



SCHOOL DISTRICT OF
REEDSBURG

Strategic Plan Update: October 24, 2022

Strategic Planning as a Part of Board Governance

The Lighthouse Study (Rice et al., 2001): “Moving” School Boards...

- Made student achievement needs the focus of their decision making.
- Described a clear direction and focus on specific goals related to improving student achievement.
- Held high expectations for *all* students.
- Expressed an intense focus on finding ways to reach *all* children.
- Consistently expressed their belief that *all* children could learn.



Strategic Planning...

- ★ Creates a shared vision and direction for all stakeholders.
- ★ Establishes outcomes for which we all accept responsibility.
- ★ Puts the vision into objectives that can be tracked and communicated over time.
- ★ Leverages resources to ensure support for priority work.
- ★ Focuses on *results*.

Key Performance Objectives

State Report Card

- By 2027 or earlier, SDR and all individual schools will attain an annual ranking of *Exceeds Expectations* or *Significantly Exceeds Expectations*.
- By 2027 or earlier, SDR and all individual schools will attain *Growth* score in the 80th percentile or above.
- By 2027 or earlier, SDR and all individual schools will attain a *Target Group Outcomes* score in the 80th percentile or above.

ACT

- Reedsburg Area High School's annual composite score will increase annually, with the graduating class of 2027 attaining a composite score of 22.0.

Wisconsin Forward Exam

- By 2027 or earlier, the percentage of students in grades 3-8 will perform at or above the median proficiency level of the top 5 performing schools in the Badger Conference in Reading and Math.

Key Performance Objectives

High School Graduation Rate

- Reedsburg Area High School will attain a 5-year rate that is among the top 5 annually in the Badger Conference.

Advanced Placement Exams

- Reedsburg Area High School's Advanced Placement (AP) courses will achieve an annual pass rate of 75%.

i-Ready Assessments

- By 2027 or earlier, the percentage of K-2 students performing at or above grade level on the i-Ready assessment in Reading and Math increase annually until all students are performing at or above grade level by the end of 2nd grade.

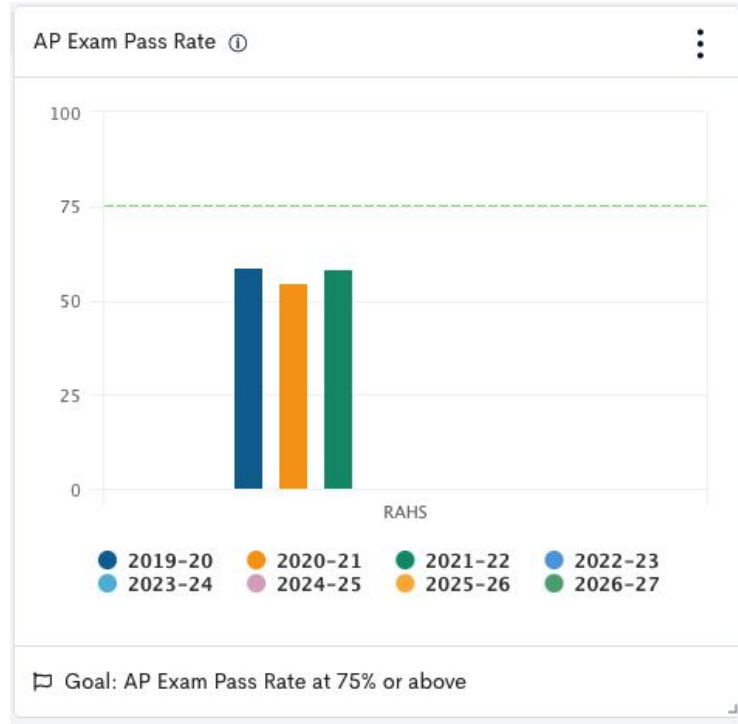
Subgroup Proficiency

- The proficiency levels of student subgroups will increase each year on the iReady Assessment, Wisconsin Forward Exam, and ACT Exam in Reading and Math until their performance matches the overall test population.

Reedsburg Area High School's Advanced Placement (AP) courses will achieve an annual pass rate of 75%.

