



**MEQUON-THIENSVILLE SCHOOL DISTRICT  
BOARD OF EDUCATION  
EXECUTIVE SUMMARY**

<b>Subject:</b> Report on MTSD Goals	<b>Category:</b> <input type="checkbox"/> Action <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> <b>Information</b>
<b>Attachments:</b> May 2011 District Goal Report	<b>Date for Consideration:</b> May 16, 2011

**Background**

Since the adoption of the District goals in 2008, regular updates on goal progress have been presented to the School Board. The most recent Goal Report was in August 2010.

<b>Highlights of Report:</b>	
<ul style="list-style-type: none"> <li>• Similar format to last year’s report with reference to previous reported data</li> <li>• Specifics provided for goal and goal target</li> <li>• Refinement of reporting goal targets (when and where possible).</li> </ul>	
Strengths	Needs Improvement
<ul style="list-style-type: none"> <li>• Improvement—4<sup>th</sup> and 8<sup>th</sup> grade WKCE reading (Goal #1)</li> <li>• Improvement--some student subgroups (Goal #1)</li> <li>• Progress ongoing for Goals #2 and #3 actions.</li> <li>• School Growth Plans (SGPs) and Three Year Curriculum Plan now exist for clarity, accountability, and communication purposes; all plans based upon the district goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Some data does not support need any longer for some specific performance targets</li> <li>• A few district goals are not measureable in a quantitative way; a qualitative approach must be developed and accepted as a measure.</li> <li>• A focus on leading indicators in the goals is needed; the current indicators are more often lagging indicators and not formative.</li> </ul>

**Recommendation:** Continue to use this format to assess goal progress through the end of this cycle of district goals until new district goals are considered in 2013.

Action Steps Timeline	Funding	Responsible Leadership	Status
Building Leadership Teams use data and SGPs at summer workshops	Title II	Building Administrators	August 2011
School Growth Plan and Three Year Curriculum Plan communication to internal and external stakeholders	N/A	Building and District Administrators	September 2011
Final Review of 2008-2012 District Goals	N/A	Building and District administrators	May 2012

Submitted By: Eric Dimmitt	
<b>Board of Education Action:</b>	<input type="checkbox"/> <b>Approve</b> <input type="checkbox"/> <b>Reject</b> <input type="checkbox"/> <b>Research/Report Back</b>



**MEQUON-THIENSVILLE SCHOOL DISTRICT**

School District Goals  
May 2011 Analysis

Prepared  
by  
Eric J. Dimmitt  
Director of Curriculum, Instruction, and Assessment

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## **Introduction:**

The School Board formally adopted the district goals and performance targets in June 2008. The 2010-2011 school year was the third year implementing action steps to reach the goals and performance targets. The district goals are to be attained no later than 2011-2012.

This school year, district leadership and Board of Education leaders have noticed an increasing need to revise the current goals at the conclusion of the 2011-2012 school year. Although worthy at the time, the current goals are not as specific as needed to be for an organization seeking continuous improvement. Furthermore, the creation of School Growth Plans (SGP's), the Three Year district curriculum plan, the five coherence commitment areas developed by internal stakeholders and the creation of Building Leadership Teams (BLT's) are all examples of the school district moving toward greater productivity and accountability. The creation of new goals to align to the previously mentioned initiatives will be vital to continuous growth for the Mequon-Thiensville School District.

The report analyzes data associated with the goals and targets established. The school district received Wisconsin Knowledge and Concept Examination (WKCE) results earlier this school year. While some goals and performance targets were met or even surpassed this year, others were not. The August 2010 report served as a template for this document.

**Goal # 1: The Mequon-Thiensville School District will continually evaluate and improve its curriculum, instructional practices and assessment tools so that all students demonstrate academic growth relevant to our ever-changing world.**

### **Goal 1 Target 1:**

***MTSD is committed to continuous improvement for all students. The district will strive toward world-class achievement in reading, language arts, mathematics, science, social studies, science, the arts, critical thinking skills and information and technology literacy. Student growth and progress will be measured through the use of local, state, and national assessment tools. Additionally, students will be encouraged to participate in national and international competitions.***

## **Continuous Improvement of Assessment and Participation Status**

The intention of Target #1 was the development of common assessment in the outlined curricular areas for the purpose of measuring continuous improvement. The school district has developed and refined common assessments in science, social studies, and mathematics this year. The state adoption of the Common Core Standards for mathematics and English Language Arts has had an influence on progress in this goal as the district awaits further direction in this area. Grades 6-8 are completing in May the second session of NWEA MAP testing. In terms of academic competitions and participation, the number of competitions continued to increase, and state reporting of participation in academic activities increased from 32.3% in 2009-2010 to 33.6% in 2010-2011. Further data supporting Target #1 can be found in Appendix A.

