on the development, administration, and analysis of common ELA assessments. In the area of writing a high school content team participated in collaborative scoring

so as to calibrate writing expectations across the district. The high school content team also developed a proposal to re-structure English 11 so as to better meet the needs of students and to provide more access to choice and rigor. At a February staff development day all ELA teachers examined the new ELA Common Core Standards in relation to present curriculum alignment. This work will and literacy in the content strategies will be on-going the 2011-12 school year.

This was also the first year a reading course titled, Academic Literacy Support (ALS), was offered at the high school level as an intervention for struggling learners. This course emphasized reading and comprehension strategies, vocabulary and concept development, and literacy in the content reading. The ALS teachers at both East and West collaborated throughout the year and presented their curriculum and data at a state and national level. Approximately 70-75% of the students enrolled in this course showed improvement in reading as measured by MAP.

Initiative 12: The district will begin a review of grading practices in alignment with research and best practice.

Dr. Tom Guskey, Professor of Educational Policy and Evaluation at the University of Kentucky and an international and national leader in grade reform, will be the keynote speaker at the district welcome back to teachers on August 30, 2011. Dr. Guskey is also the author of 11 books, including *Developing Grading and Reporting Systems for Student Learning*. Teachers will spend the morning with Dr. Guskey learning “why” grade reform is needed and “how” grade reform can best reflect the learning of students. In the afternoon, schools will further the learning through building discussions targeted at the piloting of grade reform practice during the 2011-12 school year.

Initiative 13: The district will continue alignment of curriculum with the Common Core.

*See Content Team Leader reports in the areas of English Language Arts and Math which include progress in regard to the Common Core standards which were released the 2010-11 school year.

The Science Common Core is expected in the summer of 2011. The Social Studies Common Core is not expected for several years. As Common Core documents are released, content areas will continue to review and advise changes in our local standards and benchmarks.

Initiative 14: The district will conduct a review of elementary social studies curriculum in cooperation with the curriculum cycle resulting in reporting and recommendations to the Board of Education.

An elementary social studies review team convened in the fall of 2011 which included committee representation from all 9 elementary schools and all grade levels. In addition, special education, gifted and talented, and high school teachers were also represented. The committee at-large met on October 14, February 15, and April 21; committee sub-groups met throughout the year to conduct the work in preparation for the large group meetings.

Below is a summary of findings from a survey that was conducted by the committee in the fall of 2010:

- There is a need for consistency with “how” we are teaching social studies
- There is a need to look at “how” we decide what is taught and “when” it is taught—revisit this; WI State Standards/ National Social Studies Standards/ Common Core
- Benchmarks need to be revised; common core, student friendly; developmental
- Need to connect the curriculum from one grade to the next – logical developmental progress
- 5th grade is overwhelmed with content to teach
- All grade levels need resources
- Need to upgrade and/or improve how technology is used to support social studies delivery
- Determine best practice for how often we should teach social studies
- We have teachers we can access that have social studies knowledge
- Students enjoy learning social studies
- Need to consider the world language initiative in elementary and how this fits into social studies curriculum
- 90% of teachers prefer either a comprehensive program or standardized resources
- Treasures has social studies non-fiction reading

The committee also worked with International Literacy in the Content author and expert, Doug Buehl on best practice social studies instruction and literacy in social studies. This work led to the development of new standards and benchmarks aligned to the state and national social studies standards with a focus of being student and parent friendly. The committee also received ongoing updates from the DPI on the progress of common core social studies standards which are not to be complete for a couple of years. Committee members also visited the Waunakee School District to observe the teaching of social studies curriculum in the Spanish language.

In February the committee reviewed resources from Scott Foreman, Teachers Curriculum Institute (TCI), McGraw Hill, Wisconsin Historical Society, and other smaller miscellaneous resources from various companies. The JK teachers reviewed “hands-on” support for delivering social studies benchmarks aligned with the current ELA curriculum. The committee unanimously selected TCI Social Studies Alive! as the resource best to support our benchmarks.

The social studies committee presented their findings and recommendations to the Curriculum Council on April 26 which was unanimously and enthusiastically supported by the council. Strengths of the curriculum were in the concept and strategy based instruction, the use of interactive learning strategies, technology and on-line component, and the emphasis on critical thinking.

The Board of Education approved the adoption of the TCI resource on May 23, 2011.

Teachers will receive introductory training on using the materials throughout the summer of 2011 which will include the elementary Spanish teachers.

TCI Social Studies Alive! will be implemented beginning in the fall of 2011 in grades SK-5. JK is using Treasures social studies alignment supported by interactive lessons.

Project 1: The district administration will continue to explore and develop a K4-8 Montessori program to open in the 2011-12 school year.

Early in the spring semester of the 2010-11 school year, the Wauwatosa School District held a series of Montessori School information sessions for families. Similar to the Montessori community survey that took place previously, the information sessions revealed a strong desire and enthusiasm for a district Montessori program. The subsequent Wauwatosa Montessori School application period in February resulted in 140+ applications for the school. With continuing interest and inquiries from parents after closing of the spring application period, a two-week, summer application period was added. The Wauwatosa Montessori School will open this upcoming fall 2011 with 70 students across three multi-age classrooms from grades Junior Kindergarten through Fifth. Three Montessori-certified teachers have been hired and have started to collaborate together during the summer months. Two classroom assistants will round out the Wauwatosa Montessori School staff. Continuing consultation with teachers and administrators from established Montessori programs, state & national Montessori professional organizations, and a local Montessori training program will help ensure that the unique program and professional development needs of Wauwatosa Montessori School will be fulfilled.

Project 2: The Human Resource and Business departments will continue to evaluate Skyward software to improve interdepartmental communication and employee access.

Over the past school year, the Human Resources office and the Business Services Department piloted the use of Employee Access for employees, thereby reducing the need to print paper advice of deposit for employees. During the current school year, Administrators, Administrative Assistants, and Non-Represented employees were granted Employee Access to Skyward for this purpose. In the fall of 2011, the Human Resources Department will be rolling-out employee access to all employee groups and eliminating paper advice-of-deposit slips for employees on Direct Deposit.

Project 3: The Buildings and Grounds department and Technology department will implement the school security plan which includes consistent use of the access system, cameras and the district emergency planning

The district is close to completing the installation of close to \$1,000,000 worth of security equipment, including a video monitoring system and a card access entry system. Work is ongoing on the school security plan that coincides with the installation. All buildings will be secured during the school day with access by parents and community members via video and audio entrance protocol.