*Baseline Data

2016-17: 73.6%



Quality Indicators

Post-Graduate Planning

- 100% of RAHS students will have post-graduate intentions consistent with their Academic and Career Plan (2yr/4yr College, Apprenticeship, Military, Workforce).
- By 2027, the participation rates of Reedsburg High School students will meet or exceed the statewide percentages for successfully completing
 - Dual enrollment courses;
 - Earning an industry-recognized credential;
 - Participating in a work-based learning program.

Student Opportunities

- The unduplicated extra and co-curricular program participation rate for RAHS students will meet or exceed 65% of the annual student enrollment.
- By 2027, all K-12 students will participate annually in some form of outdoor education programming.

Quality Indicators

Budget and Facilities

- Annual district budgets will demonstrate where allocations are directly attributable to the strategic priorities.
- By January 2023, the School District of Reedsburg will have created a comprehensive facilities master plan for all district facilities with prioritized improvement projects for consideration by the School Board.
- By 2027, each school will have flexible, future-focused instructional environments within them.

Student Attendance

- Building attendance rates will increase annually so that by 2027, the School District of Reedsburg attendance rate is among the top 5 in the Badger Conference.

Quality Indicators

Community Support

- The percentage of respondents that rate the School District of Reedsburg, overall, as 'Excellent' or 'Above Average' on the District's community survey will increase regularly until that percentage reaches 70%.
- The percentage of respondents that rate the School District of Reedsburg, overall, as 'Excellent' or 'Above Average' on the District's Sauk County Area Business survey will increase regularly until that percentage reaches 70%.
- The percent of respondents to the community survey who indicate that they have attended, supported, or been involved in school activities or events, will increase annually until by 2027, more than 50% indicate that participation.

Open Enrollment

- The number of open enrollment 'In' students will increase annually until that number is 10% greater than the number of students that open enrollment 'Out.'

