

Pewaukee Lake Elementary School's Continuous Improvement Plan

School/ Department Name: Pewaukee Lake Elementary School	School Year: 2009-10	Strategic Plan into Action: Critical Thinking
---	-----------------------------	---

School Goals: Increase the amount of critical thinking utilized on classroom assessments and instructional strategies.

Target Goals: 2/3 (67%) of the questions on end of unit common assessments will be deemed higher level

- Measurement Tool:**
- End of unit assessment evaluation form
 - Increase the number of higher level thinking opportunities offered to students in the classroom
 - Measurement Tool: Classroom walkthrough data; classroom observations

Quarterly Benchmarks				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"> • Use PLC time to create higher level questions in classroom discussions during guided reading. • Use Bloom's taxonomy to revise Quarter 1 common assessments in science to reflect 2/3 of assessments at application level or higher. • Use classroom walkthrough data to document current level of questioning in the classroom as high, medium, or low 	<ul style="list-style-type: none"> • Use PLC time to create higher level questions in classroom discussions during guided reading. • Use Bloom's taxonomy to revise Quarter 2 common assessments in science to reflect 2/3 of assessments at application level or higher. • Use classroom walkthrough data to document current level of questioning in the classroom as high, medium, or low 	<ul style="list-style-type: none"> • Use PLC time to create higher level questions in classroom discussions during guided reading. • Use Bloom's taxonomy to revise Quarter 3 common assessments in science to reflect 2/3 of assessments at application level or higher. • Provide staff training on Critical thinking at Early Release on February 25th. • Use classroom walkthrough data to document current level of questioning in the classroom as high, medium, or low 	<ul style="list-style-type: none"> • Use PLC time to create higher level questions in classroom discussions during guided reading. • Use Bloom's taxonomy to revise Quarter 4 common assessments in science to reflect 2/3 of assessments at application level or higher. • Use classroom walkthrough data to document current level of questioning in the classroom as high, medium, or low 	<ul style="list-style-type: none"> • Summer curriculum time provided to grade level representatives to target guided reading instruction to target higher level questioning. • Review classroom walk through data with leadership team at data retreat

Strategic Plan into Action: Critical Thinking

Action Plan Quarter Select Quarter (Steps- provide details)	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Use information from critical thinking analysis from the previous school year to revise Common assessments in Science.	Teachers Principals	Edupress Quick Flip charts	Critical Analysis of tests from 2008-09 school year	Revised tests	June 10, 2010
Provide staff development on Bloom's Taxonomy and ways to increase the level of critical thinking in the classroom	Teachers Principals	To be identified	Speaker	Staff Development completed – February 25, 2010	February 25, 2010
Use Collaborative team planning time to develop questioning strategies to support increased levels of critical thinking used during guided reading	Teachers Principals Literacy Coach	Fountas and Pinnell Continuum of Literacy Learning	Collaborative Team Time	Guided reading questions to address higher levels of thinking skills	June 10, 2010
Use classroom walk through data to document current level of questioning in the classroom as high, medium, or low	Principals	CWT card	CWT card	CWT data	June 10, 2010

Monitoring / Evaluation

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
A. What data did you use to determine if the action steps were implemented with fidelity?	A.	A.	A.	A.	A.
B. What data did you use to determine if the quarterly benchmarks were met?	B.	B.	B.	B.	B.
Did we achieve our quarterly benchmarks?	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy

School/ Department Name: Pewaukee Lake Elementary School	School Year: 2009-10	Strategic Plan into Action: Power Standards
---	-----------------------------	---

School Goals: Develop & utilize K-12 content- area Power Standards and course/grade level Essential Concepts & Skills.

