Elementary and Secondary
Philosophy

Mission of the School District of Elmbrook

The mission of the School District of Elmbrook is to educate and inspire every student to think, to learn, and to succeed.

Vision for the School District of Elmbrook

The future of the School District of Elmbrook is to be an exemplary District with an uncompromising commitment to achieve powerful results for all students.

Students communicate effectively, master core academic subjects, have the ability to solve complex academic and community problems, become independent analytical thinkers, develop interpersonal skills, use technology appropriately, make ethical decisions, understand differences in work cultures, and exhibit creativity.

All staff collaborates and engages with each other to deliver exceptionally strong, balanced programming through relevant, dynamic instruction focused on student learning. We demonstrate our commitment to continuous improvement through research, ongoing professional development, and use of best practice. We work relentlessly to develop meaningful connections with every student to ensure success.

Families and community participate in the life of the schools through partnerships and volunteering with the district to support the mission and vision. The District values this strong partnership, effectively communicates, and safeguards the community's investment. The culture of the School District of Elmbrook is built on a commitment to excellence and continuous improvement. Together we celebrate our successes.

Goal Areas To Support the District Mission and Vision

Strategic Goal Areas
- Student Learning
- Connected Learning Community
- Fiscal Responsibility

Contributing Goal Areas
- Employee Development
- Alignment of Support Systems

District Targets

Student Learning Target

At least 97% of all students who have been in the District for one complete school year will meet or exceed Wisconsin state standards in tested areas as measured by the Wisconsin State Assessment System and district common assessments as measured by tests administered in 2013-2014.

Performance of all federally accountable subgroups will be at least 85% proficient or advanced levels as indicated by the Wisconsin State Assessment System as measured by tests administered in 2013-2014.

- ~~By 2013, at least 95% of all students will demonstrate their ability to apply knowledge and skills meaningfully by solving academic and real life problems through analytical and creative thinking, as measured by attaining at least 75% of possible points on the constructed response portion of the Wisconsin State Assessment System.~~

Elementary and Secondary
Philosophy

Fiscal Responsibility Target

The District will plan for and manage financial and other resources to achieve student learning targets, sustain infrastructure, maintain a 15% reserve, and avoid an operational override referendum through the school year 2013-2014.

Connected Learning Community Target

The District will purposefully listen to, inform, and engage all stakeholder groups in the areas of:

- Student Learning
- Fiscal Responsibility
- The Elmbrook Experience
- Facilities

Policy
Adopted: December 16, 1985
Reconfirmed: 1/96, 12/98
Revised: 8/91, 9/98, 6/2003, 8/2009, 1/2012

Board of Education
School District of Elmbrook
Brookfield, WI 53005

Elementary and Secondary
Instructional Services
Textbooks, Related Materials and Technology

Upon recommendation of the Superintendent/designee, the Board of Education shall approve textbooks and primary instructional materials, which are being recommended for District use. These textbooks and primary instructional materials shall be listed in Educational Services and should be utilized.

District guidelines for the selection of textbooks and primary instructional materials shall be developed and utilized by staff members in obtaining Board approval of the textbooks and primary instructional materials.

District adopted materials shall be used as the primary resource for all District courses.

No student shall be required to read a book or view instructional materials if his/her parent/guardian has objections for moral, religious and/or political reasons. Whenever possible, substitute materials shall be provided.

No person shall be denied admission to any public school in the District or be denied participation in, be denied the benefits of or be discriminated against in any curricular, co-curricular, pupil services, recreational or other program or activity because of the person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

The District encourages informal resolution of complaints under this policy. However, if any person believes that the District or any part of the school organization has failed to follow the law and rules of s. 118.13, Wis. Stats., and PI 9, Wis. Admin. Code, or in some way discriminates against persons on the bases listed above, he/she may bring or send a written complaint to the following address: Assistant Superintendent for Educational Services, School District of Elmbrook, 13780 Hope Street, P.O. Box 1830, Brookfield, WI 53008-1830. Telephone No. 262-781-3030.

References:
Wis. Stats. 118.03
Policy 3260 – Sales of Books, Equipment and Supplies
Policy 3250 – Material Fees
Policy 6144 – Controversial Issues

Policy
Adopted: January 9, 1973
Reconfirmed: 2/89
Revised: 8/75, 12/76, 12/79, 11/82, 12/85, 4/95, 11/98, 1/2003, 11/2006 3/2009, 1/2012

Board of Education
School District of Elmbrook
Brookfield, WI 53005

~~Elementary and Secondary~~
~~Instructional Services~~
~~Equipment, Books and Materials~~
~~Equipment and Supplies~~

~~The equipment and supplies to be used for instructional purposes shall be selected by the faculty and building administration within the limitations of the Board of Education approved curriculum and budget.~~

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~~Elementary and Secondary~~
~~Instructional Services~~
~~Instructional Resources for Teachers~~

~~The Board of Education shall provide instructional equipment, materials and services to the faculty so that they may meet the instructional needs of all students. The use of technology is also a means of enhancing the learning process; a wide variety of such material should be provided to teachers for instructional purposes.~~

~~Policy~~
~~Adopted: January 9, 1973~~ ~~Board of Education~~
~~Reconfirmed: 12/76, 11/82, 12/85, 2/89, 12/98, 1/2003~~ ~~School District of Elmbrook~~
~~Revised: 12/79, 4/95, 11/2006~~ ~~Brookfield, WI 53005~~

~~Elementary and Secondary~~
~~Instructional Services~~
~~Instructional Resources for Teachers~~
~~Community Resources~~