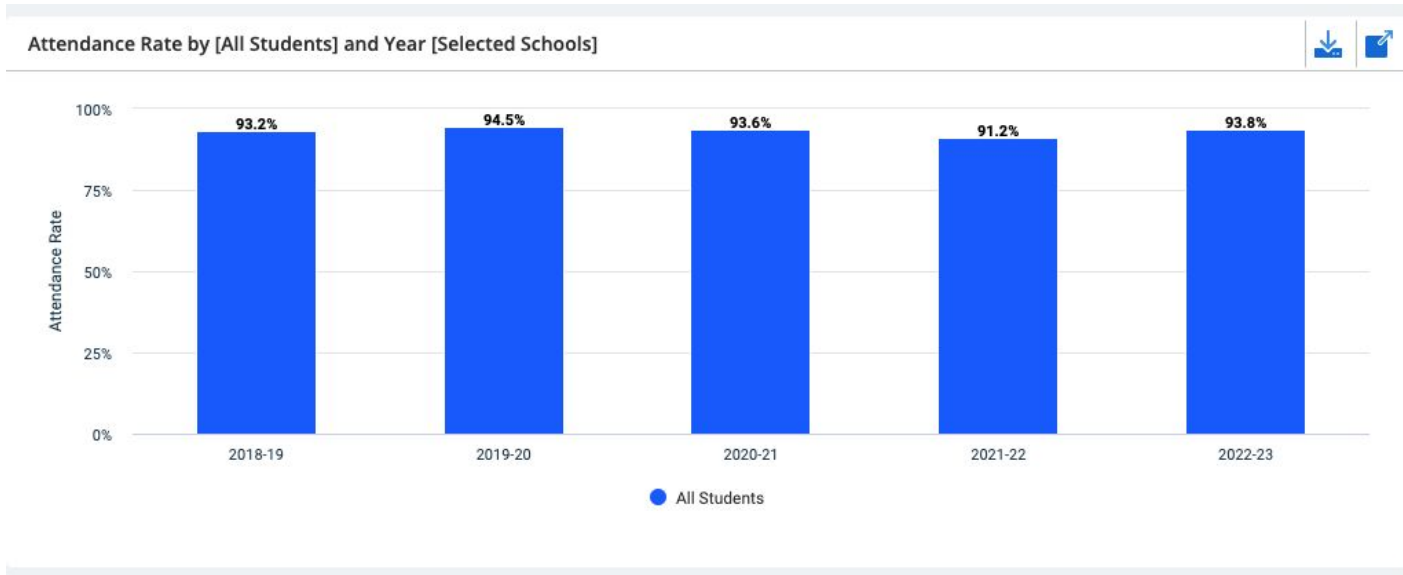
Quality Indicators

Employee Compensation, Support, and Retention

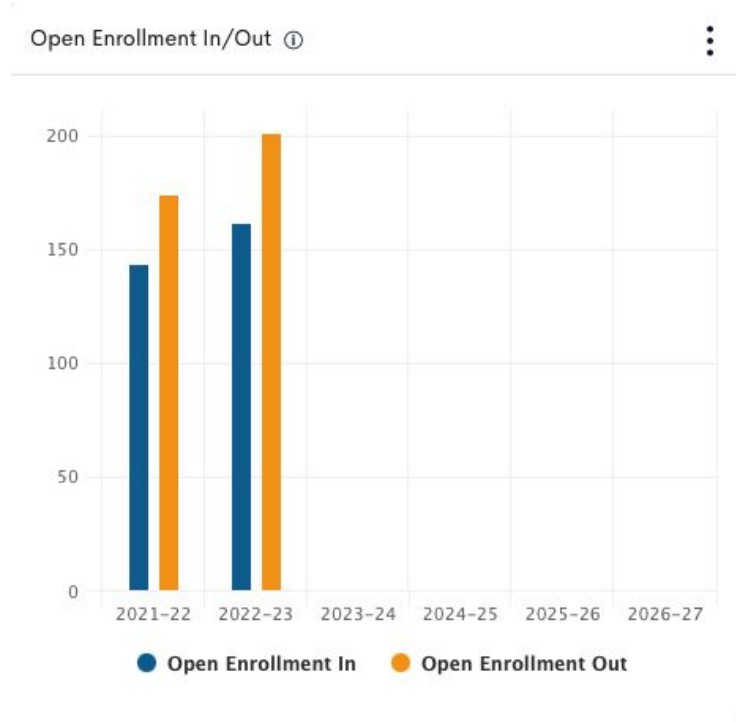
- Total compensation (wages and benefits) packages for each employee group will be consistent with, or better than, regional school district competitors by 2025.
- With each employee group, the School District of Reedsburg will achieve a 92% staff retention rate at 5-year employment anniversary marks.
- 80% of District staff members indicate via survey that they maintain a positive work-life balance and that they are aware there are resources available to support them if they do not.
- Annually, 90% of staff will report via district staff development evaluation that professional development provided by the district helps to improve their work performance.
- 90% of teachers will report via survey data that they are consistently using district-identified high leverage instructional strategies and resources in their classrooms (survey will occur after those practices have been identified).
- Data collected from classroom walkthroughs will demonstrate 90% of teachers are using district-identified high-leverage instructional strategies and resources in their classrooms on a consistent basis (walkthroughs will occur after those practices have been identified).

Building attendance rates will increase annually so that by 2027, the School District of Reedsburg attendance rate is among the top 5 in the Badger Conference.