**Goal 1 / Target 2:**

***MTSD will have a process for identification and a system of support for assisting individual students and identified subgroups who are not achieving at District expectations as measured by WKCE and/or District defined assessments.***

**Achievement Gap Data Status**

The purpose of Target #2 was to measure the achievement gaps in the school district. Any strong school district should be measured by the performance of their lowest performing students, not the highest achieving students. The school district has a rationally small achievement gap when measured using the Wisconsin Knowledge and Concept Examination. Appendix B contains an analysis of WKCE reading scores for majority and subgroups of students in grades 4, 8 and 10 that illustrate this point. The school district has a small number in each cell group (number of students that represent a specific ethnic, special education, racial or social economic group).

Statistically, there are no major gaps between the performance of majority students and students in most cell groups (e.g. African American, Hispanic, Special Education or English Language Learners). The flaw in this performance measure with the current structure of the district goals is that the goal does not allow the school district to examine other elements of the school experience of cell groups in the school district. Examples that should be examined more closely include such indicators or measures as 51% of female students in Advanced Placement science courses, 15% of minority students in Advanced Placement courses, 23% of minority students participating in the Double Accelerated Math program over the past five years, and 9.4% of female students participating in the Project Lead the Way program.

The school district has worked to accomplish in the area of developing true equity for all students. Dr. Means has asked that Mr. George and Mr. Dimmitt address the issue of instructional equity while completing the task of implementing the Response to Intervention model this fall. In addition, Mr. George has created a diversity committee consisting of parents and teachers to examine social and instructional concerns for students and families in the school district. Finally, the school district is part of a consortium of suburban school districts that meet quarterly to discuss diversity issues. The school districts involved in the consortium include Whitefish Bay, Shorewood, and Wauwatosa.

**Goal 1 Target 3**

***MTSD holds high expectations for all students. As a result, the district shall set performance targets to measure academic progress.***

**Goal 1 Target 3.1**

***At least 98% of regular education, non-ELL students who have been in the district for at least two years will score in the proficient or advanced category on the WKCE in reading and mathematics.***

**Goal 1 Target 3.2**

***At least 98% of regular education, non-ELL students who have been in the District for at least two years meet or exceed the District grade level standards in reading and mathematics on assessment tools.***

**Wisconsin Knowledge and Concept Examination Analysis:**

These sub-targets refer to WKCE performance. The school district has historically performed very well on the Wisconsin Knowledge and Concept Examination. Hence, the school district has sought to establish a culture where the results of this WKCE are not dismissed by some stakeholders. The addition of Explore testing at the eighth grade this year is part of this process.

The school district established a 98% threshold for two distinct reasons. The reasons are:

1. Historically, the district's performance on the WKCE has been strong – averaging in the range of 90% to 99% proficient or advanced.
2. By year 2014, the federal government expects all school districts to perform at 100% on state standardized assessments.

Appendix C highlights the school district's performance when compared to area North Shore school districts.

**Goal 1 Target 4:**

***MTSD shall measure its academic progress by annually performing in the top five percent of school districts with the highest percentage of students at proficient or advanced in the State of Wisconsin.***

**Comparable Academic Performance Data Status**

Like last year's report on Target #4, school districts within the Cooperative Educational Service Agency (CESA) #1 cluster were examined to compare performance since the target was not able to be well defined. Appendix D shows the Mequon-Thiensville School District performance when compared to the six highest performing school districts in CESA #1 reading and math on the WKCE in grades 4, 8, and 10. The district improved this year and was in the top 5% in five of the six WKCE areas.