- Target Goals:**
- 100% participation in Development & Review of K-12 Power Standards and Essential Concepts & Skills
 - 100% of classrooms will have Power Standards posted
 - 100% of all curriculum revised as part of the curriculum renewal process will utilize Power Standards, Essential Concepts & Skills, and Learning Targets identified
 - 100% of end of year common assessments will reflect agreed upon Power Standards and Essential Concepts & Skills

- Measurement Tool:**
- Power Standards published
 - Classroom Walkthrough Data; Audit
 - K-12 District Curriculum
 - End of unit assessment evaluation form

Quarterly Benchmarks

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"> • Write social studies curriculum • Participate in K-12 math curriculum planning and textbook adoption process • Continuum of Literacy Learning Inservice for all teachers on August 24, 2009 • Train teachers on power standards, essential concepts, and learning targets (10/2/09) 	<ul style="list-style-type: none"> • Write social studies curriculum • Participate in K-12 math curriculum planning and textbook adoption process • Develop language arts essential concepts • Teachers post learning targets in classrooms 	<ul style="list-style-type: none"> • Social Studies curriculum completed • Participate in K-12 math curriculum planning and textbook adoption process • Review language arts essential concepts with staff • Teachers post learning targets in classrooms 	<ul style="list-style-type: none"> • Social Studies Curriculum Approved by Board of Education • Participate in K-12 math curriculum planning and textbook adoption process • Finalize language arts essential concepts • Teachers post learning targets in classrooms 	<ul style="list-style-type: none"> • Follow-up on any social studies related work

Strategic Plan Into Action: Power Standards

Action Plan Quarter Select Quarter (Steps- provide details)	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Develop Power Standards and Essential concepts for Reading and Language arts.	Principals and grade level teams	State Standards Fountas and Pinnell Continuum of Literacy Learning	Fountas and Pinnell Continuum of Literacy Learning State Standards and Curriculum Documents	Essential concepts identified	June 2010
Align the previously identified Power Standards/Essential Skills in all curricular areas across grade levels PK-12.	Principals and grade level teams	Curriculum Documents	Curriculum documents	PK-12 continuum of Language Arts Essential Skills	June 2010
Create curriculum brochures for parents for all curricular areas.	Principals and grade level teams	Curriculum Documents	Curriculum documents	Curriculum brochures	Summer 2010
Post Learning Targets in all classrooms	Principals and grade level teams	Curriculum Documents	Curriculum documents	Learning Targets are posted in classrooms	June 2010
Complete Social Studies and Math Curriculum revisions using Build Your Own Curriculum and present to Board of Education for approval.	Social Studies and Math Committee representatives	Staff Development and Curriculum Release time to work as curriculum teams to enter information on Build Your Own Curriculum	Curriculum documents	Curriculum documents approved	June 2010

Monitoring / Evaluation

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
<p>A. What data did you use to determine if the action steps were implemented with fidelity?</p> <p>B. What data did you use to determine if the quarterly benchmarks were met?</p>	A. B.	A. B.	A. B.	A. B.	A. B.
Did we achieve our quarterly benchmarks?	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy

School/ Department Name: Pewaukee Lake Elementary School	School Year: 2009-10	Strategic Plan into Action: Non-Fiction Writing
---	-----------------------------	---

School Goals: Increase the quality of student non-fiction writing.

- Target Goals:**
- All end of unit common assessments would have a non-fiction writing element evaluated using a common rubric
 - Determine the frequency and types of quality non-fiction writing experiences

- Measurement Tool:**
- End of unit assessment evaluation form
 - Revised 2008-09 review form

Quarterly Benchmarks				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"> • Evaluate district writing assessment program for renewal and redesign. • Six Traits writing training provided during October 28, 2009 Early Release • Implement audit process for evaluation of non-fiction writing samples 	<ul style="list-style-type: none"> • Evaluate district writing assessment program for renewal and redesign. • Implement audit process for evaluation of non-fiction writing samples • Revise rubrics 	<ul style="list-style-type: none"> • Evaluate district writing assessment program for renewal and redesign. • Implement audit process for evaluation of non-fiction writing samples • Revise Rubrics 	<ul style="list-style-type: none"> • Present recommendation for changes to district writing assessment • Complete audit process and present recommendations for revisions. 	<ul style="list-style-type: none"> • Summer curriculum time provided for literacy team representatives to prepare for implementation of new writing assessment.