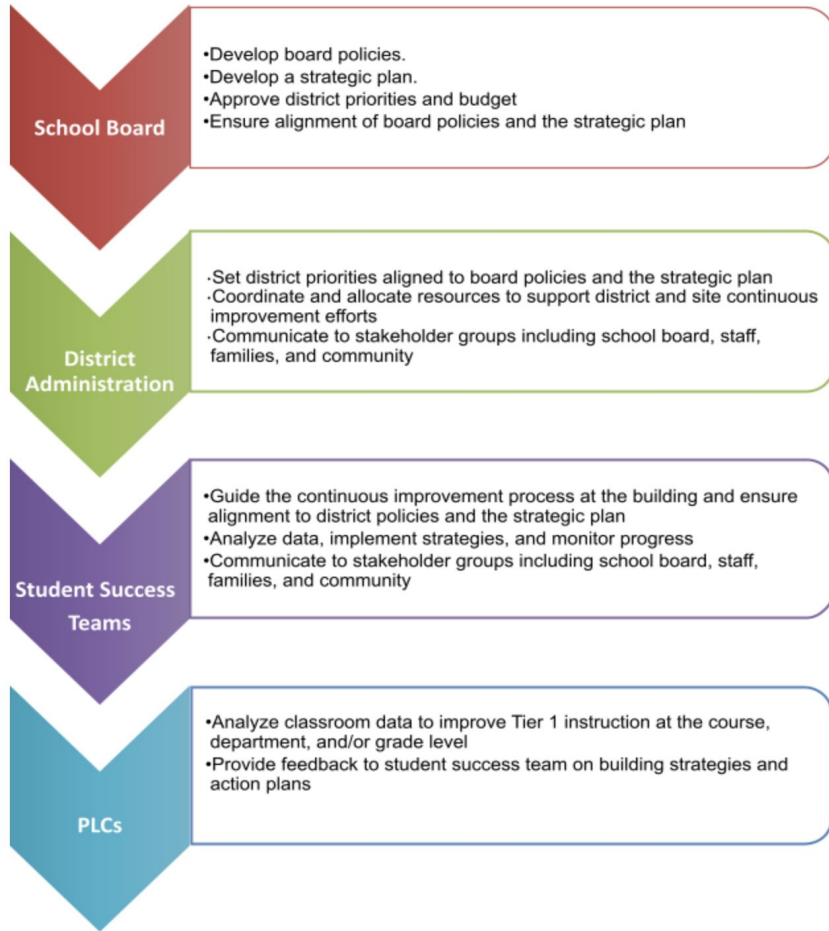
Target: 95.5 - Median attendance of top 5 district for last 5 years
2022-23: As of 10/17/22



The number of open enrollment 'In' students will increase annually until that number is 10% greater than the number of students that open enrollment 'Out.'



*2022-23: As of
3rd Friday Count



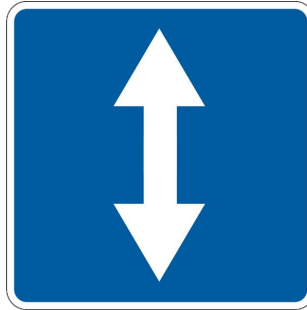
Continuous Improvement Flowchart



Student Success Teams and PLCs

A school's Student Success Team (SST) is a building level PLC whose main responsibility is to analyze building level student data, determine student needs, and work together to build and monitor continuous improvement action plans. This includes tactical planning in 60-day cycles with strategies for Tier I, II, & III.

The SST shares action plans with PLCs for feedback.



The PLC aligns their work as much as possible to the strategies and action plans determined by the SST.

A grade and/or subject level Professional Learning Community (PLC) meets on a regular basis to find/develop common formative assessments, analyze the data, and share high leverage instructional strategies, mainly focusing on improving Tier I instruction and outcomes.

District Focus Areas and Tactical Plans

Rigorous Academic Programs and Career Pathways for All Students

- Complete the Loganville Agricultural Learning Center Feasibility Study and bring a report and recommendation to the Board in April, 2023
- Establish a Business Advisory Council to assist and advise the District in planning for new career pathways and building partnership opportunities
- Implementation and support for *K-8 Math (Bridges and IM)*
- Establish a work team to explore the development of career pathways, build a phased timeline for implementation, required new courses as a part of those pathways, work-based learning opportunities, and a more coordinated use of Xello

Continuous Improvement of Student Growth & Achievement

- Develop a district data dashboard to track KPOs and District Quality Indicators
- Schedule, communicate, and plan for 60-Day Building SST meetings for 2022-23
- Schedule and plan for Board Strategic Plan updates in October, February, and June
- Develop and implementation plan and follow up support for the SAEBRS screener.
- Develop a work team to explore options for more inclusive practices, co-planning/co-teaching and bring a report, recommendation, and implementation timeline to the Curriculum Committee in April, 2023
- Explore and develop the PK-5 schedule revision plan with principals, staff, and transportation leaders and bring a presentation & recommendation to the Board at its March meeting.