**Goal #2: The Mequon-Thiensville School District will continually embrace a shared leadership model, which supports the growth of educational leaders including: faculty, staff, administration, parents and community.**

**Goal 2 Target 1:**

*MTSD will refine hiring practices to ensure a shared hiring process and a systemic analysis of prior professional experience. Hiring practices will seek individuals with demonstrated high academic credentials, a demonstrated appreciation of diversity, prior teaching experience, and the ability to provide evidence of their commitment to the values of the MTSD.*

**Hiring Practices Status**

The school district met Goal #2, Target #1 by hiring highly qualified teachers for all teaching vacancies last school year. Since spring 2008, a panel of teachers, parents, and administrators have interviewed all administrative hires. Interview questions for all employees have been aligned to appropriate professional standards. The school district also completed a human resources audit that provided valuable recommendations on how to standardize the reference check and interviewing process. Appendix E presents data on the 2010-2011 hiring.

**Goal 2 / Target 2:**

*The MTSD is committed to establishing a staff development program that reflects diversity in offerings, instructional best practices, leadership development and a focus on improving student achievement. On an annual basis, the Professional Development Committee will review and evaluate staff development goals aligned with district, state and national professional development standards.*

**Staff Development Offering Status**

Appendix F details the alignment of MTSD workshops to the district goals (Target #2). All early release day learning was directed by the School Growth Plans and the Three Year Curriculum Plan and aligned to the district goals and the five coherence commitment areas of Intervention, Literacy, Communication, Staff development/evaluation and 21<sup>st</sup> Century Learning. Early releases focused on Response to Intervention at grades K-5, NWEA MAP test analysis at grades 6-8, and Literacy Interventions at grades 9-12 highlight this alignment to improve student achievement.

This alignment was assisted by the creation of Building Leadership Teams (BLTs). A handbook for BLTs was completed in April 2011 by the administrative team. Full implementation will begin during summer 2011. The establishment of effective building leadership teams will continue to be assessed and evaluated. The BLT will take the place of the Think Tank Coherence internal stakeholders group and the district professional development committee. The professional development committee existed for one year; their work included planning for the successful fall 2010 academy during the October teacher convention weekend. Appendix G describes a number of changes in the systemic leadership model for curriculum, instruction, and assessment for the school district in 2010-2011 in order to achieve district goals. The administrative team will continue to evaluate the effectiveness of the current staff development model for the 2011-2012 school year.

**Goal 2 Target 3:**

***MTSD is dependent on an active community and parent base. It is the goal of the district to engage the public in dialogue about educational policy, direction and vision of the district.***

**Community Engagement Processes Status**

The school district has continued to engage the community through a series of listening sessions on proposed initiatives (four-year old kindergarten and trimester schedule) in achieving Target #3. The school district also established a district newsletter this school year to better communicate with the public. The school district has expanded its use of video this past school year. The school district established the Business Advisory Council this past May. In one year the Business Advisory Council has stimulated enough interest from civic and business leaders to form a Community Conversation pertaining to the future vision of Mequon-Thiensville as a community. The Superintendent Advisory Council continues to meet on a quarterly basis. The Recreation Department has established a citizen council to provide feedback on programming and vision for the new director, Ryan Mangan. Finally, the school district has reached its goal of establishing a teacher website for all teachers in the district to allow better communication between home and school.

**Goal #3: The Mequon-Thiensville School District will continue to foster a climate that honors diversity, attempts to instill goodness in all children, and upholds shared goals and values.**

**Goal 3 Target 1:**

***The school building communities and the District will annually review, integrate and promote shared values, and celebrate the demonstration of these values.***

**Goal 3 Target 2:**

***The school building communities and the District will annually review, integrate and promote shared values, and celebrate the demonstration of these values.***

**Goal 3 Target 3:**

***The MTSD values participation in co-curricular and service activities sponsored by the school district (including the Recreation Department offerings). Staff and faculty will annually identify and recruit students who are not involved in at least one activity.***

**Shared Goals and Values Status:**

School buildings annually review mission statements and use these statements in decision-making. The district has used these targets in guiding decisions during the development of the 2011-2012 school calendar and providing resources and activities for celebration days such as Martin Luther King Day. In measuring the service activities of our student body, the school district has witnessed once again student engagement and involvement in co-curricular and service activities at a very high rate. Specific examples can be found in Appendix H of the report. The challenge of Goal #3 Targets #1-3 continues to be quantifying achievement. Further work on these targets during the final year of the district goals will be needed.