Strategic Plan Into Action: Non-Fiction Writing

Action Plan Quarter Select Quarter (Steps- provide details)	Person(s) Responsible	Resources Available	Resources Needed	Is. We will continue as Development Focus	Action Step Completion Date
Implement Six Traits writing training for all staff	Deb Ristow and Mark Hansen	Staff development funds	Trainer	Completion of training for all staff	October 28, 2009
Implement system for reviewing samples of non-fiction writing and review current genres of writing experiences	Principals and teaching teams	Non-fiction writing samples Collaborative Team Time	Non fiction samples Collaborative time	Meeting minutes and agendas	June 10, 2010
Develop essential skills and concepts for all types of writing at each grade level	Principals and teaching teams	Collaborative Team Time	Collaborative Team Time	Essential skills completed	June 10, 2010
Evaluate current rubric used at each grade level and recommend any changes.	Principals and teaching teams	Collaborative Team Time	Collaborative Team Time	Completed rubrics	June 10, 2010
Provide recommendations for change to the District Writing Assessment	Principals and teaching teams	Collaborative Team Time	Collaborative Team Time	New process communicated to all staff	June 10, 2010

Monitoring / Evaluation

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
<p>A. What data did you use to determine if the action steps were implemented with fidelity?</p> <p>B. What data did you use to determine if the quarterly benchmarks were met?</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>	<p>A.</p> <p>B.</p>
<p style="text-align: center;">Did we achieve our quarterly benchmarks?</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES. If yes, check the appropriate box below:</p> <p><input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal.</p> <p><input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned.</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update action plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to action plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>

School/ Department Name: Pewaukee Lake Elementary School	School Year: 2009-10	Strategic Plan into Action: Four Year Old Kindergarten Evaluation
--	----------------------	---

School Goals: Pewaukee School District will provide a relevant and rigorous curriculum delivered by high quality educators who use innovative, research based strategies to prepare students to compete in a global environment in the 21st century.
Long Range Goal: Guarantee a rigorous and relevant curriculum for all students.

Target Goals:

- Ensure the delivery of effective, systematic interventions to improve student learning and maximize the academic potential of all students.
- Present evidence to the Board of Education of the effectiveness of the Pewaukee Four Year Old Kindergarten program.

Target Measures:

- After 4K participation, 85% of kindergarten students will be proficient or advanced on alphabet letter recognition at the start of the 2009-10 school year
- After 4K participation, 90% of kindergarten students will be proficient or advanced on alphabet letter recognition at the start of the 20010-11 school year. This 90% proficiency will be maintained during the 2011-12 school year.
- After 4K participation, 65% of kindergarten students will be proficient or advanced on counting to 100 and numeral identification 0-31 at the start of the 2009-10 school year.
- After 4K participation, 70% of kindergarten students will be proficient or advanced on counting to 100 and numeral identification 0-31 at the start of the 2010-11 school year.

Quarterly Benchmarks				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"> • Collect post-intervention baseline data from kindergarten students on readiness and academic indicators within the first two weeks of school • Collect pre-intervention baseline data from 4K students on academic and readiness indicators to include alphabet letter recognition, rote and correspondence counting, identification of numerals, color and shape identification. 	<ul style="list-style-type: none"> • Collect post-intervention baseline data from kindergarten students on readiness and academic indicators from the first semester 	<ul style="list-style-type: none"> • Collect post-intervention baseline data from kindergarten students on readiness and academic indicators from the third quarter 	<ul style="list-style-type: none"> • Collect post-intervention baseline data from kindergarten students on readiness and academic indicators from the second semester • Collect post-intervention baseline data from 4K students on academic and readiness indicators to include alphabet letter recognition, rote and correspondence counting, identification of numerals, color and shape identification. 	<ul style="list-style-type: none"> • Organize data for analysis and prepare for Board of Education presentation in December 2010.