District Focus Areas and Tactical Plans

Innovative Facilities with Modern Learning Environments

- Develop a long-range facilities master plan for Board adoption no later than the April 2023 Board meeting
- Finalize the development of a 10-Year Capital Projects Plan for Board approval

Personnel Excellence: Attracting, Developing & Retaining High Quality Staff

- Establish an Employee Handbook Committee whose purpose will be to identify revisions or additions to the handbook that will help attract and retain staff.
- Establish an Educator Effectiveness Work Team to revise and streamline the current evaluation system with a plan that recognizes the developmental nature of teacher evaluation and feedback and incorporates Rapid Cycle Feedback.

Responsible Fiscal Management: Funding our Priorities and Demonstrating a Return on the Public's Investment in our Schools

- Expand current Benefits Committee to a broader Insurance Study Team to learn, evaluate and bring recommendations for possible changes or additions to the current benefits plan in time for the 2023-24 Renewal
- Explore the development and implementation of a Fund 46-Long Range Capital Projects Fund
- Develop a debt defeasance plan for Board consideration and implementation beginning with the 2022-23 budget & levy
- Complete a study of the District's current use of paraprofessional staff and bring a recommendation for any modifications to the Finance (and possibly Curriculum) Committee by March, 2023

Branding the School District of Reedsburg: Communicating and Marketing that Brand

- Build a rebranding campaign that incorporates our new strategic plan and refreshes the District logo and other communications and marketing collateral.

Math Implementation Tactical Plan

- Provided initial professional development in the summer with additional training held on October 10. These trainings also include EL and Special Education staff.
- Math implementation team is meeting monthly to monitor the progress of the implementation.
- Evaluation of the implementation will include walkthrough data as well as staff feedback.
- A list of non-negotiables has been established and shared with staff.
- K-2 has established grade level implementation leaders to ensure continuity between buildings.
- Family math nights are planned: October 25 for K-2 and November 14 For 3-5.
- PLCs are working hard learning and managing this new program!

Ongoing Evaluation

- Walkthrough data collected throughout the year
- Staff feedback through PLCs
- Monitoring student achievement: iReady, Forward Exam, local common assessments

Inclusive Practices Tactical Plan

- Regular and special education staff members attended DPI summer inclusion conference.
- Pupil services staff provided inservice for staff members regarding strategies for supporting students in regular education environments.
- Support provided for students with special needs and students who are English learners in Number Corner and Phonics instruction in the regular education classrooms.
- Will explore site visits to other schools that are implementing successful inclusion strategies.
- Measured by performance on federal indicators shown on next slide...

At a glance

- In an inclusive classroom, general education teachers, ESL, and special education teachers work together to meet the needs of students.
- This gives students with special needs and students who are English learners the support they need while they stay in a general education classroom.
- All students can benefit from inclusive classrooms.

Inclusive Practices Tactical Plan (Cont.)

Baseline: IDEA Indicator 5a: Ed. Environment (6 y.o. - 21 y.o.)

Measures the percentage of youths ages 6-21 with IEPs served inside the regular classroom greater than or equal to 80% of the school day. Data comes from the Oct. 1st Child Count

Target = 73.18%

SDR = 56.44% (5th percentile statewide)

Baseline: IDEA Indicator 6a: Ed. Environment (3 y.o. - 5 y.o.)

Measures the percentage of youths ages 3-5 with IEPs attending a regular early childhood program and receiving greater than 50% of special education in the regular early childhood setting.

Target = 33.88%

SDR = 31.03% (44th percentile statewide)

K-2 Student Success Team



Mr. Bierman



Mr. Peetz



Mrs. Brandt



Mrs. Coleman



Mrs. Curtin



Mrs. Lancaster



Mrs. Woollever



Mrs. Kraemer



Mrs. Fedderly

Whatever it takes!



Mrs. Stecker



Mrs. Waiss



Mrs. Schmitt



Mrs. Delkamp



Mrs. Faas



Mrs. Walsh



Mrs. Hlynek



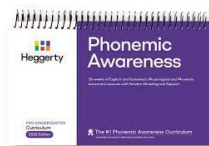
Mrs. Dyess

K-2 Student Success Team: Strategies and Action Plans

Strategic Plan area addressed: Continuous Improvement of Student Growth and Achievement

KPO - The percentage of K-2 students performing at or above grade level on the iReady assessment in reading and math will continue to increase annually until all students are performing at or above grade level by the end of 2nd grade.