**Conclusion:**

The District continued to achieve elements of the established goals in the 2010-2011 school year. The District has much to be proud of, but the District must also embrace a continuous improvement approach. Continuous improvement must be a priority. For example, the District will continue to explore methods to improve our results on the Wisconsin Concept and Knowledge Examination (WKCE) by closing the achievement gap among students. With the continued support of the Board of Education and the community, the school district can achieve its goals and performance targets.

**Appendix A: Student Academic Achievement and Participation Measures Status**

August 2010 Update	May 2011 Update
The District will establish common assessments in the areas of reading, language arts, mathematics and social studies by August 2011.	<b>Due to the state adoption of the English and Math Common Core Standards, further development of common assessments in these areas was temporarily suspended. Social studies and science for grades K-8 has continued with plans to expand to grades 9-12 in the 2011-12 school year.</b>
The District will present to the Board of Education by August 2010 information regarding a pilot of the NWEA Measures of Academic Program assessment tool.	<b>The initial report was completed. The next update will take place in October 2011 following the third session of NWEA MAP testing in grades 6-8. NWEA MAP in elementary schools will begin in 2011-12.</b>
The district will continue the high level of participation and achievement in academic competitions. (2008-09 rate = 32.3%, WINSS)	<b>Student achievement in competitions, co-curricular, Project Pursuit workshops, and fine arts opportunities continued. (2009-2010 rate = 33.6%, WINSS)</b>

Middle School Academic Competitions and Activities

- Solo and Ensemble
- Continental Math League
- MathCounts
- Forensics
- Delta Kappa Gamma Writing Competition
- Mequon Junior Women’s Club Art Competition

High School Academic Competitions and Activities

- Science Bowl
- MSOE OP Science Competition
- Young Epidemiology Scholars Competition (had a regional finalist who went to national)
- MSOP OP Computer Competition
- MSOP OP Math Competition
- Wisconsin Math League
- North Shore Conference Math Competition
- Wisconsin Junior Classical League Competition (Latin)
- FIRST Tech Challenge Competition (robotics)
- Forensics
- One-Act Play Competition
- Solo and Ensemble
- Regional Scholastic Art Awards Competition
- Ozaukee County Art Show
- Celebrating Art National Online Competition
- Optimist Club Essay Contest
- JCC Holocaust Essay Contest
- Chamber Theater Young Playwrights Competition
- National Council of Teachers of English Achievement Award of Writing Competition
- Columbia College Young Author Competition
- YES Student Essay Contest
- Wisconsin Fellowship of Poets Calendar Contest
- Teen, Inc.—youth poetry and fiction magazine. Many of our students have been published
- Council of Wisconsin Writers Essay Award for Young Writers
- National History Day Competition
- Economic Challenge
- American Legion Government Competition
- Daughters of the American Revolution (DAR) Good Citizens Program citizenship competition
- Concordia Job Olympics
- Letters About Literature Competition
- Optimists International Essay Contest

## Appendix B: Subgroup Achievement Data

**Table 1**

### Achievement Gap Data in Reading (4<sup>th</sup> grade results proficient or advanced)

	Minority Number Tested	Minority Percentage	Non-Minority Number Tested	Non-Minority Percentage
2009	24	91.9	197	93.2
2010	30	96.7	195	96.8

**Table 2**

### Achievement Gap Data in Reading (8<sup>th</sup> grade results proficient or advanced)

	Minority Number Tested	Minority Percentage	Non-Minority Number Tested	Non-Minority Percentage
2009	32	84.6	225	96.9
2010	43	95.4	213	99.1

**Table 3**

### Achievement Gap Data in Reading (10<sup>th</sup> grade results proficient or advanced)

	Minority Number Tested	Minority Percentage	Non-Minority Number Tested	Non-Minority Percentage
2009	46	70.8	274	92.3
2010	54	80.0	287	90.9

**Table 4**

### Achievement Gap Data in Reading (4<sup>th</sup> grade results proficient or advanced)

	ELL Percentage	ELL Number Tested	Non-ELL Number Tested	Non-ELL Percentage
2009	14	69.2	207	94.2
2010	3	n/a	222	97.5

