

# **2012-2017 STRATEGIC PLAN**

**SCHOOL DISTRICT OF NEKOOSA  
NEKOOSA, WISCONSIN**

***PLAN ADOPTION  
JANUARY 2012***

School District of Nekoosa  
2012-2017 Strategic Plans

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**SCHOOL DISTRICT OF NEKOOSA  
Long-Range Strategic Plan**

***VISION***

*To become the school district of choice for  
parents and students in central Wisconsin.*

***MISSION***

*Develop students who excel academically; act responsibly, display good character and  
citizenship; and reason and solve problems rationally.*

***NEKOOSA BOARD OF EDUCATION***

Wayne Freeman..... President  
Doug Hustedt ..... Vice President  
Brian Giese..... Treasurer  
Robert Shear..... Clerk  
David Schmidt..... Director

***ADMINISTRATORS***

Wayne Johnson, Ed.D. .... Superintendent of Schools  
Lynn Knight ..... Business Manager  
Michael Kumm..... Nekoosa High School Principal  
Jonathan Sprehn . Alexander Middle School Principal/Nijkuusra Community School Principal  
Keith Johnson.....Humke Elementary School Principal  
Stephen Fasching.....Director of Pupil Services

# **School District of Nekoosa**

## **2012-2017 Strategic Plans**

### **Plan Development Process**

The Nekoosa School District 2012-2017 strategic planning process was commenced with the sunset of the plan initially drafted in August 2004. Superintendent Dr. Wayne Johnson worked with the Community Foundation of South Wood County to secure a grant to support the facilitation services. In April of 2011, Steve Smith of Mid-State Technical College presented a proposal for facilitation services that was accepted by all parties.

In June 2011, the Board and Administrative staff participated in a Friday/Saturday facilitated session with outcomes of developing working relationships among board and staff and building further understanding of the district's business model and student achievement.

The next step in the planning process expanded the team to include teachers, aides, support staff. In August 2011, this group of twenty-two participated in a Friday/Saturday facilitated session. The major outcome was to identify the future challenges facing the district and to develop strategies to improve. Four areas of work were identified:

1. Learning and Instruction
2. Student Success
3. Student and Staff Safety
4. Communications

Board, faculty and staff identified with one of the four areas and met in committee throughout September and October 2011 to develop goal statements and action steps to achieve the desired improvement.

In November 2011, a Community Forum was held and each area of the plan was presented. Community members provided input to each area resulting in additional plan development. The completed plan was presented to the Nekoosa School Board at their January 2012 meeting for approval and adoption.

## **A. LEARNING AND INSTRUCTION**

**GOAL 1:** Continue to create a curriculum that puts the focus on the individual student, regardless of their academic level, so that each student can reach his or her highest academic potential while allowing flexibility in teaching methods and maintaining accountability to the state testing standard established through federal and state legislation.

**OBJECTIVE 1.1:** Adhere to the curriculum revision cycle schedule:

**Responsibility for Objective:** Superintendent and principals

**Timetable/Deadline:** See attached document

**Action Steps:**

- a. Assign a principal or the superintendent to be the administrator responsible for each of the curriculum areas.
- b. Form English/language arts, math, and music curriculum committees in the 2011-12 School year and begin following the timeline and actions as outlined in the curriculum revision cycle document.
- c. Each year following continue to implement the curriculum revision cycle. Adding new curriculum areas and advancing ongoing curricular areas to the next year on the curriculum revision cycle.

**OBJECTIVE 1.2:** Review current grading practices in the Nekoosa School District and make recommendations for implementation of more effective grading practices based on current research and best practices.

**Responsibility for objective:** Superintendent and curriculum coordinator

**Timeline/Deadline:** May 2013

**Action Steps:**

- a. Create a committee charged with reviewing current grading practices
- b. Committee will report to the school board by May of 2013 with recommendations on how to make the current grading system more systemic and effective

**GOAL 2:** Provide learning opportunities.

**OBJECTIVE 2.1:** Seek out, develop, and utilize the most effective and engaging ways possible to instruct students.

**Responsibility for objective:** Superintendent and principals

**Timetable/Deadline:** Ongoing

**Action Steps:**

- a. An annual survey will be created by administrators and completed by district staff that will list different technologies currently used in the district and the frequency of their use.

- b. The district administrators will continue to present to the school board a budget that provides funding for staff members to attend conferences, workshops, and trainings to improve instruction and student learning. Staff members who attend these would need to share pertinent information with their curriculum development team members at the next meeting.
- c. District staff will identify, critique, and utilize various delivery systems including, but not limited to: distance learning, on- line learning (supported), blended learning, project based learning, alternative learning (Academy), and traditional learning on an annual basis during their curriculum development meetings and/or professional development activities. The district administrator in charge will create a log which will list all the discussed delivery systems.
- d. District staff will develop and incorporate techniques, including different technologies, to prepare students based on how they learn best in preparation for lifelong learning, technical colleges, universities, military training and the work force and will report on these techniques during their curriculum development meetings. The district administrator in charge will create a log which will list all the discussed techniques.