Project 4: The district will improve the data management system of warehousing, analysis, and use of data by addressing staffing needs and skill qualifications.

John Szczygiel was hired as a district Data Analyst and Coordinator effective June 1, 2011. During the summer of 2011 John is focused on the following accomplishments:

- Detailed exhibits and analysis for elementary, middle, and high school for Spring 2011 MAP Reading.
- Detailed exhibits and analysis for elementary, middle, and high school for Spring 2011 MAP Math.
- Extensive research into the architecture of and data in Pearson PowerSchool.
- Preliminary research into revamping and reorganizing Pearson InForm.
- Organization of assessment data and discovery of which assessments need to be located and what additional information needs to be obtained in order to leverage our assessment data in data driven decision making.
- Creation of an MS SQL Database housing both PowerSchool data and assessment data (ACCESS, ACT, AP, EXPLORE, MAP, PLAN, WKCE, and Elementary Writing Assessments) intended to streamline process of moving data into InForm, as well as providing an efficient method of pulling together canned and ad hoc reports that InForm is not the ideal platform for.
- Preliminary research into moving initial data set into the ID Works security database.

Project 5: The district will explore the relocation of the recreation department to the Fisher Building.

This work will be continued for 2011-12.

Project 6: The Buildings and Grounds department will continue to evaluate the facilities and fields operated and maintained by the district.

The district needs to develop a long range plan for the facilities. The buildings continue to be well-maintained, but 10-15 years down the road changes may need to be implemented.

Other areas addressed this year are the continued renovation of the lower level of the Fisher building, as well as the kitchen and serving area at West High School, along with the renewal of the tennis courts. Roof projects continue throughout the district.

Project 7: The district will pilot the new Teacher Evaluation model, leading to an approval and full implementation in 2011-12.

During the 2010-11 school year, the District piloted a new teacher evaluation system. A total of twenty-nine teachers and seven administrators, from Eisenhower Elementary School, McKinley Elementary School, Whitman Middle School, West High School and the Plank Road programs participated in the pilot program. At the conclusion of the school year, the Evaluation Committee surveyed the pilot program participants and made adjustments to the pilot based on this input. In addition, the passage of Act 10 may necessitate the need for some further revision to ensure that any final evaluation system will align with Board policies.

During the summer of 2011, the Human Resources Department will be working towards completion of an electronic workflow which will assist in the implementation and review of the evaluation system on a systemic basis in the fall of 2011. Principal training will occur in August 2011 with a roll-out to staff in September 2011, pending board approval of the adoption of the evaluation system.

Project 8: The district will evaluate current staff recognition for improvement.

The District has continued with the implementation of the current staff recognition programs (e.g. Tosa TEAM announcements, 25-year and retiree recognition programs). Discussions of the manner and type of staff recognition have been a part of on-going discussions regarding the manner in which administrators supervise, evaluate and recognize staff on a daily basis and as part of plans to revise internal communications vehicles. Over the coming year, staff recognition efforts will be incorporated into these other initiatives.

Project 9: Student Services will administer the Youth Risk Behavior Survey in both high schools.

In October 2010, 391 students from East and West High Schools voluntarily participated in the Online Youth Risk Behavior Survey (OYRBS). The OYRBS asked over 100 questions on a variety of topics including safety, alcohol, tobacco and drug use, mental health, nutrition, and social supports. The OYRBS was administered as a way to assess students' participation in and perception of student involvement in risky behaviors as well as feelings of safety and security both at home and school. Students were randomly selected and then given the opportunity to decline participation. All students logged into the survey using a generic login and password maintaining complete anonymity.

With data from the OYRBS, the City of Wauwatosa Health Department and Tosa United are able to identify areas of concern and then prioritize programming to address these areas. As a collaboration of school staff, students, parents, and community, Tosa United continually works toward the goal of decreasing student participation in risky behaviors. Using comparative data from prior surveys, Tosa United generates informational programs for parents and the community on the most current and pertinent risk behavior concerns. Since the last time the OYRBS was administered (2007), Tosa United has sponsored parent workshops on topics ranging from alcohol use to internet safety, as well facilitating county-wide prescription drug disposal events. As the City of Wauwatosa Health Department develops a 5-year Health Improvement Plan, it will look at the survey statistics from a local, statewide and national perspective.

Tosa United and the Wauwatosa Health Department presented district OYRBS data to district counselors, school psychologists, school social workers, school nurses, and school resource officers in December of 2010. Staff was able to examine the data and consider how the data compared to their work with students in the schools. In January 2011, many of those staff members had prepared comments to present to a community forum at the public release of the OYRBS data.

Though the OYRBS has been administered in the past, procedures have varied and timing has not been consistent. In a brief comparison of the survey administered in 2007 to the one given last fall (2010), a basic summary would show marked improvements in many of the survey areas. It can be noted that in 2008 Tosa United was reformed after a brief hiatus. Efforts to inform parents about risk behavior trends and provide parents, students and the community with prevention techniques may have played a role in reducing student participation in risk behaviors. Continuing the preferred every-other year survey will further aid in assessing our students' needs and determining programming needs.

Project 10: Analyze the current venues for communication with staff, families, students and the community, develop a comprehensive communication plan and utilize traditional and new technology venues to share information clearly and efficiently.

In the spring of 2009, the district asked parents to participate in a survey about the various ways they receive information about their child and the Wauwatosa School District. Among 505 respondents, the top five responses were: recorded phone messages (AlertNow), e-mail, school newsletters, teacher/staff contact and the district website. A majority of parents felt that they received an appropriate amount of information in a timely manner. The comment section included requests for more teacher communication.

In the spring of 2011, another survey was given to parents. This survey covered family engagement in their schools. Parents were notified about the survey through the district website, AlertNow, e-mail messages, the district Facebook page and Twitter. The survey was announced at a school board meeting and included in the local media coverage through Wauwatosa Patch and Wauwatosa Now. Responses included 514 families who completed the elementary survey and 421 families who completed the middle/high school survey.

The main areas in which families felt communication could be improved involved the communication with their child's teacher, more so at the secondary level than at the elementary level. Parents indicated they wish to receive more information than they are currently receiving about their child's assignments and grades, and also timely information about school and district-related activities and events.

Survey participants also had the opportunity to include comments or concerns. The district's website was consistently mentioned as being difficult to navigate. Responses were also mixed as to whether communication should be sent home through flyers or electronically.

During the 2011-12 school year the website will be reorganized and the use of Facebook and Twitter for notifications will also be examined. District staff will also utilize a parent focus group to examine the various methods used to communicate with families and develop a comprehensive communication plan.