**Table 5**

### Achievement Gap Data in Reading (8<sup>th</sup> grade results proficient or advanced)

	ELL Percentage	ELL Number Tested	Non-ELL Number Tested	Non-ELL Percentage
2009	14	91.7	243	95.4
2010	4	n/a	252	99.6

**Table 6**

### Achievement Gap Data in Reading (10<sup>th</sup> grade results proficient or advanced)

	ELL Percentage	ELL Number Tested	Non-ELL Number Tested	Non-ELL Percentage
2009	10	80.0	310	91.6
2010	1	n/a	341	88.3

**Table 7**

### Achievement Gap Data in Reading (4<sup>th</sup> grade results proficient or advanced)

	Male Number Tested	Male Percentage	Female Number Tested	Female Percentage
2009	115	92.1	106	93.3
2010	122	95.1	103	99.0

**Table 8****Achievement Gap Data in Reading (8<sup>th</sup> grade results proficient or advanced)**

	Male Number Tested	Male Percentage	Female Number Tested	Female Percentage
2009	143	93.7	114	98.2
2010	115	97.4	141	99.3

**Table 9****Achievement Gap Data in Reading (10<sup>th</sup> grade results proficient or advanced)**

	Male Number Tested	Male Percentage	Female Number Tested	Female Percentage
2009	160	88.8	160	93.8
2010	182	84.6	159	90.5

**Appendix C: North Shore 2010-2011 WKCE Comparison Data with Rankings**

<b>North Shore Comparison 2010-11 WKCE/WAA Results</b>														
School District	3rd Grade Reading	3rd Grade Math	4th Grade Reading	4th Grade Math	5th Grade Reading	5th Grade Math	6th Grade Reading	6th Grade Math	7th Grade Reading	7th Grade Math	8th Grade Reading	8th Grade Math	10th Grade Reading	10th Grade Math
Mequon-Thiensville	92.7 (4)	94.0 (2)	98.2 (1)	96.0 (2)	96.0 (4)	96.4 (2)	97.2 (3)	98.0 (1)	95.4 (3)	93.9 (2)	98.8 (1)	96.9 (1)	88.3 (4)	90.0 (2)
Cedarburg	96.0 (2)	91.0 (4)	96.2 (3)	94.1 (3)	96.3 (2)	95.0 (3)	97.8 (1)	91.9 (6)	94.1 (5)	93.2 (3)	97.0 (2)	93.1 (2)	92.5 (3)	87.6 (4)
Fox Point J2	93.3 (3)	90.7 (5)	95.2 (5)	92.9 (4)	91.4 (8)	93.5 (4)	94.7 (6)	92.6 (4)	98.0 (1)	93.0 (4)	92.8 (7)	91.8 (4)	-	-
Germantown	96.1 (1)	96.1 (1)	96.5 (2)	96.9 (1)	96.2 (3)	97.3 (1)	95.8 (4)	95.5 (2)	92.0 (7)	91.1 (5)	93.0 (6)	89.5 (5)	93.8 (1)	92.2 (1)
Glendale River Hills	92.4 (5)	85.7 (8)	83.8 (9)	77.8 (9)	90.0 (9)	81.1 (9)	93.3 (7)	74.4 (9)	87.5 (9)	77.3 (9)	83.9 (9)	67.7 (9)	-	-
Grafton	92.2 (7)	92.2 (3)	93.5 (7)	91.1 (6)	98.5 (1)	92.4 (6)	91.0 (9)	92.5 (5)	94.8 (4)	91.0 (6)	95.6 (3)	89.1 (7)	86.6 (5)	84.3 (5)
Maple Dale - Indian Hills	92.1 (8)	86.8 (7)	85.5 (8)	81.8 (8)	91.8 (7)	87.8 (7)	94.9 (5)	89.7 (8)	91.7 (8)	89.6 (7)	94.7 (4)	87.7 (8)	-	-
Nicolet	-	-	-	-	-	-	-	-	-	-	-	-	86.5 (6)	83.1 (7)
Port Washington-Saukville	89.4 (9)	81.4 (9)	95.6 (4)	86.3 (7)	93.6 (6)	84.0 (8)	91.1 (8)	90.6 (7)	92.6 (6)	83.0 (8)	92.7 (8)	89.3 (6)	84.3 (7)	83.2 (6)
Whitefish Bay	92.3 (6)	89.5 (6)	95.0 (6)	92.3 (5)	94.8 (5)	92.9 (5)	97.4 (2)	95.3 (3)	95.5 (2)	94.0 (1)	93.3 (5)	92.9 (3)	93.2 (2)	89.0 (3)