## **B. STUDENT SUCCESS**

**GOAL 3:** Develop, document, and maintain programs to effectively motivate students not only academically but socially so as to provide an environment in which students are able to learn effectively and demonstrate competence in not only academic areas but in social behaviors as well. Programs shall provide for specific anti-bullying language, training and discipline processes.

**OBJECTIVE 3.1:** Identify and document the current motivational programs within the Nekoosa School District. These programs include those which build confidence in our students and invoke long-term, quality involvement in learning and commitment to the process of learning.

**Responsibility for objective:** Building Administrators

**Timetable/Deadline:** Initial review and implementation-March 2012

### **Action Steps:**

- a. Administrators shall identify current motivational programs within their schools and provide a list and summary of these programs to the Nekoosa School Board.
- b. Evaluate the effectiveness of current motivational programs with respect to issues such as academic performance, disciplinary issues, and social issues.
- c. Review 2011 survey and update current motivational programs to address possible shortcomings.
- d. Provide documentation of such review to the Nekoosa School Board. The review should define measurable as to the program's success. Measurables may include items such as graduation rate, disciplinary issues, participation rates and future survey data as well as staff and student feedback.
- e. Provide for the staff and student's training in implementation and management of programs that contribute to Student Success.
- f. Identify and support student involvement and creation of programs that students have ownership of in creating an environment in which Student Success is a priority. Include mentoring from the staff level as well as the student level in achieving Student Success.
- g. Develop models of Student Success which students can identify with at the appropriate age levels throughout the district keeping in mind that Student Success does not only involve college-bound students but also individuals who may seek technical training or other pursuits which are equally as relevant as the college-bound. This should be integrated with curriculum and testing appraisals. These models are and shall be incorporated within IPE's and similar processes.
- h. Investigate and pursue opportunities for more parent/staff/student direct communication such as second semester scheduled parent/staff/student conferences.

**GOAL 4:** Educate our community regarding the importance of student success for academic and social success.

**OBJECTIVE 4.1:** Inform the community concerning our current programs as well as our future plans for student success.

**Responsibility for objective:** District Administrator

**Timetable/Deadline:** Ongoing

**Action Steps:**

- a. Utilize local media or other sources which will reach our community as well as others to let them know how important we feel this subject is to our students' success.
- b. Provide a mechanism for community feedback and involvement.
- c. Develop the framework for showcasing our programs. This may involve development of videos showing the programs and action with the intent that they may provide guidance to other districts and empower our students.

**GOAL 5:** Integrate our community in developing and maintaining highly motivated students.

**OBJECTIVE 5.1:** Educate the public on their role in fostering the needs of our community's children.

**Responsibility for objective:** District Administrator

**Timetable/Deadline:** Ongoing

**Action Steps:**

- a. Provide parents with a written document which states our expectations and outlines the programs we have in place for developing behaviors which contribute towards Student Success.
- b. Inform the parents of their responsibilities in following through with the District's expectations and potential disciplinary issues with regards to the student's compliance and participation in defined programs.
- c. Develop a slogan which incorporates the facets from all programs which support student success..
- d. Communicate this slogan through the media or other items such as T-shirts, banners, wristbands, hats, rally towels.
- e. Continue to provide for opportunities for the district to use Motivational Speakers not only for the students but community as a whole.

## **C. STUDENT AND STAFF SAFETY**

**GOAL 6:** Identify, reduce/eliminate bullying.

**OBJECTIVE 6.1:** Each school will implement an anti-bullying plan or program.

**Primary responsibility for objective:** Building Administrators, Superintendent

**Timeline/Deadline:** Each school will implement an anti-bullying plan by March 1, 2012. It will be the responsibility of the building Principals and Resource Officer to review the plan on an ongoing basis.

### **Action Steps**

- a. Review existing programs to determine if there are areas which can be improved to specifically address bullying.
- b. In the absence of a specific anti-bullying program Administrators shall research and provide for implementation of such programs for their specific schools with regards to the respective age differences.
- c. Specific discipline processes shall be developed and communicated to staff and students.
- d. Recruit presenters to provide training on the subject of bullying and cyber bullying.
- e. Investigate student mentoring programs that reinforce the defined program.
- f. Provide summary report to the Nekoosa School District Board of Education.

**GOAL 7:** The district will work proactively to maximize safety for each individual as pertains to school grounds and daily operations.

**OBJECTIVE 7.1:** Continue use of the Crisis Action Guidelines Handbook.

**Responsibility for Objective:** Building Principals/Superintendent

**Timetable/Deadline:** Ongoing

### **Action Steps:**

- a. Review handbook periodically to ensure information and processes match the current school environment.
- b. Revisit guidelines with staff annually.