Content Area: Art

Content Team Leader: Kelly Frederick-Mizer

Content Team Leader Report

Content Team 2010-11 Goal:

K-12 our goal was to focus on common assessment.
Secondary goals included initiating ways to increase AP art opportunities for our students.

Content Area/Team Work

Team work included establishing a k-5 common assessment for an assignment that focused primarily on student voice/intent.

The Middle School team worked at revising their standards and benchmarks to be more specific and user friendly, while working towards common assessments.

High School focused primarily on Art Foundations and developed a common final exam rubric to pilot this year.

In addition, we worked towards increasing the amount of AP opportunities for our students by making AP Photography an available course offering for juniors and also by recommending that AP Art History be included in the course catalog (a decision that was approved, but then it was not in the catalog).

Goal Accomplishment and/or Progress:

Elementary: PLC came up with a common problem for k-5 students to solve, developed a rubric to assess that unit, and then reviewed the results/data together. They identified students who were missing key concepts and discussed ways to differentiate.

Middle School: Successfully revised all 6,7,8 benchmarks. They are located on W drive under Revised 2011 heading.

High School: Art Foundations common assessment was written and piloted this Spring. PLC discussions included ways in which to enrich the curriculum to include more group work to address the social nature of Freshman.

Literacy in Content:

A new "brainstorming" worksheet was developed to give students a concrete approach to originating and idea for their work. These worksheets are being developed as use is expanded in many of the classes. Students are commenting favorably on the familiarity of working with this format.

Students with special needs are using an newly developed improvement rubric to document their progress, and that requires setting goals and writing about their improvement as they aim to meet those goals.

As reported in the mid-year summary, AP students wrote artist statement, classes are being

required to access web resources for artist research before developing a project idea, students are being asked to write paragraphs describing their solution to alternative exam projects, and Art Foundations students are being asked to respond in writing regarding the strength or weakness in their work. Writing is included in the common summative assessment developed for Art Foundations this year.

The elementary PLC group has created a Resources folder and an Artists folder for teachers to access when introducing historical components in their lessons.

Curr4Schools:

This was introduced during my FMLA leave so I am unfamiliar with HOW to use it, but our PLC's have worked on creating a number of fantastic units to be uploaded and shared here.

Common Core (if applicable):

N/A

Content Area: Business Education
Content Team Leader: Dan Prothero

Content Team Leader Report

Content Team 2010-11 Goal:

The goal of the Business Education Department centered on Common Assessments at both East & West High Schools, and Curriculum 4 Schools. By the end of this school year we wanted to have the majority of our curriculum and common assessments uploaded and fine tuned.

Content Area/Team work:

Our content team worked very hard towards creating and utilizing common final assessments at both East and West High Schools. To date, we have common final exams (summative) in the following courses: Business & Personal Finance, Accounting-1, Intro to Marketing, PC Fundamentals-1, PC Fundamentals-2, and Advanced Computer Applications-1.

The assessment that we are farthest along with is the Business & Personal Finance exam. We have two semesters worth of data, and this allowed us the opportunity to review results and analyze our instruction as well as the assessment. This led to changes and improvement.

Goal Accomplishment and/or Progress:

As we worked towards our goals this year, we found that it was a rewarding challenge. Coming to agreements about what should be assessed, and how it should be assessed was no easy task. However, with our smaller department and open minds, we did reach consensus in almost all of our course assessments. We also realized that in some areas, there are fundamental differences between what is going on at West HS versus what is going on at East HS. Many of these differences were conquered, and a few were not because it simply is not possible due to forces outside of our control. As for uploading information into Curriculum 4 Schools, we uploaded things as they were finalized by our department members. The information is current, but not complete. We knew we probably would not finish this year, but we did put forth a great effort, and plan to finish all current information in the next year or so.

Literacy in Content:

As an elective, most of our content area is not tested on assessments like the ACT or WKCE. However, we see it is our role to support the areas that are tested, especially reading and writing. Work towards literacy in our content area includes technical reading and writing, increased vocabulary, and writing effectively. In this area, we have utilized vocabulary assessments, and special reading assignments in order to help engage students in ways that otherwise might not happen.

Curr4Schools:

Our work in Curriculum 4 Schools included uploading information and/or assessments for the following courses: Accounting-1, Business & Personal Finance, Intro to Marketing, PC Fundamentals-1, PC Fundamentals-2, and Advanced Computer Applications-1. This will also be an area that we continue to focus on next year. Constant tweaking and improvements will be made as we continue to analyze our assessments and instruction.

Common Core (if applicable): **It is not applicable, but please include the item below in our report:**

Mini Business World Celebrates 25 Years!

The Business Education department ran the **25th** annual Mini Business World a unique one and one-half day experience designed to expose high school students to business concepts while working in a team environment. Student teams are partnered with members of the local business community and become familiar with economic systems, business operations, and career opportunities. This year, 12 local business leaders served as advisors working with our students. Melissa McCrady from TMJ4 was the marketing speaker, and the rotary luncheon featured Mr. Richard Meeusen, CEO, Badger Meter Inc. as the speaker. This event is an outstanding example of what happens when business community partners with education.

Content Area: English Language Learners (ELL)
Content Team Leader: Gerdi Repinski

Content Team Leader Report

Content Team 2010-11 Goal:

80% of ELL students meet their target Spring MAP goal in reading.

Content Area/Team work:

The ELL team has developed some common assessments at the high school level. These assessments also align with mainstream curriculum. The team has analyzed MAP data and ACCESS data and is developing activities to address each reading strand on the MAP assessment. The team is continually working to develop differentiated lesson plans to meet the needs of each learner.

Goal Accomplishment and/or Progress:

MAP results broken down by school/ percent of students, who met or exceeded their RIT goal:

Lincoln: 100% (consults: 0%)
Whitman: 75% (students in ESL class only)
West: 100% (students in ESL class/ Tosa School of Trades)
East: 75% (9th & 10th grade only)
Washington: 100% (there are no consults)
Wilson: 85% (consults: 100%)
Madison: 75% (including consults)
Longfellow: 25% (students in ESL class only)
Roosevelt: 71% (there are no consults)
Underwood: 80% (there are no consults)
Jefferson: 75% (consults: 50%)
McKinley: 20% (there are no consults)
Eisenhower: 69% (consults: 0%)

Literacy in Content:

The ELL team continually works to develop literacy in the content areas through development of lessons and activities to address reading strategies such as using context clues, compare/contrast, fact/opinion, fiction/non-fiction, read around the text, main idea/details, inferencing, summarizing, KWL, character traits, author's purpose, sequencing, timelines, retelling the story, identifying key words in math story problems, and map reading skills. We have also developed lessons and activities which enhance vocabulary development and building background. In addition, other language skills that have been addressed are grammar development, verb tense agreement, parts of speech, sentence structure, word analysis, multiple meaning words, and idioms.