**Appendix D: CESA #1 Academic Performance Data  
4<sup>th</sup> Grade Reading Fall 2010**

District	Number Tested	% of Advanced and Proficient
Downtown Montessori	11	100
Lake Country	53	98.1
Swallow	52	98.1
Stone Bank	36	97.2
Merton	99	97
<b>Mequon-Thiensville</b>	<b>219</b>	<b>96.9</b>

**8<sup>th</sup> Grade Reading Fall 2010**

District	Number Tested	% of Advanced and Proficient
Downtown Montessori	8	100
Milwaukee College Prep	44	100
Greendale	195	99
Swallow	69	98.6
<b>Mequon-Thiensville</b>	<b>255</b>	<b>98.4</b>
Merton	117	98.3

**10<sup>th</sup> Grade Reading Fall 2010**

District	Number Tested	% of Advanced and Proficient
Arrowhead Union	562	95
Germantown	371	93.5
Whitefish Bay	236	93.2
Cedarburg	266	91.7
Hamilton	368	89.7
Mukwonago	409	89.7

**Mequon-Thiensville (341) at 87.4%**

**4<sup>th</sup> Grade Mathematics Fall 2010**

District	Number Tested	% of Advanced and Proficient
Swallow	52	100
Germantown	281	96.2
Merton	99	96
Franklin	296	95.6
<b>Mequon-Thiensville</b>	<b>225</b>	<b>94.7</b>
Greendale	162	94.4

**8<sup>th</sup> Grade Mathematics Fall 2010**

District	Sample Size	% of Advanced and Proficient
Swallow	69	100
Greendale	195	96.9
Lake Country	58	96.6
<b>Mequon-Thiensville</b>	<b>255</b>	<b>96.1</b>
Hamilton	297	94.3
North Lake	33	93.9

**10<sup>th</sup> Grade Mathematics Fall 2010**

District	Sample Size	% of Advanced and Proficient
Germantown	371	91.9
Arrowhead	562	90.4
Muskego Norway	443	89.6
Whitefish Bay	236	89
<b>Mequon-Thiensville</b>	<b>341</b>	<b>88.9</b>
New Berlin	377	88.6

**Appendix E: 2010-2011 Hiring Data Summary**

<b>Position</b>	<b># of Interviewed Candidates</b>	<b>References Checked</b>	<b>Highly Qualified (Licensed)</b>	<b>Prior Teaching Experience</b>
1.0 IMC, Donges Bay	3	Yes	Yes	5
1.0 Kindergarten, Oriole Lane	13	Yes	Yes	9
1.0 Gr. 5, Oriole Lane	13	Yes	Yes	11
1.0 IMC, Wilson	5	Yes	Yes	11
1.0 Gr. 4, Wilson	13	Yes	Yes	1
1.0 IMC, Steffen	3	Yes	Yes	3
.7 Title I, Steffen/ Homestead	3	Yes	Yes	2
.17 Latin, Homestead	1	Yes	Yes	16
1.0 Math, Homestead	4	Yes	Yes	11
1.0 Social Studies, Homestead	4	Yes	Yes	3
1.0 Special Education, Homestead	2	Yes	Yes	0
.42 Theatre, Homestead	1	Yes	Yes	0
.9 Math Specialist, District	3	Yes	Yes	11

**Appendix F: Enrollment in Staff Development Courses Aligned to District Goals**

Goal	2009-2010 Semester 2	2010-2011 Summer	2010-2011 Semester 1	2010-2011 Semester 2
Goal #1	134	0	65	128
Goal #2	18	0	0	6
Goal #3	0	11	0	0