**OBJECTIVE 7.2:** Actively monitor student safety.

**Responsibility for Objective:** Building Principals and School Resource Officer

**Timetable/Deadline:** Ongoing

### **Action Steps:**

- a. Continue current procedures, including having the School Resource Officer reporting to District Administrator and School Board on safety issues.
- b. School Resource Officer will make recommendations to Administrators and School Board regarding safety issues, procedures, and improving current safety measures.
- c. Train and inform all staff on safety process.

## **D. COMMUNICATIONS**

**GOAL 8:** Continue to refine communication between the Nekoosa School District, Administration Team, and Staff.

**OBJECTIVE 8.1:** Create a communication tool (i.e. Handbook) to communicate professional expectations for the Nekoosa School District staff.

**Responsibility for Objective:** Nekoosa School Board/Superintendent

**Timetable/Deadline:** Ongoing

**Action Steps:**

- a. Investigate options for communicating expectations to employees of the Nekoosa School District.
- b. Select communication tool.
- c. Develop tool and submit final draft for review.
- d. Distribute completed Handbook to all staff.
- e. Create and implement a process to allow for revisions to the Handbook.
- f. Establish process for review of Handbook.

**GOAL 9:** Improve Communication/Community Involvement and Support of Schools

**OBJECTIVE 9.1:** Increase community involvement through greater number of opportunities (other than sports)

**Responsibility for objective:** School Board and Superintendent

**Timeline/Deadline:**

**Action Steps:**

- a. Build more awareness of existing opportunities
- b. Increase number of opportunities for events/participation/viewing

**GOAL 10:** Build student and staff morale.

**OBJECTIVE 10.1:** Share student and staff achievements with school and community.

**Responsibility for objective:** School Board and Superintendent

**Timeline/Deadline:**

**Actions Steps:**

- a. Promote Achievement (During School Board meetings, during sporting events, during school activities, etc.
- b. Recognize Achievement (Example: on football rosters for things high academic achievement Include season passes as recognition of service)
- c. Encourage more staff to participate/attend school events (for example: provide free access to activities for staff members with a staff I

**GOAL 11: Improve Community/Staff/Administration/Board Relations**

**OBJECTIVE 11.1:** Develop strong working relationships to provide even better services to students.

**Responsibility for objective:** All District staff and School Board

**Timeline/Deadline:**

**Action Steps:**

- a. Social Activities – Include everyone
- b. Small but regular appreciation recognition
- c. Survey staff for more ideas for this goal
- d. Develop and implement a new communication tool from school board to staff (and the other way also) – one example might be a summary of each school board meeting to staff the day after each meeting?
- e. Find more collaboration time to share ideas and create opportunities

**GOAL 12: Maintain buildings and grounds.**

**OBJECTIVE 12.1:** Establish a procedure for timely reporting of maintenance and facility concerns.

**Responsibility for Objective:** Director of Buildings and Grounds and Building Principals

**Timetable/Deadline:** Ongoing

**Action steps:**

- a. Review the current maintenance personnel configuration
- b. Revise the current system for reporting building and maintenance needs through possible development of an online reporting system
- c. Establish a priority list for current and ongoing maintenance and facility needs
- d. Require building principals to meet with custodial coordinators periodically to review work orders and report on progress of open work orders



**Proposal for Facilitation Services  
Strategic Planning  
School District of Nekoosa  
April 2011**

**Step One**

Outcomes: Develop working relationships, develop a sense of team  
Broaden understanding of current business model  
Apply data to data based decision making

Participants: Board Members (5)  
Superintendent  
Business Manager  
CESA 5 Curriculum Services staff

Schedule: Friday, June 17, 2011 6:00-9:00PM  
Saturday, June 18, 2011 9:00AM-1:00PM

**Step Two**

Outcomes: Share/review the work of June 17 & 18  
Identify the components of strategic plan (draft form)

Participants: Board Members (5)  
Superintendent  
Administrative Team (4)  
Representatives of Professional Staff and Support Staff (4?)

Schedule: Friday, August 19 6:00-9:00PM  
Saturday, August 20 9:00AM-1:00PM

**Step Three**

Outcomes: Present draft strategic plan to community  
Gather community input/response to draft plan

Participants: Board Members (5)  
Superintendent  
Administrative Team (4)  
Professional Staff and Support Staff  
Community Members  
Students  
Business community

Schedule: Fall 2011 – specifics to be determined

**Final Outcome:** Five year strategic plan by December 31, 2011

**Proposal:** Mid-State Technical College proposes to manage this activity and outcomes for the fee of \$2210.00.

Nekoosa Public Schools  
Strategic Planning - Step I



Time	Activity	Outcome
Friday, June 17, 2011		
5:30	Dinner Available	
6:00	Setting the stage for planning Icebreaker	Developing Working Relationships
6:45	Identify the current Business Model	Building Understanding
7:30	Identifying the current Financial Model	Building Understanding Developing Working Relationships
8:00	Building Working Relationships	Relationships
8:45	Date Based Decisions "Vital Signs"	Building Understanding
9:00	Adjourn	
Saturday, June 18, 2011		
9:00	CSI Investigations * General comments on Nekoosa data from high-stakes tests * WKCE Big Picture, data analysis from 2010 * WKCE specific results at grade level * Tracking the progress of each class (longitudinal data)	Building Understanding
11:00	Board Member Feedback Next steps  Session evaluations	Building Understanding  Developing Working Relationships
1:00ish	Adjourn	

**Nekoosa School District**  
**June 17, 2011**  
**ID Current Business Model**

#1 Where do we provide our service?