~~The Board of Education believes that the instructional process is enriched through the use of community resources. Therefore, the Board encourages the faculty to use community resources when they serve an educational purpose.~~

~~Policy~~
~~Adopted: January 9, 1973~~ ~~Board of Education~~
~~Reconfirmed: 12/76, 11/82, 12/85, 1/96, 12/98, 3/2003, 11/2006~~ ~~School District of Elmbrook~~
~~Revised: 12/79~~ ~~Brookfield, WI 53005~~

Elementary and Secondary
Instructional Services
~~Instructional Resources for Teachers~~
Student Assessment

The Superintendent/designee shall be responsible for designing and implementing a program of student assessment that assists the District in maintaining an up-to-date educational program and obtaining an evaluation of student progress to guide instruction. ~~The Board of Education shall annually approve the student assessment plan~~ ~~be provided the~~ District assessment overview shall be provided annually to the Board of Education.

The District uses a variety of tests and assessments at designated times and grade levels to obtain information about the academic growth and potential of each student. This information is used:

1. To obtain a measure of student growth in skill and proficiency in relation to the Wisconsin ~~Model Academic Standards and District Power Standards~~ State and Common Core Standards.
2. To aid parents/guardians, school personnel, and students in making educational, vocational and personal decisions relative to the student.
3. To aid the assessment of a student's classroom performance for instructional purposes.
4. To compare a student's performance with local, state, and national norms and specific performance criteria.
5. To provide meaningful information for student and parents/guardians in relationship to the student's performance.
6. To provide evidence of the potential ability of each student as a base for expectations. Both norm-referenced and criterion-referenced tests and assessments shall be used to measure student potential and actual performance.
7. To aid the evaluation of curriculum strengths and weaknesses in relation to the District learning outcomes as well as local and national norms and specific performance criteria.

Since effective instruction depends on high-quality assessment, the District expects all assessments to provide accurate information about student achievement. Each one must arise from a clearly articulated set of standards, serve an instructionally relevant purpose, be part of a balanced assessment program, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment. Unless required by law, any assessments not meeting these standards are to be changed or discontinued.

The District shall allocate resources and devise assessment, evaluation, and communication programs to meet the information needs of all stakeholders.

With respect to the use of assessment in promoting high student achievement, the District acknowledges that assessment and evaluation can serve as a powerful teaching tool. By involving students in the assessment and evaluation of their own achievement under direct supervision, teachers can use assessment to help students understand the meaning of academic success and meet the highest achievement expectations.

In the District, it is expected that each student shall master the knowledge base, attain appropriate levels of reasoning proficiency, develop the skills, master the product development capabilities and attain the motivational dispositions needed to meet the state standards. District staff shall align K-12 curriculum to the state standards. During this process, ~~grade level benchmark and common assessments shall be developed~~ grade/level common benchmark assessments will be identified.

These assessments shall identify the proficiency targets to be achieved by students at each grade and within core content area. Further, the District shall create a ~~communication~~ data system that permits continuous and thorough tracking of student progress.

Elementary and Secondary
Instructional Services
~~Instructional Resources for Teachers~~
Student Assessment

A variety of assessment forms are considered appropriate for use within the District, including but not limited to:

- Selected response (multiple choice, true/false, and matching)
- Constructed response (short written answers)
- Extended constructed response and essay assessments
- Performance assessments (based on observation and judgment)
- Direct personal communication with the student
- Timely and consistent feedback to student

All staff is expected to understand all of these options and know when to rely on each to best meet student needs. In addition, each staff member shall know how to use each method to sample student achievement appropriately and how to avoid bias and distortion of assessment results when developing and implementing each method. Given these understandings, staff is encouraged to experiment with innovative applications of these methods in the development of ever more accurate assessments of student achievement.

Mandated Assessment

The Wisconsin Knowledge and Concepts Examinations – Criterion Referenced Test (WKCE-CRT) are mandated Reading and Math assessments for students in Grades 3-8 and 10. The WKCE assessments in Science, Social Studies, and Language Arts (includes the Writing test) will be administered to students in Grades 4, 8, and 10. Participation in the Science test is used to determine Adequate Yearly Progress ~~determination.~~ These tests are designed to identify student achievement related to state standards in each of the core content areas. Federal requirements, as outlined in No Child Left Behind, including provisions for students who are English Language Learners (ELL) or identified as Special Education shall be followed.

Upon the request of a student's parent/guardian, the school shall excuse a student in grades 4, 8, or 10 from taking Wisconsin Knowledge and Concepts Examinations. There is not a provision for parent/guardian exemption for students in grades 3, 5, 6, or 7.

Appropriate and ethical testing practices including procedures for test security shall be followed for all standardized tests.

The District shall develop guidelines for the assessment of ~~Limited English Speaking~~ English Language Learners ~~students~~ and students with a disability using The Assessment Accommodations Matrix provided by the Department of Public Instruction.

No person shall be denied admission to any public school in the District or be denied participation in, be denied the benefits of or be discriminated against in any curricular, co-curricular, pupil services, recreational or other program or activity because of the person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Elementary and Secondary
Instructional Services
~~Instructional Resources for Teachers~~
Student Assessment

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References:
Wis. Stats. 118.30
Wis. Stats. 121.021
Federal Stat. PL107-110
Policy 1111.1 – Publications
Policy 5124 – Reporting to Parents

Policy
Adopted: January 9, 1973
Reconfirmed: 12/76, 11/82, 12/85
Revised: 12/79, 4/95, 11/98, 4/2003, 4/2007, 1/2012

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