

Strategic Planning Accountability Document
Securing our Financial Future Through Partnerships and Planning

(Updated 08/3/2011)

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
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| 1 | To secure our financial future through planning and partnerships | Set minimum and maximum policy targets to keep school district financially strong and bond rating high | High bond rating - diminished need to draw down programs | Create a policy with a minimum and maximum range of operating capital in order to make sure that bond rating remains strong and interest payments remain low | Administration and School Board Completed |
| 2 | To secure our financial future through planning and partnerships | Set minimum and maximum policy targets to keep school district financially strong and bond rating high | High bond rating - diminished need to draw down programs | Manage operating capital so that when operating capital levels are higher than target, these dollars can be expended on district operations or returned to the taxpayers | Administration and School Board Completed |
| 3 | To secure our financial future through planning and partnerships | Set minimum and maximum policy targets to keep school district financially strong and bond rating high | High bond rating - diminished need to draw down programs | Review all short-term goals incorporated in strategic plan that need funding, and use proceeds from building sales to fund the immediate needs of the strategic plan | Administration and School Board Completed—Remodeled Green Bldg to add classrooms; remodeled section of RHS to house Central Administration; new gym roof at RHS; new boiler at JWMS; re-coated exterior of JWMS; replaced selected doors at RHS; installed air dampers, controls and frequency drives at RHS gym; new domestic hot water heater at Pelican; replaced gate valves at JWMS; installed new chiller at JWMS and installed new HVAC Unit at RHS kitchen (rooftop) |
| 4 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Develop partnerships with the City Council, Economic Development, Oneida County Board, and community to find out what is needed to increase enrollment. | Administration, School Board, and Community Liaison <ul style="list-style-type: none"> ◇ Growing progress in this area. Currently SDR is an ex-officio member of Oneida County Economic Dev. Corp., a voting member of Grow North, and is collaborating with the City on the Safe Routes to School (SRTS) initiative ◇ Partners In Education (PIE) |

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| 5 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Complete full study of all existing schools and determine which elementary schools can be improved and what potential changes could be made to middle school and high school to modernize schools | Administration and School Board Completed December 2007 |
| 6 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Update and modernize facilities to advance student learning and promote economic development | Administration and School Board <ul style="list-style-type: none"> ◇ An addition was completed at Crescent Elementary in 2003. ◇ The lower level of Central Elementary completed in 2005. ◇ A referendum was passed on 2/16/10 (\$13.7 million) for the addition of 4 classrooms at both Crescent and Pelican Elementary schools, and remodeling at RHS, JWMS, and Central school. |
| 7 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Review plan for future consolidation by adding money to schools that can be improved for the next generation rather than to those that will eventually be closed | Administration and School Board Several building closures and grade reconfiguration scenarios have been provided to board members and the community for consideration. |
| 8 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Refinance and re-issue bonds for up to \$23.5 million for capital improvements and to negate tax levy increases | Administration and School Board Referendum in the amount of \$13.7 million passed on 2/16/2010 |

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| 9 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Formalize partnerships with local companies, hospital, YMCA, Nicolet Area Technical College, parochial schools, other agencies, and governmental units, as well as economic development groups | Administration, School Board, and Community Liaison <ul style="list-style-type: none"> ◇ Formal partnership with Ministry Medical Group (MMG) and St. Mary's Hospital for support of medical careers academy, and partnerships with M & I Bank for tutoring program. ◇ Formalized partnership with the following agencies and organizations in the 21st Century Grant recently awarded: UW Extension, Oneida County Sheriff Dept., Oneida County Health Department, Headwater's Inc., Nicolet Area Technical College, YMCA. And, partnered with the City of Rhinelander & Northwood Golf Course for Golf Team Use. These partnerships allow SDR students to use other community buildings and facilities that are more up-to-date than SDR facilities. ◇ Established a PIE (Partners in Education) group that includes representatives from service, manufacturing, health care, retail and hospitality industries as well as city and county government, and Nicolet College |
| 10 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Build a multipurpose field house/musical/theatrical performance center for use by the entire community | Community Liaison, Administration, Superintendent, and School Board Referendum passed on 2/16/2010 (\$13.7 million) which allows for updates of the current high school gym, pool, commons, locker rooms, fitness center, design studio and auditorium – planned for completion Fall 2011 |