- Within the walls of the buildings
- Global – Classroom
- Expanded delivery systems
- Within 178 sp. Miles
- Within driving distance – open enrollment

#2 Who do we serve? Primary stakeholders

- Kids, parents, community at large, state DPI
- Staff
- Taxpayers
- Society as a whole

#3 How do we serve them?

- Assistance with social problems
- Provide employment
- Education, career guidance
- Provide good future
- Provide educated workforce
- Provide training / degrees
- Provide discipline
- Provide community activities – social center
- Provide leadership, moral social values
- Provide opportunities to volunteer

#4 What are our sources of funding?

State (timing disconnect)	50%	40%ish
Federal Grants		
Food Service		
Property Taxes	50%	40%ish
Donations		
Community Involvement		
Student Fees		
Total	100%	80%

#5 What are the categories of expenses?

Salary / Benefits	70%	↑
Transportation	5%	↑
Special Education	2.3%	↑
Buildings / Grounds / Utilities	15%	--
Learning Systems (text, tech.)	7%	↓

**Nekoosa School District**  
**June 18, 2011**  
**Walk Around**

What notions of perceptions have changed since yesterday at 6:00 p.m.?

Openness for dialogue with others is possible but how will differences be handled by this board when compared with the previous board?

Is free thought going to continue or will it be controlled during the process at some point?

The dynamics that drive the educational process locally and statewide are more complex than previously understood. As a group, we need to represent a cohesive pursuit of the goals and targets that we developed professionally.

Good dialogue can take place with a group of men with different ideas and objectives.

Strategic planning in education is different than business – need even more focus.

List two “take aways” from Kathryn’s presentation.

More comprehensive understanding of measurables by which a district is evaluated and the planning process that needs to be considered as a board when allocating resources.

An understanding about student learning that I do not have. I do not have as much understanding as I would like.

Stats can still be messaged and changes in criteria provide different interpretations through the years.

Data is useful in analyzing and can help focus initiatives.  
Data must be used with caution.

What is Dr. Johnson's role in the planning process?

He's a source of information about the district's function and possible goals.

Allow for administration egos to be bruised if the communication is too frank.

Providing the board with insight gained from his previous experience and expertise, also, for his knowledge of the current needs and responsibilities for those within the administration.

Guidance – provide history and background information.

What is your role in the strategic planning process?

Learn as much as possible and advise when appropriate.

As a team member, provide input based on research and understanding of end outcome – effective education and support of district needs “children” and education thereof.

Provide an alternative view point as an experienced individual within many other schools.

Share knowledge and experience.

Bring collective thoughts together – focused initiatives, set final focus areas – goals, objectives. Better understanding of district through various views (Board, staff, administration, and community).

Nekoosa Public Schools  
August 19 and 20, 2011  
AGENDAS



Friday, August 19, 2011 6:00-9:00 p.m.

- 6:00 1) Welcome  
    Overview
- 2) Icebreaker
- 3) Data Based Decision Making  
    **Mike Kumm** – ACT scores/trends + Plan and Explore  
    **Jon Sprehn** – MAP data for AMS  
    **Kelly Schaeffer** – MAP data for HES
- 4) Summative Assessment
- 9:00 5) Adjourn