Curr4Schools:

N/A

Common Core (if applicable):

The ELL team refers to the ELA standards in all grades as well as the ELL English Language Standards which include reading, writing, speaking, and listening.

Content Area: Elementary English Language Arts

Content Team Leader: Karen Hartman

Content Team Leader Report

Names of Content Team Members:

Elementary Reading Specialists: Amy Duchac, Carol Czajowski, Julie Artz, Gretchen DeRosa, Barb Mueller, Nancy Porte, Linda Forbord, Kathy Pavin, Kristin Fewel

Dates of Meetings:

On-going

Summary of work done by the Content Team during the 2010-2011 school year:

- **Reading**
 - Coaching Training was provided to all reading specialists by Linda Sonnenberg and Janis Freckmann
 - Monthly coaching dates for all reading specialists and reading specialists:
 - Sept. 2, Oct. 8, Dec. 9, Jan. 5, March 4, April 11
 - Walk throughs with reading specialist, principal, and reading coach took place in each building from Oct. 25-Feb. 17
 - Each building received 2 coaching dates with Linda S. between November and March in addition to the walk through
 - Reading coaching was focused on grades SK, 1 and 2 for this first year.
- **Writing**
 - A revised assessment/scoring guide for a district common writing assessment, K4- grade 5 was created
 - The Treasures Learning Community summer committee developed a common district writing assessment for JK- Grade 5. The completion of a prompt, rubric, and procedure for administering was implemented in fall, 2010.
 - Joan LoPresti worked with Building Leadership Teams to review/improve the district common writing assessments given in fall (work included procedures for administering and scoring, development of a prompt, a common rubric, and development of anchor papers to assist with scoring)
 - A common structure for holistic scoring was implemented, with buildings being paired to score each other's writing
 - District data was collected for both winter and spring
 - Writer's workshop (identified as the means by which writing is taught in the Wauwatosa School District)
Staff development
 - Joan LoPresti, writing consultant, provided training to the BLT's for Writer's Workshop. BLT's offered leadership to their buildings for Writer's Workshop, along with the Reading specialist support

- JK teachers met with Joan LoPresti to review and strengthen JK Standards and Benchmarks for writing and develop expectations for the implementation of Writer’s workshop at the JK level.
 - Joan LoPresti modeled Writer’s workshop in district JK classrooms providing a videotape teachers are able to access for future staff development needs
- **Summer School**
 - Author and Genre Book Club for Grades 1-2 was added as a summer school option, complete with Course outline, and materials
 - A template was created to simplify the identification of summer school course materials, and for the transfer of materials between schools for summer
 - A summer school MAPS group was created for Summer School ELA Teacher Recommended Courses to monitor /compare the progress of our students who receive summer school support with those who do not attend summer school
 - Struggling students were grouped by level for all remedial courses
 - Data for students receiving intervention was collected in January and June from each building (data collected through reading specialists delivering reading intervention programs)
- **Rtl**
 - Psychs and Reading Specialists worked collaboratively to pilot Dibels in each elementary school with 5 students
 - Dibels data was analyzed by reading specialists and psychologists who met collaboratively to discuss student profiles from the data collected
 - Collaborative planning for progress monitoring is ongoing for the 2011-2012 school year
- **Next Steps/Hopes!**
 - Development of a data warehouse for reading/writing
 - Review of keyboarding and cursive writing expectations
 - Consistent means to identify/intervene with struggling students
 - Continue to implement structures that align with state Rtl expectations
 - Increase coaching to address delivery of Tier I instruction

Content Area: Secondary English Language Arts

Content Team Leader: Jean Biebel

Content Team Leader Report

Content Team 2010-11 Goal:

1. Teachers at the various grade levels will collaborate on the curriculum design and implementation of our new advanced course offerings and our new resources.
2. Teachers will continue to work on common writing and reading assessments to guide student learning.

Content Area/Team work:

During our regular building plc times, teachers examined student performance, collaborated on common instructional and assessment strategies.

The middle school content area participated in writing in-service with Joan LoPresti to provide continuity in instructional planning from elementary to middle school.

The middle school content team developed a middle school writing rubric and outlined the common writing assessments at each grade level.

The high school content area participated in collaborative scoring so as to calibrate standards across the district.

The high school content team developed a proposal to re-structure English 11 so as to better meet the needs of students and to provide more access to rigor.

Goal Accomplishment and/or Progress:

Evidence of our goal accomplishment and progress can be seen in our work. Teachers regularly collaborate on instructional and assessment practices based on student performances. As a result,

- The course offerings offered common formative and summative assessments
- a clear scope and sequence of common writing assessments for the middle school grade levels has been established
- a middle school writing rubric was established
- a proposal for the re-structuring of English 11 was presented to the curriculum council in May and will be presented to the School Board in June

Literacy in Content:

During our collaborations, the explicit instruction of reading strategies for secondary students is shared and their efficacy is discussed. Also, our understanding of literacy in content is beginning to encompass strategies for critical viewing.

Curr4Schools:

During the February in-service day, the high school content area received the opportunity to be introduced to Curr4Schools. During this day the teachers had the opportunity to examine how particular classes are aligned to the Common Core.

Common Core (if applicable):

The teachers see a great need for time to be devoted to become familiar with the Common Core and to ensure that their knowledge of our new standards guides their instruction.

Content Area: Family and Consumer Education

Content Team Leader: Barb Bruesewitz

Content Team Leader Report

Content Team 2010-11 Goal:

To complete the Unit Plans for all 13 courses in Family and Consumer Education.

Content Area/Team work:

The team met to discuss, share and write formative and summative common assessments. The common summative exam was written for Chef Foods. The team began to develop unit plans which led to discussions on consistency across the district.

The team reviewed the new Human Growth and Development amendment adopted by the school board on Jan 24, 2011. The team met with community agencies who advised on how we can effectively address age and content appropriate instruction regarding the understanding of sexual orientation and gender identity. From there a small sub group met to begin to update the Adolescent Studies curriculum to reflect these changes.

Goal Accomplishment and/or Progress:

The team has started the unit plan work on 8 of the 13 courses in Family and Consumer Education and will need to complete those during the 2011-12 school years. The units for 5 additional courses will also need to be completed next year.