Strategic Plan into Action: Four Year Old Kindergarten Evaluation

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Collect baseline student achievement data on a quarterly basis from 5K students to use as comparison information to evaluate year one 4K implementation .	Principal Kindergarten teachers	Recording sheets to gather data	Recording sheets to gather data	Completed student achievement baseline information for all 5K students	Quarterly collection of data
Collect baseline student achievement data from 4K students to demonstrate student growth over one year of participation in the program	Principal 4K teachers	Recording sheets to gather data	Recording sheets to gather data	Completed student achievement baseline information for all 4K students	Beginning of year data collection October 15, 2009 End of year data collection June 10, 2010
Compare student achievement of 5K students who participated in the Pewaukee 4K program and those who were not participants.	Principal 5K teachers	Student achievement data	Student achievement data	Summary report	Quarterly collection of data
Research Creative Curriculum reporting software to determine if custom reporting options are possible.	Principal	Creative Curriculum Software Technical Assistance	Creative Curriculum Software Technical Assistance	Custom reports of student growth in 4K	June 30, 2010
Assess all 5K students with Fountas and Pinnell Benchmark Assessment to determine if all 4K graduates have attained desired proficiency level in reading at the end of 5K.	Principal Teachers	Fountas and Pinnell Benchmark Assessment	Fountas and Pinnell Benchmark Assessment	Student Achievement Data	June 10, 2009
The Fountas and Pinnell Leveled Literacy Intervention program will be provided to at risk Kindergarten students to ensure that all students exit kindergarten at the desired reading proficiency level.	Principal Reading Intervention Teachers	Fountas and Pinnell Leveled Literacy Intervention program	Fountas and Pinnell Leveled Literacy Intervention program	Student achievement data	June 10, 2009

Strategic Plan into Action: Four Year Old Kindergarten Evaluation, continued

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Introduce Advantage Math Recovery instructional strategies to 4K and 5K small group and learning center offerings	4K and 5K teachers Math intervention teacher teacher consultation	Advantage Math Recovery resource books	Advantage Math Recovery resource books	Math data collected on counting skills and numeral recognition	June 30, 2010
Provide systematic Phonemic Awareness instruction in all 4K program classrooms and collect data to determine effectiveness of instruction	4K teachers Phonology teacher	Phonemic Awareness Curriculum – created by Ann Novotny-Gehrke	Phonemic Awareness Curriculum – created by Ann Novotny-Gehrke	Action research data collection and summary report	June 10, 2010

Monitoring / Evaluation

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
A. What data did you use to determine if the action steps were implemented with fidelity? B. What data did you use to determine if the quarterly benchmarks were met?	A. B.	A. B.	A. B.	A. B.	A. B.
Did we achieve our quarterly benchmarks?	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy

School/ Department Name: Pewaukee Lake Elementary School	School Year: 2009-10	Strategic Plan into Action: Early Literacy
--	----------------------	---

School Goals: Pewaukee School District will provide a relevant and rigorous curriculum delivered by high quality educators who use innovative, research based strategies to prepare students to compete in a global environment in the 21st century.

Long Range Goal: Guarantee a rigorous and relevant curriculum for all students

Target Goals/Measures: 100% of 2nd grade students exit at grade level in reading

Target Measures:

- Fountas and Pinnell Benchmark Assessment at proficient level for grade level
- Students make one year's growth in reading as measured by the Fountas and Pinnell Benchmark Assessments
- MAP assessment in Reading at proficient level for grade

Quarterly Benchmarks

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<ul style="list-style-type: none"> • Complete training for Continuum of Literacy Learning and administration of Fountas and Pinnell Benchmark Assessment kits during opening inservice days • Teachers assess all students using Fountas and Pinnell Benchmark kit during first quarter. • Train Reading Specialists to implement Leveled Literacy Intervention program during opening inservice days • Select students for the Leveled Literacy Intervention program and begin services within the first 30 days of school in grades 1-3 	<ul style="list-style-type: none"> • Monitor progress of students during classroom reading instruction using informal running records • Reading Specialists record data and communicate progress of students in reading intervention programs to parents and classroom teachers • Teachers assess all students using Fountas and Pinnell Benchmark kit at the end of second quarter 	<ul style="list-style-type: none"> • Monitor progress of students during classroom reading instruction using informal running records • Reading Specialists record data and communicate progress of students in reading intervention programs to parents and classroom teachers. 	<ul style="list-style-type: none"> • Monitor progress of students using informal running records • Reading Specialists communicate progress of students in reading intervention programs to parents and classroom teachers • Teachers assess all students with Fountas and Pinnell Benchmark Kit during late April and May. 	<ul style="list-style-type: none"> • Summer curriculum work to order materials for classroom libraries and level existing classroom libraries to match the Fountas and Pinnell leveling system.