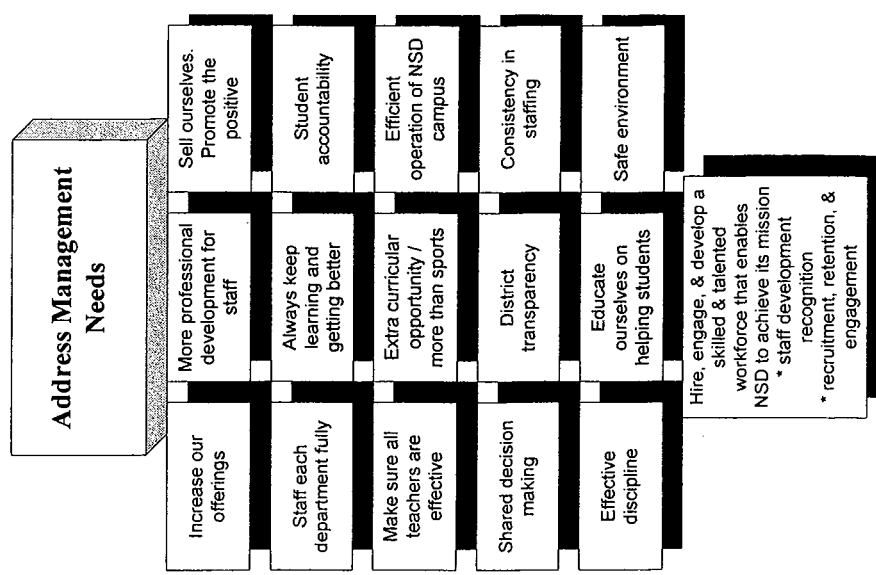
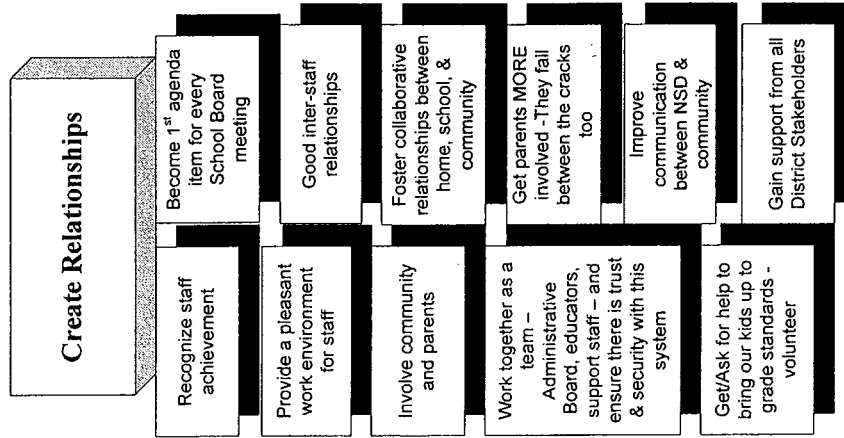
Saturday, August 20, 2011 9:00 a.m - 2:00 p.m.

- 9:00 1) Data Based Decision Making  
    John Meinke - CESA 5: Curriculum Specialist
- 2) Walk-about activity
- 3) Affinity / Interrelationship
- 4) Identify goals
- 5) Next steps
- 2:00 6) Adjourn

**Nekoosa School District**  
**June 2011**  
**Comments to John Meinke's Presentation**

- Math scores are on the bubble for next year
- Reading scores need work
- For both reading and math, we compare well with CESA and the state
- Proud of 10<sup>th</sup> grade boys because their grade math is up. 4<sup>th</sup> – 8<sup>th</sup> grade is questionable
- Sub groups – Great
- Concern with new 8<sup>th</sup> graders reading and math
- Need for more K-12 subject area collaboration
- Need for greater focus on K-12 reading and writing literacy
- Concerned about teaching to the test
- Reading scale scores indicated that in 2007-2009 modest growth was achieved in several grades
- Since 2009 reading scales have demonstrated consistent double digit increases in reading for all grades
- Grade 7 was below the CESA and state average last year. All other grades exceeded CESA and state
- We are proud that there is no observable disparity between males and females
- Language Arts drop between 4<sup>th</sup> & 8<sup>th</sup> grade? (staff reduction?)
- Reading decline in upper grade levels
- Consistency in trends
- Proud of students with disabilities report and economically disadvantaged
- Concerned with disabilities as counted in school results – need more latitude from state
- Levels advanced/prof. crossover (mean scale)
- Math – state seems to advance at a faster rate
- Math is on the bubble going forward
- 10<sup>th</sup> grade boys did well
- Students with disabilities 4-8 are a concern
- Girls outperform boys in grades 6 and 8