The updates in the Adolescent Studies curriculum will be finalized this summer and ready for the review by the Life Ed Committee in September.

Literacy in Content:

The team continues to implement reading strategies with specific units in Family and Consumer Ed. Two reading strategies that were used with great success this year were The Word Study and Making Connections.

Curr4Schools:

The team was trained in March to use the new curriculum program and has made some progress in completing the work. Two courses; Chef Foods and Intro to Health and Medical Careers are finished.

Common Core (if applicable):

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Content Area: Health

Content Team Leader: Andrea Powers

Content Team Leader Report

Content Team 2010-11 Goal:

Our goal is to determine new district standards and benchmarks for health, based on the National Health Education Standards. These will be defined by individual grade levels.

Our goal is to align the current district standards (updated last year) to the National Health Education Standards.

Content Area/Team work:

The elementary health content team reviewed National Health Education Standards that are met through the Second Step curriculum. The secondary health teachers (in cooperation with the Family and Consumer Education department) reviewed the updated school board **Policy 2414 Human Growth and Development**. This group met with community representatives to review materials that could be used to address this policy in the middle and high school classrooms. The health teachers also continued to create and share common formative assessments. They also reviewed health units to create a common final exam that includes a variety of questioning techniques.

Goal Accomplishment and/or Progress:

Progress was made towards this goal this year but the work will be completed during the early part of next school year (additional work was completed this year to as discussed above). In preparation, the elementary team organized specific health topics by grade level bands to address the standards.

A Human Growth and Development Education Committee was formed and will begin meeting next fall. The committee includes teachers, social workers, guidance counselors, administrators, parents, and community representatives. This committee will review current K-12 HG&D curriculum and provide suggestions for the health content teams to consider during curriculum review next school year.

Literacy in Content:

The secondary health teachers use a variety of literature, including the textbook and additional articles, and writing assignments to explore health topics.

The elementary team reviewed Treasures materials to note health concepts that are embedded in weekly themes and discussed the use of literature in exploring health topics.

Curr4Schools:

Common Core (if applicable):

The elementary team may review science common core to determine whether there are health concepts covered through science standards (if applicable).

Content Area: Library Media

Content Team Leader: Jane Storts and Betsy Daniels

Content Team Leader Report

Content Team 2010-11 Goal:

Elementary:

Develop a yearly plan of Information and Technology Skills units for 5th Grade.

Develop common assessments for these units.

Secondary:

Develop and determine when Information and Technology Skills will be integrated into content area curriculum.

Content Area/Team work:

The Library Media Specialists (LMS) began the content team work by reviewing the Wauwatosa Information and Technology Literacy Standards to identify the standards that most applied to the 2010-11 goals. We then determined the units of study and the collaborative projects that would be done with the content area curriculum. In February, the elementary team reevaluated the goal of completing 5th grade common assessments to getting the standards and units assigned to each grade level in preparation for the transition to the skills being taught by classroom teachers. This change was made so that classroom teachers would know what benchmarks were taught at each grade level as they plan and integrate the standards into the content areas on their own.

The secondary LMS evaluated rubrics and scoring guides to provide to content area teachers to include in their assessments for collaborative projects.

Goal Accomplishment and/or Progress:

The elementary LMS completed the planning of 5th grade units. After the department underwent significant changes in January, the LMS, working with Student Learning, revised the goal to develop units for all grade levels rather than write common assessments for 5th grade. This was started in February and 4th grade and part of 3rd were completed. We began entering Standards and Benchmarks and units for these grade levels into Curriculum4schools.

Although not part of the official Elementary Goal but in preparation for the transition, the elementary LMS systematically evaluated and revised the Elementary Library Media Centers Website.

The secondary LMS collaborated with content area teachers on projects by designing research projects, teaching research strategies, providing instruction to students on resource evaluation, and supplying teachers with scoring guides and rubrics. Across the four secondary schools these included projects with English Language Arts, Social Studies, Science, Family Studies and World Language.

Literacy in Content:

Elementary and Middle School LMS continued to provide support and materials for Treasures Language Arts instruction and ELA in 7th and 8th grade. Additionally, they worked with classroom teachers to continue to integrate Technology and Information Literacy standards into curricular areas. . In the high school, the LMS have collaborated with the departments to help provide support materials for their individual curriculums.

Curr4Schools:

All Library Media Specialists were involved in entering Unit Plans and Benchmarks into Curriculum4Schools.

Common Core (if applicable):

Content Area: Mathematics

Content Team Leader: Sue Chmielinski

Content Team Leader Report

Content Team 2010-11 Goals:

Goal 1: Increase learning in mathematics for all students through the use of reading and writing strategies for our content area. (Secondary Level 6-12)

Goal 2: Revise and/or enhance courses offerings to better meet the needs of students. (JK-12)

Goal 3: Develop common formative and summative assessments (JK-12)

Goal 4: Implement Phase 1 of the Common Core implementation guide (JK-12)

Content Area/Team work:

Sept: Grant proposal for Common Core teaching K-8

Oct/Nov: Work on AP Statistics course proposal

Dec/Jan: AP Statistics materials selection , Common Core Workshops 6-12

Feb: Math Emphasis collaboration

Mar: Common Core Workshop and collaboration, Content Literacy Workshops and collaboration

Apr/May/June: Common Core and content literacy collaboration, summer school course work

June-Aug: Common Core Grant work for K-8 team

Sept – June: Common assessment development

Goal Accomplishment and/or Progress:

Goal 2: Team of East, West, and RTI Committee teachers collaborated on modifications for the Math Emphasis course for SY 11-12 to include course cluster grouping, learning targets connected to math course lessons, and basic skill development to meet standards proficiencies. A team of Math Emphasis teachers will continue planning for the Algebra ME classes over the summer.

Content team consisting of Jen Buccholz, Angie Schoemann, Juliebeth Favour, Sue Chmielinski, and Beth Erenberger recommended the addition of AP Statistics as a course option for students exiting Algebra II beginning in SY 11-12. Students will use iPads for online text access. New software will be incorporated. Teachers will participate in AP course training this summer.

Summer School 2011 Math courses will be offered for credit---Algebra, Geometry, Algebra II. Teams worked on curriculum guides for the increased time blocks.

Both middle schools will offer sections of Accelerated Geometry on site in SY 11-12.

Some online math courses will be used at the elementary level for students needing out-of-grade-level coursework.

Goal 3: High School building PLC course teams developed common unit assessments and exams for courses taught at both the middle schools and high schools. Data and feedback will be used to revise for SY 11-12.