Primary Resources for Direct Instruction



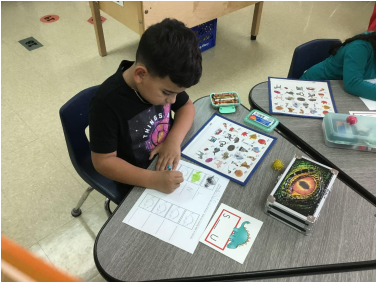
ALL students receive direct instruction of grade level content.

Progress is measured at 4K using Creative Curriculum Gold all other grade levels K-2 use end of Unit assessments in from Phonics to Reading to measure progress.

K-2 Student Success Team: Strategies and Action Plans

ALL students receive direct instruction of grade level content.

Inclusion of our most diverse learners in universal phonics instruction.



2021-2022 Field Study using research based phonics resource.

Officially adopt field study resource from 2021-2022 school year.

Moving forward with Fall baseline data..

Direct instruction is being delivered for ALL students using grade level content.

Spring iReady data from 2021-2022

Planstock '22

Students have been assessed to determine their relationship to grade level benchmarks in Phonemic Awareness, Phonics, and Reading Level.

Student progress is being monitored. Teachers use data to inform instructional moves. Students striving toward benchmark or exceeding benchmark are receiving differentiated instruction from their teacher or specialists in literacy.



K-2 Student Success Team: Reflections

Celebrations

- Amazing professionals
- Research based resources
- Consistent collaboration
- Supported implementation
- Inclusion of ALL learners
- Moving towards differentiation and accommodations for ALL learners
- Student services team
- Best practices
- Intervention support

Speed Bumps

- Identifying strategies to address all students' needs
- Learning a new curriculum
- PLC Time

RAHS Student Success Team



Mr. Corder



Mr. Domenget



Ms. Brunett



Mr. Fitzpatrick



Ms. Johnson



Mr. Luther



Ms. Kohler



Ms. Mathews



Mr. McCarville



Ms. Strutz



Mr. Terry



Ms. VandeZande



Ms. Williams

RAHS Student Success Team: Strategies and Action Plans

01

Continuous Improvement of Student Growth and Achievement

- Reedsburg Area High School's annual composite ACT Score will increase annually with the graduating class of 2027 attaining a composite score of 22.0.
- PLCs will develop strategies based on gaps shown in PreACT data. This will facilitate a renewed focus in looking at data as PLCs, potentially leading to reimagining how we use FLEX periods to impact student achievement..

02

Innovative Facilities and Modern Learning Environments

- By 2027, each school will have flexible, future-focused instructional environments within them.
- Improve overall climate and culture of our school which will create a more welcoming environment for all students, staff, and community by identifying areas of needed improvement. This is a universal strategy.

03

Personnel Excellence

- With each employee group, the School District of Reedsburg will achieve a 92% staff retention rate at 5-year employment anniversary marks. Building attendance rates will increase annually so that by 2027, the School District of Reedsburg's attendance rate is among the top 5 in the Badger Conference.
- Create a sense of urgency and relevance. Build ownership, relationships with students, and community among staff. Tier I, II, III

RAHS Student Success Team: Strategies and Action Plans

01

Continuous Improvement of Student Growth and Achievement

- Reedsburg Area High School's annual composite ACT Score will increase annually with the graduating class of 2027 attaining a composite score of 22.0.
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1 School Report Card & ACT Data

These data provided the footing for why the PreACT and other adjustments will benefit all kids.

2 SST Planning for PreACT

Work to prepare began in March. Work in April, June, August, and September included a visit to a school with PreACT experience.

3 Staff Planning for PreACT

PreACT prep for staff occurred on October 10 with rollout to students during FLEX, October 12.

4 Data Dig

PLCs can get hands on PreACT data mid-November. SST will explore the wider picture November 30 and December 14.

5 MTSS Study Halls & FLEX

We are currently collecting data and feedback with regards to student assignment. We will leverage this time to work with individual students based on PreACT data.

RAHS Student Success Team: Reflections