**WHAT ARE ALL THE THINGS WE NEED TO DO TO PROVIDE THE BEST EXPERIENCE FOR OUR STUDENTS?**

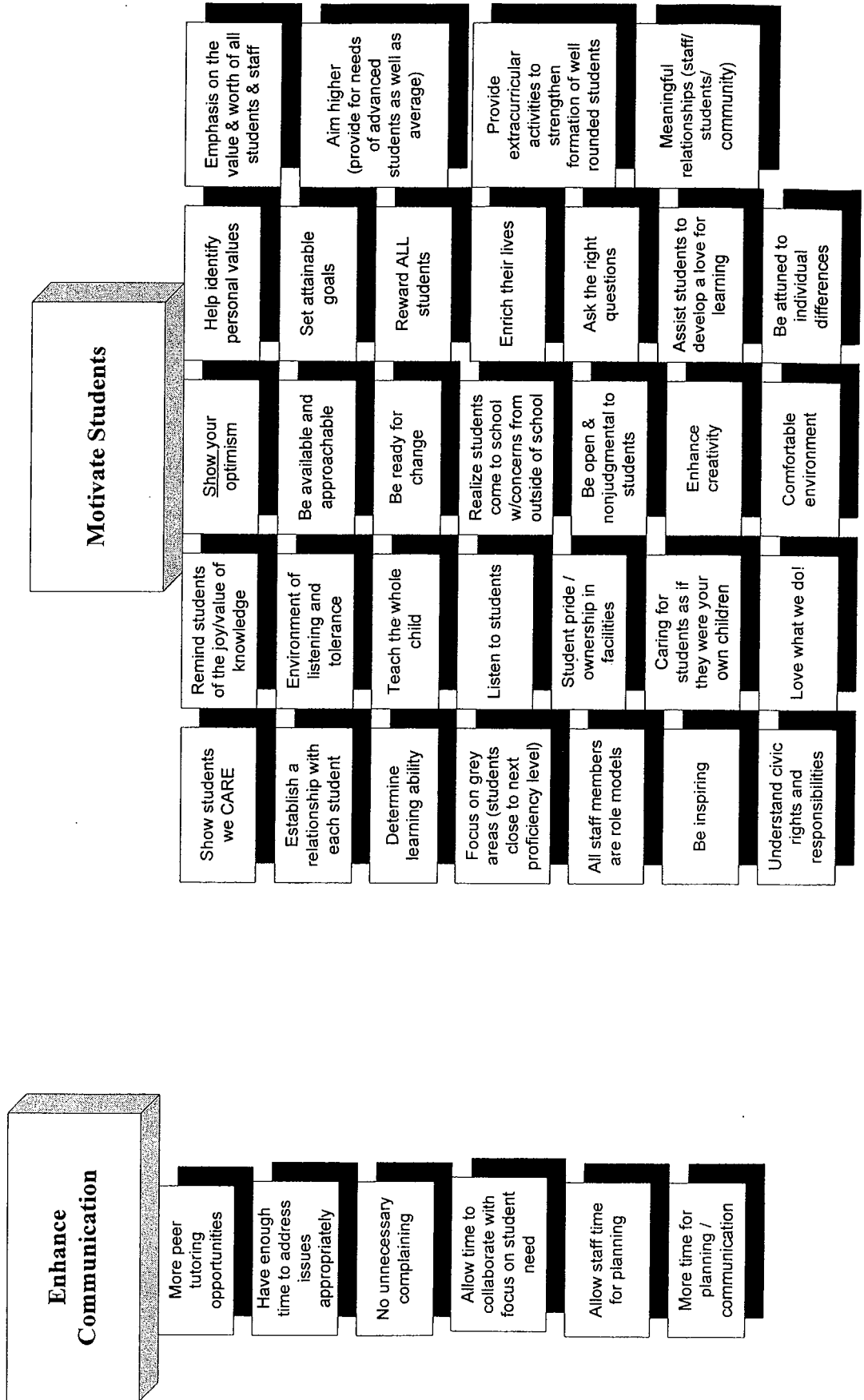


**NEKOOSA PUBLIC SCHOOLS**

August 20, 2011

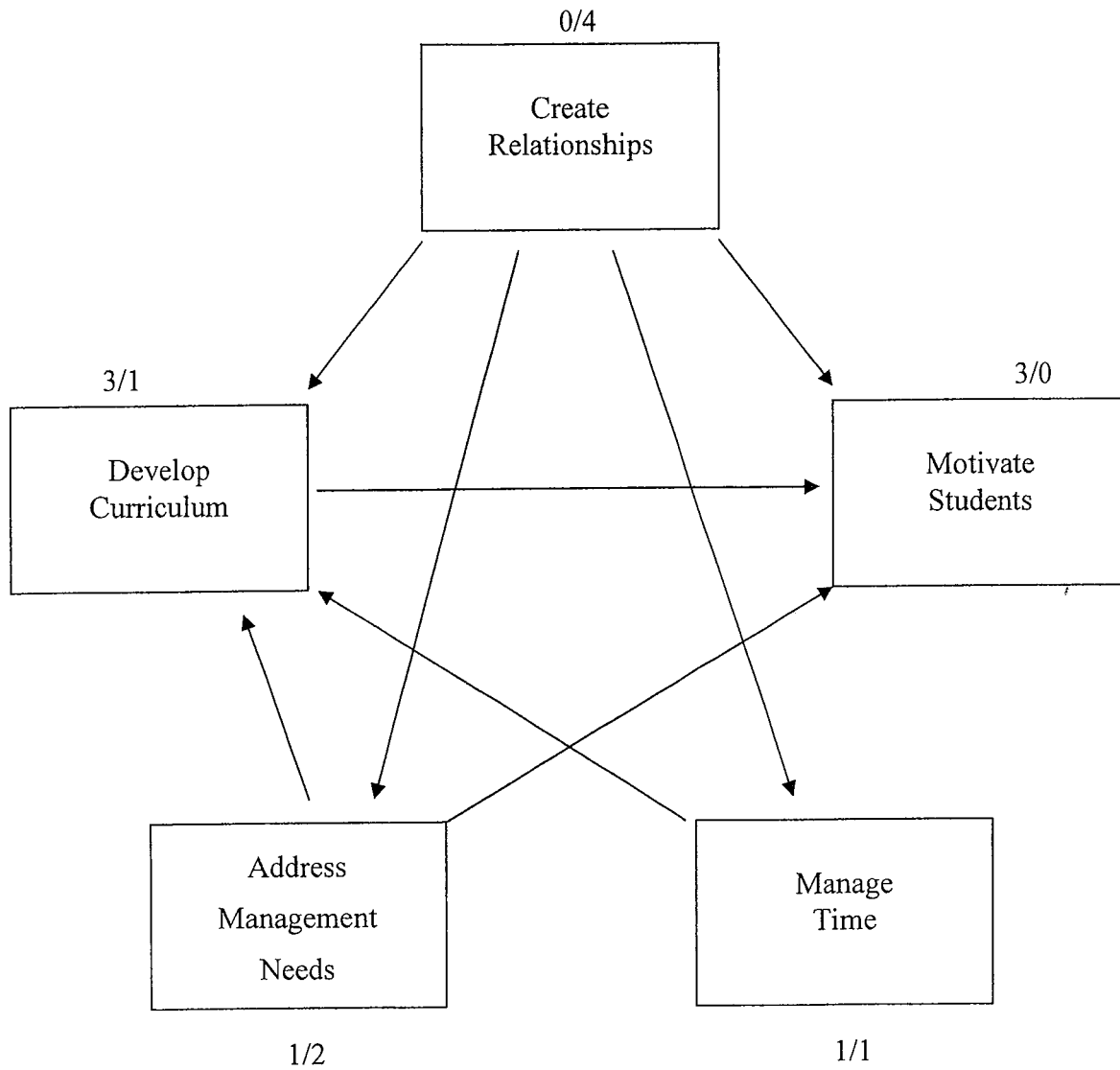