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| 11 | To secure our financial future through planning and partnerships | Conduct a comprehensive use study of all facilities and review capital improvement of schools | High quality buildings are available and maintained | Develop naming rights qualifications for individuals and corporations to help sponsor the funding of the plan that is not incorporated in the refinancing of the bonds | Community Liaison, Administration, Superintendent, and School Board Adopted March 2009 |
| 12 | To secure our financial future through planning and partnerships | Develop or partner with educational 501c3 foundation to provide opportunities for growth | Diminished need to draw down programs | Review existing 501c3 foundations that exist to partner or have district file own application | Director of Business Services, Superintendent Developed official partnerships with Hodag Facilities Foundation (HFF) and Rhinelander Schools Education Foundation (RSEF), with ongoing cooperation with the Rhinelander Scholarship Foundation. |
| 13 | To secure our financial future through planning and partnerships | Develop or partner with educational 501c3 foundation to provide opportunities for growth | Diminished need to draw down programs | Set up automatic gifting/matching levels from corporations to directly contribute from employee pay deductions | Human Resources and Business Services Completed (Pay Deductions for donations to the Rhinelander Schools Education Foundation and the United Way) |
| 14 | To secure our financial future through planning and partnerships | Establish a grant-writer to develop prospects for future revenue contributions | Diminished need to draw down programs | Review hiring a talented and experienced full-time grant-writer, or partner with other school districts to share the costs | Human Resources and Superintendent ◇ A part-time professional grant-writer was hired and several grants have been obtained. The district has a grant-writing agreement with CESA 9, which has been leverage to give the district access to six additional grant-writers located at CESA 6 for a modest administrative fee. |
| 15 | To secure our financial future through planning and partnerships | Develop comprehensive review of all real estate the district owns | High bond rating - diminished need to draw down programs | Provide a complete market analysis of all real estate owned, broken down into land for schools, forestry and additional land. | Administration and School Board Completed |
| 16 | To secure our financial future through planning and partnerships | Develop comprehensive review of all real estate the district owns | High bond rating - diminished need to draw down programs | Find out all deed restrictions on land and what deeds could be rescinded or renegotiated | Administration and School Board Completed and reviewed by Eckert, Kost & Vocke Attorneys at Law |

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| 17 | To secure our financial future through planning and partnerships | Develop comprehensive review of all real estate the district owns | High bond rating - diminished need to draw down programs | Review value of land that should not be sold according to community use and long-term potential value (CAVOC, etc.) | Administration and School Board Unresolved |
| 18 | To secure our financial future through planning and partnerships | Develop comprehensive review of all real estate the district owns | High bond rating - diminished need to draw down programs | Develop partnerships to enhance the forest/timber management, and promote the school district as the forestry environmental specialty school. | Administration, Community Liaison, faculty, and School Board Opened RESA in 2007-08 |
| 19 | To secure our financial future through planning and partnerships | Develop comprehensive review of all real estate the district owns | High bond rating - diminished need to draw down programs | Review value of land that could be sold and used to directly benefit the school district and funding for the short or long term strategic plan | Administration and School Board Unresolved |
| 20 | To secure our financial future through planning and partnerships | Provide ongoing review of competitive benefit packages | High bond rating - diminished need to draw down programs | Administration reviews carriers on annual basis to explore options, including health care, retirement, etc. | Administration <ul style="list-style-type: none"> ◇ Completed annually or more frequently ◇ Switched to Group Health Trust 11.01.08 and negotiated a reduction in OPEBs for new hires as of 07.01.08 ◇ Switched again to WPS Health Insurance – slowed the cost increases |
| 21 | To secure our financial future through planning and partnerships | Provide ongoing review of competitive benefit packages | High bond rating - diminished need to draw down programs | Explain to the community the competitive packages that exist and are under review by our district | Administration, Community Liaison, and School Board Reports in local news outlets summarized the potential savings of recent changes, but no ongoing effort is currently being made to inform the community. |
| 22 | To secure our financial future through planning and partnerships | Develop and nurture partnerships to stabilize programs and services | High bond rating - diminished need to draw down programs | Partner with various organizations and groups to provide services to programs that were cut: YMCA, various activity groups, etc. | Administration, Community Liaison <ul style="list-style-type: none"> ◇ Donations from various booster clubs continue to supplement programming. ◇ The district has actually been able to add programs or fund existing programs due to the receipt of several large grants including C.H.A.M.P.S., the PEP grant, M.O.C.K., and H.O.D.A.G. |

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| 23 | To secure our financial future through planning and partnerships | Develop and nurture partnerships to stabilize programs and services | Diminished need to draw down programs | Identify reduction in services in budget that should be restored, and approach the community to improve and compliment programs that have been lost. | Administration and Community <ul style="list-style-type: none"> ◇ Programming cuts have been made at RHS in both academic and activities. ◇ Booster groups are taking more and more responsibility for activities and the cost of participation is being shifted to parents. ◇ Programming cuts on the academic side have been confined to those cut due to declining enrollment. |
| 24 | To secure our financial future through planning and partnerships | Develop and nurture partnerships to stabilize programs and services | Diminished need to draw down programs | Create co-curricular needs-based scholarship fund | Administration Fees waived for those on free and reduced lunch. |
| 25 | To secure our financial future through planning and partnerships | Form partnerships to develop alternative ways to deliver programs | Diminished need to draw down programs | Meet with various organizations to find out how we can develop and promote the school district. | Administration, Community Liaison Ongoing |
| 26 | To secure our financial future through planning and partnerships | Form partnerships to develop alternative ways to deliver programs | Diminished need to draw down programs | Develop robust, revenue neutral community education programs to promote partnerships and enhance community's appeal | Administration, Community Liaison <ul style="list-style-type: none"> ◇ Brought to and reviewed by the board committees. ◇ On October 18, 2010 the Board approved the establishment of a Community Education Plan and Program, and the hire of a Community Education Program Coordinator. Coordinator began responsibilities in February 2011 with 1st community classes offered Spring 2011 |