Monitoring / Evaluation

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
A. What data did you use to determine if the action steps were implemented with fidelity? B. What data did you use to determine if the quarterly benchmarks were met?	A. B.	A. B.	A. B.	A. B.	A. B.
Did we achieve our quarterly benchmarks?	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy

Strategic Plan into Action: Early Literacy

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Negotiate contract with Literacy Coach for the 2009-10 Early Literacy Initiative. Literacy coach will provide staff development to use new assessment materials and provide ongoing grade level staff development throughout the 2009-10 school year.	Mark Hansen	Stimulus funding	Qualified reading coach	Meeting agenda and minutes	July 1, 2009
Establish Early Literacy Project Goals	Mark Hansen, Deb Ristow, Literacy Steering Committee	Fountas and Pinnell materials	Fountas and Pinnell materials	Common practices in literacy instruction 4K-3	August 30, 2009
Identify and communicate implementation of best practice in reading and writing for all classrooms in all grades K-3	Establish calendar of staff development training provided by Literacy Coach for K-3 grade level teams throughout the 2009-10 school year	Fountas and Pinnell materials as well as other resources provided by Literacy coach	Literacy Training in collaborative teams	Classroom Walk Throughs Staff Evaluations	Ongoing throughout 2009-10 school year
Use Fountas and Pinnell resource books as basis for ongoing collaborative book study by grade level teams	Deb Ristow, Literacy Steering Committee, BLT	Fountas and Pinnell books: "Continuum of Literacy Learning", "When Readers Struggle" and "Teaching for Comprehension and Fluency"	Literacy Training in collaborative teams	Meeting agenda and minutes	June 2010
Define Tier 1-3 for RtI Literacy and finalize intervention plan for literacy	Deb Ristow, Literacy Steering Committee, BLT	RtI information and resources	RtI information and resources	Meeting agendas and minutes	June 30, 2010
Establish ongoing data wall system to provide teachers with progress monitoring information	Deb Ristow, Literacy Steering Committee, BLT	Literacy Coach /Resources from neighboring school districts	Literacy Coach/Resources from neighboring school districts	Data Wall Implementation	October 30, 2009

School/ Department Name: Pewaukee Lake Elementary School	School Year: 2009-10	Strategic Plan into Action: Professional Learning Community
--	----------------------	--

School Goals: Pewaukee School District will provide a rigorous and relevant curriculum delivered by high quality educators who use innovative, research-based strategies to prepare students to compete in a global environment in the 21st century.

Long Range Goal: Enhance the effectiveness and accountability of our professional learning communities.

Target Goals/Measures: 100% of collaborative teams will develop team norms and improvement plans that are measurable and time bound.

- 100% of collaborative teams will have agendas and minutes posted to building shared drive for vertical teaming and communication purposes.
- 100% of collaborative team meetings will include discussion and review of student reading, writing, and math achievement as a part of agenda and minutes.

Target Measures:

- Collaborative team agendas, minutes, artifacts, collaborative team time satisfaction rate exceeds 85% in all buildings.