*AFFINITY*

**WHAT ARE ALL THE THINGS WE NEED TO DO TO PROVIDE THE BEST EXPERIENCE FOR OUR STUDENTS?**



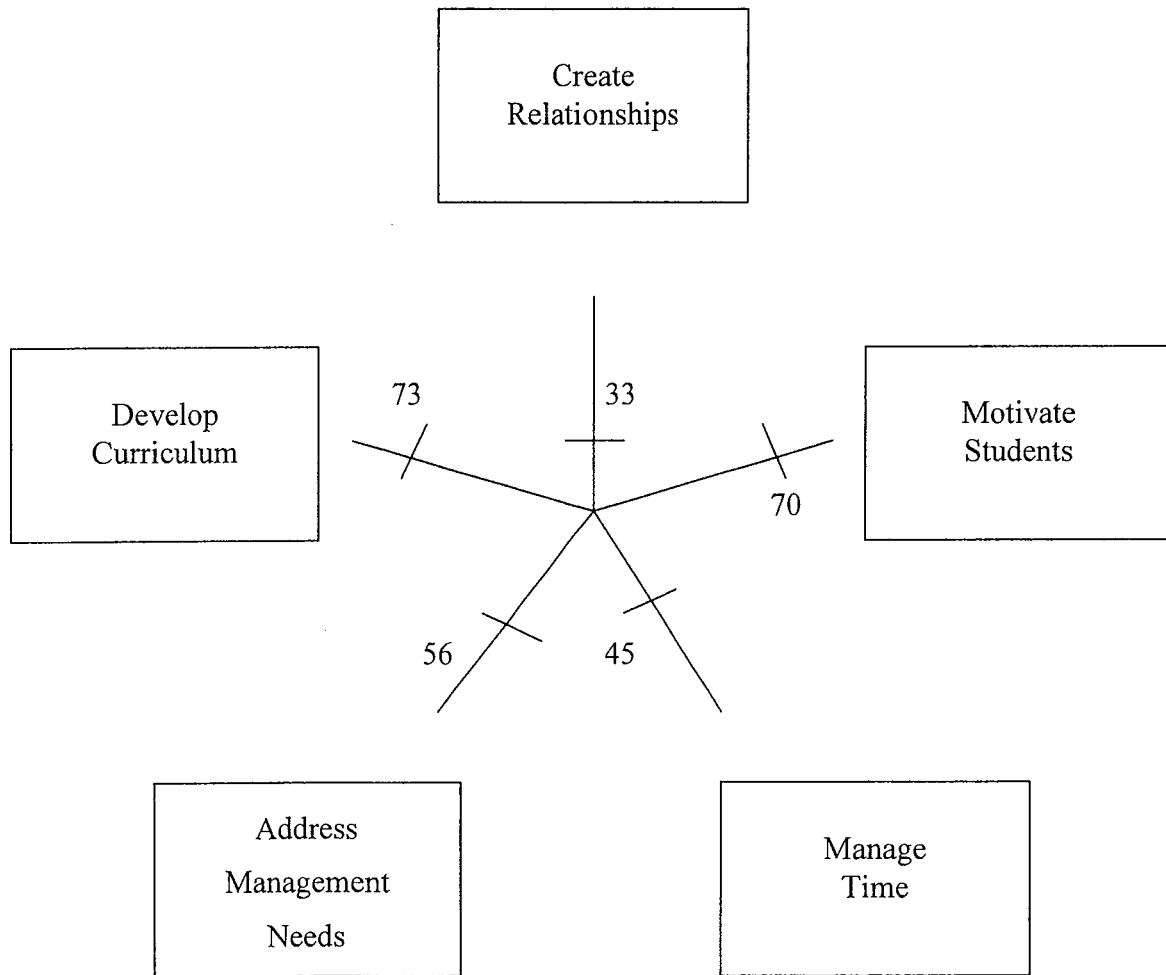
**Nekoosa School District  
August 20, 2011**