## Appendix G: Staff Development and Leadership Systems

New Structure	Purpose (from Aug. 2010)	May 2011 Update
Professional Development Committee	This committee met for the purpose to set goals, plan staff development, and evaluate implementation of all elements of the professional development plan including early releases, MTSD workshops, job embedded activities such as MTAP, etc.	<b>The committee disbanded in February 2011 due to presence of BLTs.</b>
The DCIA Messenger Newsletter	This monthly newsletter serves as a communication link to all staff information regarding the initiatives and progress on the CIA goals.	<b>Video announcements to staff and community are used. The newsletter was not published in 2010-2011; it needs to be reintroduced.</b>
K12 Principals Committee	This committee, that began meeting in 2008-2009, met monthly to discuss CIA issues and coordinate efforts horizontally and vertically K12.	<b>Principals and district specialists continue to meet monthly and plan CIA initiatives focused on three year curriculum plan and SGPs.</b>
Curriculum and specialists meetings	Curriculum committees (along with monthly meetings of the K12 curriculum/Pursuit, math, literacy, and IMC specialists) serve the purpose of refining the district curriculum goals of literacy, common assessment, and technology integration.	<b>District specialists continue to meet and plan CIA initiatives focused on three year curriculum plan and SGPs. All content areas except math now meet in MTAP format.</b>
Building Leadership Teams (BLTs)	Principals and other members of the team determined and planned building level initiatives and goals to ensure a cohesive progress towards meeting district goals in student achievement, continuous improvement, leadership development, and student engagement.	<b>The handbook was completed in April 2011. Full implementation will take place during summer 2011. This change to effective building leadership teams continues to be assessed and evaluated. This group will take the place of the Think Tank Coherence Committee internal stakeholders group.</b>
District Technology Committee	This committee of administrators, teachers, and community members provides direction and recommendations on district policy and planning regarding technology initiatives in the district.	<b>The District Technology Committee did not meet due to the vacant IT manager position. The committee will be reestablished by the new IT Manager.</b>
MTSD Workshops and Academy	The district offered staff MTSD workshop courses to all staff.	<b>Fall Academy was offered for the first time. The 2010-2011 school year is the final year for MTSD workshops due to budget cuts.</b>

## Appendix H: 2010-2011 Service and Community Activities

### Elementary School Activities

- Student Council, which also involves a number of student service projects (e.g. pennies for patients, raising money for the humane society, sponsoring a school in South Africa, congratulation cards to District's outstanding Educators and Years of Service, etc.)
- All-school play
- Rising Stars through Project Pursuit
- A number of service projects through Guidance and Project Pursuit
- Lee National Denim Day - the entire staff + students wore pink & donated \$568.44 to give hope & emotional strength to people suffering or at risk for Breast Cancer
- Veterans Day Vocal Music Program honoring invited veterans
- Kapco's Kids 2 Kids Toy Drive/Souper Bowl of Caring Food Collection
- Joint PTO/Student Council T-shirt Design Contest
- Donation of hair through "Locks of Love"
- Movin and Munchin Miles (promotes good diet and exercise)
- Honored all staff during teacher appreciation
- T.E.A.M Day/Community Service Day-Together Everyone Achieves More Day.

### Middle School Activities

- Forensics- meets and state competition
- Expressive Art Club- works in the field of art with the assistance of art therapy instructors
- Athletics- 96% participation
- MathCounts- State meets and participants
- Orchestra/Band/ and Chorus - National participants, MYSO, College Competitions
- Food Drives
- Total student body participation in Relay for Life, Day of Service
- (Humane society, food pantries, school partnerships in Milwaukee, fundraising for Japan and Tsunami Victims)
- Visiting Authors
- Working with younger school age students as tutors
- Student Council
- U-Act Service Learning Projects & All School Community Service Day
- Fundraising for Japan and Tsunami Victims
- Tutoring elementary students

### High School Activities

- Student Council Blood Drive
- Student Council Holiday Toy Drive
- National Honor Society group and individual service projects, most of which support MT and MTSD
- Academic and non-academic clubs like Latin, French, German and Spanish Clubs; Forensics; Debate
- Various music and drama groups including fall play, winter musical, spring play, jazz band and Camerata
- Best Buddies to promote inclusion of students with disabilities and peer-to-peer relationship-bulling