Middle school teams developed common quizzes and unit tests for several modules. Work will continue next year to add assessments for the new Common Core investigations.

Elementary building grade level teams collaborated on revisions and new assessments, as well as the use of Open Response tasks, Unit Progress Checks, and RSAs. Some unit pre-tests have been

developed and used. Data and feedback will be used to revise and expand for SY 11-12.

Literacy in Content:

Goal 1: Teachers in Gr 6-12 participated in two workshops facilitated by Doug Buehl on strategies for reading math content. Teachers collaborated on incorporating strategies in PLCs within and across buildings and levels. High school teachers collaboratively planned the first unit of instruction for the Fall to incorporate some of the reading/writing strategies shared in the workshops.

Middle school teams will target problem solving and reasoning using some of the Buehl strategies. PLCs worked on a model for the process that will be implemented 6-8 in the Fall.

Grade Seven teachers developed templates for focus on unit math vocabulary to be used in SY 11-12 using some of the Buehl strategies.

Elementary PLCs worked to incorporate and encourage use of appropriate math vocabulary in students' oral and written communication of strategies and solutions.

Curr4Schools:

Teachers in Gr 1-8 participating in the Common Core Leadership course this summer will develop unit templates as part of their grant coursework. Content teams at the elementary, middle and high school levels will continue working on these during SY 11-12.

CCSS aligned lessons for our programs will be available for SY 11-12. These supplements will support our efforts to revise our benchmarks and collaborate on core aligned unit development. (K-12)

Common Core (if applicable):

Goal 4:

Sept: Collaborated in partnership with UW-M and area school districts (Mequon-Thiensville, South Milwaukee, and MPS) on a \$100,000 grant proposal to develop teacher leadership for implementation of the CCSS and resources for full district implementation at the elementary and middle school levels.

Dec: Teachers from Longfellow, Whitman, East HS, and West HS participated in a two-day workshop on the Common Core Math Standards in Oconomowoc with colleagues from around the state.

Mar: All math teachers in 6-12 participated in a half-day workshop facilitated by Dr Kevin McLeod and Sue Chmielinski that focused on the standards for mathematical practice. Incorporation of these standards was a focus in units for the fourth quarter. Integration work will continue into SY 11-12.

Apr: Secondary content leadership team meeting for collaboration on next steps for CCSS implementation. Ed Price, Lisa Tisher, Cathy Razner, Sara Cortichiato, and Sue Chmielinski.

Sept – Aug: Sue Chmielinski serves on DPI CCSS Leadership Team for Mathematics

Mar– June: MS grade level teams, HS course teams, and secondary vertical teams begin collaborating to integrate the Standards for Mathematical Practice into units of instruction during PLC blocks

June-May: Ten district middle school and elementary teachers will participate in a grant-funded initiative to support district implementation of the CCSS in math. (See Sept above) Phase 1 will be a two-week institute June 20 - 30. Phase 2 will span Sept '11 thru May '12.

Content Area: Music

Content Team Leader: Lynn Phelps

Content Team Leader Report

Content Team 2010-11 Goal:

The Music department's main goal for the 2010-11 school year was to develop our unit plans across the entire K-12 music curriculums that align with our Standards and Benchmarks completed in the 2009/10 school year. The music department has continued to create and pilot formative, common assessments/rubrics this year as well as formative teaching strategies. Our goal is to help create independent inquirers, reflective learners, creative thinkers, self-managers and team workers.

Content Area/Team work:

The music department worked in our PLC grouping throughout the year in strands: elementary/middle school general music, elementary instrumental, secondary instrumental as well as secondary vocal strands, often meeting in sub-strands to accommodate specific work on units, common assessments, concerts, contest and general organizational needs.

Goal Accomplishment and/or Progress:

Each strand of the music department has completed their unit plans and has started developing formative common assessments and teaching strategies. Examples include:
The elementary and secondary general/vocal strand developed a classroom skills checklist, goal setting form, Vocal Arts Honors Recital Rubric, echoing exercises, identification exercises, guided reading, problem solving. The elementary orchestra stand completed the development of a customized string orchestra method book, "Sound Innovations", aligned to our Standards and Benchmarks. PLC time used to create the book allowed for in-depth discussions on how and what we teach. The elementary band staff found that the new summer camp, Beginning Band Blast-Off had a significantly positive outcome and was evidenced by the more advanced music selection this year performed on their first December performance. A common formative assessment document was created and will be used next year as well as a "unit student assessment feedback check-off list" that was piloted this year and will also be implemented in the middle school band program next year. Secondary band and orchestra also piloted several rhythmic and performance assessments as well as written common assessments with much success this year. Guest artists enhanced our curriculum this year. The East and West string staff introduced an "alternative styles" common assessment in connection with Christian Howes concert and workshop series. The Longfellow Bands secured a comprehensive, four month jazz Artists in Residency program through a grant from the Wisconsin Conservatory of Music. The East bands once again hosted the Northern Illinois University Jazz Band workshop and concert.

Literacy in Content:

The music department has been continuing to work on the development of student literacy skills. For example, the vocal/general music staff has been working on reading and comprehending music notation and text. The elementary band incorporated the Treasures reading vocabulary words into weekly rehearsals and lessons. The secondary instrumental staff used various techniques to include literacy and music in their lesson plans such as incorporating music vocabulary in written self-assessments, assessing others, vocabulary checklists etc...

Curr4Schools:

Per Student learning, we are in the process of trying to transfer our unit templates to the on-line program. Need to work with company on how to make this happen.

Common Core (if applicable):

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Content Area: Physical Education
Content Team Leader: Nancy Braidigan

Content Team Leader Report

Content Team 2010-11 Goal:

The goal for the physical education staff this year was to continue working on aligning standards with our units, start work on unit plans in the secondary, and look at common assessments.

Content Area/Team work:

Elementary developed common assessments to use at all schools as well as starting the work to change the report card to a standards base report.

Secondary worked on unit plans and while doing so realized that using the term unit was hindering the process so we decided to not do "unit" plans per say but label the areas that our activities focus on such as team sports, individual sports, fitness, aquatics and adventure.

The district also allowed us opportunities to participate in standards based assessment/grading seminars to begin exploring what this might look like in Wauwatosa Phy Ed. Each level was given time to start the process of getting standards based assessments to use hopefully next school year. The next step will be figuring out how grading would look. Elementary should be able to make the move a little easier than in the secondary due to the current grading system and use of grade point averages. However we are very intrigued and will continue researching our options.

Goal Accomplishment and/or Progress:

The elementary schools developed common assessments.
Middle school finished the "unit plans" and put them on Curr4schools.
High school finished unit plans and common assessments ready to use next school year.