**Interrelationship Diagram**



**Nekoosa School District  
August 20, 2011**

**Radar**



**Nekoosa School District**  
**August 20, 2011**  
**Walk Around – Your Role**

What do you see as your role in this?

- Include even more reading and writing skills in my curriculum (advanced/college level)
- Financial support/moral support
- Support the entire process anyway I can
- Help encourage staff who are not here that change is coming and will be ok
- Be there to support teaching staff
- Support with organization of testing materials and printing/distributing test results
- Be a voice and support as a staff member and parent
- Provide administration and faculty with the tools for testing and evaluations. Primary goal of providing students with an evaluation model to e
- Enable teachers to effectively address educational needs
- Support staff for student success
- Help facilitate change
- Observation, input, implementation
- Encourage and support cross co-curricular team teaching experiences
- The group now should have a common understanding of what we are working towards so that we can begin the next step in the planning process more effectively
- Support our staff as they teach educational leader to staff and community
- To adjust how/what I teach to move my students forward
- I see myself as a member of a team that is building a plan that will guide our district forward to help serve our students and community members
- Promote a Toyota business model for educational development and improvement
- To continue to serve and support all of my peers and to carry through with their teachings

**SCHOOL DISTRICT OF NEKOSHA CURRICULUM REVISION CYCLE**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-17
<p><b>Years 1-Data/Curriculum Review</b></p> <ul style="list-style-type: none"> <li>✓ Review WKCE, MAP, EXPLORE PLAN, and ACT results and other performance data</li> <li>✓ Review National and State Standards</li> <li>✓ Review Local Benchmarks</li> <li>✓ Review current curriculum documents (Eclipse)</li> </ul>	Reading/ Language Arts	Science Technology Education Technology Literacy	Social Studies Family and Consumer Education	World Languages Art	Physical Education Health Business Education	Math Music
<p><b>Years 2-Curriculum Planning and Resource Review</b></p> <ul style="list-style-type: none"> <li>✓ Review WKCE, MAP, EXPLORE PLAN, and ACT results and other performance data</li> <li>✓ Develop/revise department mission statement</li> <li>✓ Develop/revise program/course goals</li> <li>✓ Revise Local Benchmarks</li> <li>✓ Revise all components of the Eclipse curriculum template</li> <li>✓ Identify current instructional resources and determine future usefulness</li> <li>✓ Complete summary of data/curriculum review and planning to the assigned administrator</li> </ul>	Math Music	Reading/ Language Arts	Science Technology Education Technology Literacy	Social Studies Family and Consumer Education	World Languages Art	
<p><b>Years 3- Resource Allocation</b></p> <ul style="list-style-type: none"> <li>✓ Request sample curriculum resources from sales representatives</li> <li>✓ Identify instructional resources that best meet the student learning and curriculum outcomes</li> <li>✓ Present curriculum modifications and purchasing proposals to the School Board by February for approval</li> <li>✓ Write purchase orders for approved resources</li> <li>✓ Identify and begin professional development needed to implement the curriculum</li> </ul>		Math Music	Reading/ Language Arts	Science Technology Education Technology Literacy	Science Studies Family and Consumer Education	
<p><b>Year 4-Implementation</b></p> <ul style="list-style-type: none"> <li>✓ Implement the new and /or revised curriculum</li> <li>✓ Provide an informal summary of implementation activities periodically throughout the year to the assigned administrator (may be provided verbally or in written form)</li> </ul>			Math Music	Reading/ Language Arts	Science Technology Education Technology Literacy	
<p><b>Year 5-Program Evaluation</b></p> <ul style="list-style-type: none"> <li>✓ Identify effectiveness of curriculum, instruction, and assessment and RTI related considerations</li> <li>✓ Evaluate curriculum modifications and purchases made for this curricular area</li> </ul>					Reading/ Language Arts	