Quarterly Benchmarks				
<p>Quarter 1</p> <ul style="list-style-type: none"> • Establish team meeting protocols, including norms, agendas, and roles • Create common goals and action plans with a focus on literacy, non-fiction writing, critical thinking, and essential concepts • Post meeting agendas and minutes on the staff shared drive • Use ASQ tools with staff and in the classroom 	<p>Quarter 2</p> <ul style="list-style-type: none"> • Establish team meeting protocols, including norms, agendas, and roles • Review progress on common goals/action plans • Post meeting agendas and minutes on the staff shared drive • Use ASQ tools with staff and in the classroom 	<p>Quarter 3</p> <ul style="list-style-type: none"> • Establish team meeting protocols, including norms, agendas, and roles • Review progress on common goals/action plans • Post meeting agendas and minutes on the staff shared drive • Use ASQ tools with staff and in the classroom 	<p>Quarter 4</p> <ul style="list-style-type: none"> • Establish team meeting protocols, including norms, agendas, and roles • Review progress on common goals/action plans – conduct end of the year goal meetings with all groups • Post meeting agendas and minutes on the staff shared drive • Use ASQ tools with staff and in the classroom 	<p>Summer</p> <ul style="list-style-type: none"> • Team leaders participate in Continuous Improvement Retreat

Monitoring / Evaluation

Monitoring Plan / Frequency Report the data from the current action plan and use the data to analyze the results	QUARTER 1 Based on analysis, adjust strategy and action plan as needed.	QUARTER 2 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 3 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	QUARTER 4 Based on analysis from the previous quarter, adjust strategy and action plan as needed.	SUMMER Based upon analysis from the previous year and an annual comparison to progress on plan.
<p>A. What data did you use to determine if the action steps were implemented with fidelity?</p> <p>B. What data did you use to determine if the quarterly benchmarks were met?</p>	A. B.	A. B.	A. B.	A. B.	A. B.
<p>Did we achieve our quarterly benchmarks?</p>	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES. If yes, check the appropriate box below: <input type="checkbox"/> We far exceeded our Target Goals. We will change our Target Goals to further impact our long range goal. <input type="checkbox"/> We are on track towards our Target Goals. We will continue as planned. <input type="checkbox"/> NO If no, check the appropriate action below: <input type="checkbox"/> Continue current strategy and update action plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to action plan <input type="checkbox"/> Abandon current strategy and identify new strategy

Strategic Plan into Action: Professional Learning Community

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Develop a calendar of meetings that is posted on the shared drive	BLT Team	District calendar on the shared drive	District Calendar	Calendar on shared drive	August 2009 and updated throughout the school year
Establish team meeting protocols, including norms, agendas, and roles	BLT Team	Collaborative Team work	None	Meeting agendas/minutes	August 2009
Create common goals and action plans with a focus on literacy, non-fiction writing, critical thinking, and essential concepts	BLT Team	Collaborative Team time	2009-10 Pewaukee Lake Elementary Continuous Improvement Plan	Goals and goal meetings completed in September	September 2009
Create agendas for the first four days in August that meet the need of the Early Literacy Initiative and collaborative work to prepare for the upcoming school year	BLT Team	Collaborative Team time	None	August 24-27 meeting agendas	August 2009
Post meeting agendas and minutes on the staff shared drive	BLT Team	Collaborative Team work	Shared drive	Meeting agendas/minutes	Weekly throughout the year
Provide time for grade level teams to meet with the grade up and the grade below in monthly meeting calendar	BLT Team	Collaborative Team work	Share drive	Calendar on shared drive	Monthly meetings schedule/minutes on shared drive regarding meeting discussion
Provide time on a quarterly basis for staff to participate in teacher led Technology Fairs to increase the level of instructional technology utilization in the building	Technology Team	Collaborative Team work	Shared drive	Meeting agenda/minutes	June 2010
Provide time for specialist staff and special education teachers to collaborate with grade level teams about enhanced student achievement	BLT Team Leaders	Collaborative Team work	Shared drive	Meeting agenda/minutes	Monthly meetings
Use ASQ tools with staff and in the classroom	BLT Team	Collaborative Team work	ASQ resource materials	Charts created and used by teams and students	June 2010

Strategic Plan into Action: Professional Learning Community

Action Plan Step	Person(s) Responsible	Resources Available	Resources Needed	Professional Development Focus	Action Step Completion Date
Administer Staff survey at the end of the school year to gain feedback about effectiveness and accountability of collaborative team work	BLT Team	Staff Surveys	Staff Surveys	Completed Survey	May 2010