Literacy in Content:

The high schools are working on this two different ways. Terminology/learning targets are posted at and utilized in daily/unit teachings as well as the goal writing process the students do for their final exam which includes writing a fitness goal and plan, monitoring themselves with written check in points throughout the semester, and a final reflection on their goal process at the end of the semester.

Curr4Schools:

Middle school has unit plans put in.

Common Core (if applicable):

Content Area: Science

Content Team Leader: Judy Patrick

Content Team Leader Report

Content Team 2010-11 Goal:

To become familiar with the district's curriculum review process. The science department will be conducting a K-12 review of its curriculum during the 2012 – 2013 school year.

Content Area/Team work:

The secondary science teachers met with LeRoy Lee, the science review consultant to understand his role in the review process. Science teachers focused on literacy during the 2011 – 2012 school year in accordance with the board goal. Literacy was addressed in terms of reading textbooks, scientific articles, as well as graphs and tables. Science teachers also examined methods to improve ACT scores.

Goal Accomplishment and/or Progress:

Secondary teachers used anticipation guides, reading guides, and reading quizzes to improve the students' ability to read science. Teachers also used current articles with a number of reading strategies to improve reading comprehension. Science teachers were able to work with Doug Beuhl for two sessions on improving reading in science. Teachers also had students make use of Cornell notes. The science teachers examined the science portion of the ACT test to determine how to provide students with practice in similar type questions. Plans were made to use ACT practice question to establish a baseline of the students' ability to answer these types of questions. Plans were made to incorporate more analysis of graphs and data tables in all science courses. The science teachers also wrote common final assessments for all science courses at the high school level.

Literacy in Content:

Secondary teachers used anticipation guides, reading guides, and reading quizzes to improve the students' ability to read science. Teachers also used current articles with a number of reading strategies to improve reading comprehension. Science teachers were able to work with Doug Beuhl for two sessions on improving reading in science. Teachers also had students make use of Cornell notes. Students were also given practice ACT questions to assess their ability to read the material and analyze data tables and graphs.

Curr4Schools:

Because the science curriculum is undergoing review, the science department did not use Curr4Schools.

Common Core (if applicable):

The Common Core Science Standards had not yet been released. We plan on examining and incorporating them when they are released.

Content Area: Secondary Social Studies

Content Team Leader: Mary Johnston

Content Team Leader Report

Content Team 2010-11 Goal:

The Social Studies Content Team had a primary goal of completing the process of a Curriculum Review of elementary Social Studies. The secondary goal was to continue work on secondary curriculum in light of the Common Core Literacy Standards.

Content Area/Team work:

The elementary content team met repeatedly throughout the year. Sub teams were formed to read pertinent literature and research best practices. This content team paid visits to Waunakee school district near Madison to see the integration of Social Studies and Spanish instruction at the elementary level. Elementary content team members also reviewed textbooks and made recommendations. Elementary social studies participated in a successful curriculum review of their department. They were able to thoughtfully consider what they have done in the past and make revisions for going forward into the future. Course related secondary teams met to discuss curriculum, common assessments and Common Core Literacy standards. One teacher from each high school has volunteered to create online hybrid course in APP and Global studies and will participate in a pilot program next year.

Goal Accomplishment and/or Progress:

The elementary content team was able to accomplish a number of their goals. They thoughtfully considered best practices in elementary social studies and moved toward integrating a more active and participatory element to social studies through their recommendations for the adoption of the TCI textbooks and teacher resource material. They examined and clarified how elementary classes will be taught in Spanish next year. They streamlined their curriculum to make documents more focused and user friendly for both teachers and the public. All of the secondary social studies teams worked on streamlining and focusing their curriculum. Grades 6-10 were able to complete this work on their documents. The US History team developed a common exam between East and West High School. This team also developed an online component to their course.

Literacy in Content:

Elementary teachers continued to work on using the social studies to teach reading. The materials adopted from TCI were chosen because they exhibited a strong connection between literacy and the social studies. The secondary teachers spent time reading about correlations between increased literacy as measured by the ACT test and social studies courses. Secondary teachers agreed that we need to focus on teaching literacy skills to our students. Teachers met with Doug Buehl to learn about literacy instruction and reading in our content area. Many teachers met multiple times with Doug and received copies of his book.

Curr4Schools:

Secondary teachers had an overview of Curr4Schools. The APP team began to record some of their curriculum on Curr4Schools.

Common Core (if applicable):

Elementary teams reviewed their current practices, curriculum and resources in light of Common Core skills. They were in agreement over the continued necessity of teaching these skills through as many avenues as possible in their social studies classes. Textbooks for adoption were evaluated in light of their efficacy in teaching to these skill requirements.

All of the secondary teachers had time to examine and discuss the Common Core literacy standards at a winter staff training session. We spent time looking at what we currently do and where we would ultimately like our students to be in terms of their skills. We looked at ways to bridge that gap. The US history team spent time in May working on their curriculum documents to get them to better integrate six Common Core literacy skills that are critical for their students.

Content Area: School Counseling/Student Services

Content Team Leader: Kathy Beechtree

Content Team Leader Report

Content Team 2010-11 Goal:

Elementary

All fifth grade students will be able to articulate interests, strengths, and goals in the areas of personal/social, academic, and careers as evidenced by the Individual Learning Portfolio (ILP).

Middle School

Hold student conferences with a parent or guardian present for one selected eighth grade house at each middle school.

High School

To raise the ACT participation rate for the Class of 2012 by 10%.

Content Area/Team work:

Elementary School

- Develop and revise ILP classroom lessons to create an ILP folder for fifth grade students.
- Reviewed and analyzed conference data from 2010 and 2011.
- Formative assessments developed to utilize during classroom presentations;
- Student portfolios reviewed
- Revised portfolio brochure developed to use with targeted students with disabilities

Middle School

- Identify career cruising activities at 6th, 7th, & 8th grade level.
- Analyzed data collected from Individual Learning Plan Conferences during the spring of 2010.
- Revise and develop ILP portfolio

High School

- Participated in professional development and training provided by ACT. The Explore, PLAN and ACT tests were targeted.
- Reviewed information on ACT's college readiness bench marks for each test.
- Revised guidance websites at both high schools to include updated ACT test prep resources
- Revised Junior Career Units to include update on ACT
- Collected and monitored data of student participation in ACT and ACT prep activities
- Revised Sophomore Career Unit to teach students strategies for assessing and understanding PLAN test results.

Goal Accomplishment and/or Progress:

Elementary

All fifth grade students were provided an opportunity to participate in an ILP conference. All parents and guardians were invited to attend.

A total of 508 fifth grade conferences were held, parents or guardians were invited to fifth grade conference. All parents were given opportunity to complete a survey at the conclusion of the conference. The statement "I left with a better understanding of my child's goals and strengths" 97 % of parents

reported they agreed or strongly agreed.

Middle School

Eight grade student ILP conferences provided for one house at each middle school. All parents and guardians were invited to attend.

- Whitman: 100% of targeted students attended and ILP conference (total 90 student conferences). 98% of the conferences included a parent.
- Overall Value of Conference 1=not useful/5= useful Parents=4.6 Students=4.4
- Longfellow: 100% of targeted students attended an ILP conference. (total of 68 student conferences) 87% of the ILP conferences included a parent.
- Overall Value of Conference 1=not useful/5= useful Parent4.9 Student 4.6

High School

The final ACT test will be administered on June 11, 2011; therefore, data is not available at the end of the 2011/12 school year. Data will be available in July and the High School Counseling team plans to review the information in August.

- Junior Conference Data: East 85% student attendance West 82% student attendance

Literacy in Content:

Elementary

- Revised the student portfolio, to link lessons/counseling standards with portfolio produced.
- Many students were introduced to Career Cruising and took the initial interest survey.
- Learning Targets for some ILP/Guidance lessons were written.
- New vocabulary taught (i.e. visual, auditory, kinesthetic, and tactile learning styles; multiple intelligences)
- Students learned bullying curriculum vocabulary

Middle School

- Used MAP and WKCE scores to determine placement of students into academic lab, intensive reading, math placement, Advanced English Language Arts (AELA), and Gifted and Talented (GT) for the 2011/12 school year.
- Incorporated two books for teachers/students to read to support the DPI Bullying curriculum
- Students learned bullying curriculum vocabulary

High School

- Counselors worked with the math, science, social studies and English departments to review ACT test questions as related to their specific content area.
- Students were given practice ACT questions during classes as well during the optional lunch time ACT test preparation workshops.

Content Area: Technology Education
Content Team Leader: Mike Pietrowiak

Content Team Leader Report

Reading Literacy Focus – Provide evidence of your team’s attention to and development of student literacy skills.

During semester 2, our department continued to focus on improving student literacy efforts in the area of technical vocabulary. Specifically, in the Intro to Engineering Design course, we have stressed new “key terms” at the start of each new unit that would be used throughout the remainder of the course. We also developed vocabulary crossword puzzles to reinforce these technical terms.

Formative Assessments – Describe the types of formative assessments used by your team this year.

- At the high school level, three different common grade rubrics were developed for the Puzzle Cube, Mini-Train, and Reverse Engineering projects.
- At the high school level, we developed 6 common assessments (including 2 summative assessments) for the Intro to Engineering Design course.
- We also shared a common “Practice Exam” and End-of-Year exam for the IED course.
- At the middle school level, 8 common assessments (including a final summative assessment) were developed during PLC time to cover all of the activities in the 8th grade Desktop Publishing unit.

Describe the team learning experiences that occurred as a result of PLC discussions of common assessments-

- Our weekly discussions helped us to strengthen small “areas of weakness” in our own professional/technical knowledge as it relates to the Engineering curriculum.
- Our PLC discussions provided us with opportunities to discuss not only WHAT we teach, but HOW we teach.
- This resulted in a more consistent delivery of content across the district ... and higher achievement for our students.
- Prior to PLC time, we never had time to meet and exchange ideas with colleagues from our own discipline.

SMART Goals – Please examine your SMART goals for this year. List any evidence of measurable student achievement gains as it relates to those goals.

Our SMART goals for this year were directly related to change within our department. One goal was to promote a restructuring within our department to stay abreast of changes in our discipline. To accomplish this we looked at other schools in southeastern Wisconsin that have implemented the Gateway model to pre-engineering courses at the middle school. We studied how to implement it whether or not it should replace the existing curriculum or become a separate strand of its own. We studied where to implement the courses and decided that the 7th grade level made the most sense. To this end there will be two courses offered at the Middle school for the 2011-12 school year. In conjunction with the Middle School model implementation we will also, offer a fourth level course at the High School called Civil Engineering and Architecture.

Strategies – Describe strategies/interventions/enrichments your team has found to be an effective instructional tool.

- Used “flexible grouping” as a method to raise the achievement of struggling learners, while simultaneously working as an “enrichment opportunity” for advanced students who had to think abstractly to find ways to help their new group members to comprehend complex concepts presented in class.
- Provide daily review of vocabulary terms or questions that deal with content being covered in class.
- Provide educational websites to explore a variety of Tech Ed. concepts and activities.
- Provide educational magazines for students to explore a variety of Tech Ed. concepts and activities.

Content Area: World Language
Content Team Leader: Eva Tuinstra

Content Team Leader Report

Content Team 2010-11 Goal:

To implement and assess using our new materials in Spanish, German, French, and Latin.
To complete our Unit Maps in Curriculum 4 Learning
To develop common assessments with Level 1,2,3,4 as best as possible across the district.
To develop a syllabus and materials list for AP German, French, and Spanish and Latin.

Content Area/Team work:

**Unit Maps were worked on during Content Team time in October, November, January, March and April.
**AP meetings were held during AP Sub Content Time and materials were selected and evaluated. A presentation was made to the Board of Education re: materials recommended. These materials were accepted by the board and approved for purchase such that work could begin on development of an AP Audit/Syllabus with approval sought by the AP-College Board before Jan., 2011.
**Common Assessments and Alignment of Curriculum was and is an ongoing goal for our dept. The goal is to have at least part if not all of our final exams in common. The results of these common assessments will be analyzed in fall to determine curricular goals for the 2011-2012 school year.

Goal Accomplishment and/or Progress:

**Unit Maps were completed for German 1-2, French 1-4, and Spanish 1-3. Summer work will continue this effort in July.
**AP materials were approved for purchase and work has started on AP Audits. Summer work will continue this effort in July.
**In common assessments will be stressed during the next school year as we evaluate and articulate success and difficulties with the new materials.

Literacy in Content:

During PLC time, the World Language Department was inserviced and implemented reading strategies with the goal of improving school in "word meaning and context clues." This strategy and effort on the part of the department was successful as per East's random sampling of student scores.

Curr4Schools:

Unit Maps are nearly done for German, French, Spanish and Latin 1-4. Concluding work will take place this summer.

Common Core (if applicable):

n/a