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| 27 | To secure our financial future through planning and partnerships | Form partnerships to develop alternative ways to deliver programs | Diminished need to draw down programs | Establish relationships with local businesses to create and develop partnerships that can lead to increased learning and business skills for students and promote economic growth and community unity | Administration, Faculty, and Community Liaison <ul style="list-style-type: none"> ◇ Developed Partners In Education chapter that includes representatives from several local businesses and the group is making progress on several fronts including an ongoing analysis of DPI's employability skills and employability portfolio template with a view toward implementing it in whole or in part. ◇ Local credit union opened a branch at RHS in September 2009, and discussions are proceeding related to the development of a Hospitality Industry Career Academy. NCSS utilizes numerous community mentors for a variety of projects, including a very comprehensive senior project. |
| 28 | To secure our financial future through planning and partnerships | Form partnerships to develop alternative ways to deliver programs | Diminished need to draw down programs | Locate local business sites and school facilities to teach students business skills and to promote economic growth and community unity | Administration, Faculty, and Community Liaison <ul style="list-style-type: none"> ◇ RIPCO Credit Union Branch opened in September 2009. ◇ A school store will be established at RHS |

Strategic Planning Accountability Document
Provide Innovative Opportunities for Individual Academic Success

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| 1 | Become a leading school district in Wisconsin for academic achievement. | Achieve "proficient" ranking in all categories by all students on the WKCE | All students achieve "Proficiency" ranking in WKCE | Maintain 95% daily student attendance | Parents/Guardians, Faculty, and Building Principals ◇ Major progress completed in December 07/January 08 with the completion of the at-risk plan. The plan is currently being implemented. Current average attendance for Sep 09 to date (November 2010) is Central 96%, Crescent 97%, Pelican 94%, NCS 95%, NCSS 97%, JWMS 93%, RHS 91% ◇ Develop the Check & Connect Program and a new truancy policy through the Oneida County Court system |
| 2 | Become a leading school district in Wisconsin for academic achievement. | Achieve "proficient" ranking in all categories by all students on the WKCE | All students achieve "Proficiency" ranking in WKCE | Decrease drop-out rate annually and steadily until the school district has no drop-outs | Parents/Guardians, Faculty, and Building Principals ◇ At-Risk Plan is in place NCSS Option for At-Risk ◇ Fair Grading Program at Central, JWMS and RHS. ◇ Implemented Response to Intervention PreK-8 ◇ 3rd Grade Goal ◇ Implemented Advisory/Advisee Program @ RHS ◇ Early intervention communications and course offerings starting at grade 6 ◇ Transitional scheduling grades 8 & 9 ◇ Grade 8 Advancement Policy adopted and implemented Winter 2011 |
| 3 | Become a leading school district in Wisconsin for academic achievement. | Achieve "proficient" ranking in all categories by all students on the WKCE | All students achieve "Proficiency" ranking in WKCE | Publish comparisons of test scores - Wisconsin Valley Conference, CESA, and State | Administration Completed annually by the Wisconsin Taxpayers Alliance |

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| 4 | Become a leading school district in Wisconsin for academic achievement. | Achieve "proficient" ranking in all categories by all students on the WKCE | All students achieve "Proficiency" ranking in WKCE | Increase student involvement in co-curricular programs | <p>Building Principals, PACs, Teaching Faculty, Student Councils, Parents, and Activity Directors</p> <ul style="list-style-type: none"> ◇ Accountability documents have been received from the music dept. and activities director, which provide road maps to achieve this goal. Currently no progress. ◇ Activity fair and coaches meeting now hosted by JWMS. ◇ Elementary schools offer K-5 Summer School enrichment programs. ◇ The CHAMPs Tutoring Program is available at Central ◇ Community Activities Committee Analysis and Report was provided to the board/community in July 2011. |
| 5 | Become a leading school district in Wisconsin for academic achievement. | Achieve "proficient" ranking in all categories by all students on the WKCE | All students achieve "Proficiency" ranking in WKCE | Offer only healthy, nutritious food choices | <p>Food Service Director</p> <ul style="list-style-type: none"> ◇ The Board approved the Healthy School Environment Policy #8510 in January 2007. This means full implementation of the guidelines which disallow the serving or providing of food that does not meet the guidelines of the policy. ◇ Continued implementation of the wellness policy. |
| 6 | Become a leading school district in Wisconsin for academic achievement. | Provide innovative educational opportunities to ensure that academic success is attainable for all students | Success for all students is evident through multiple metrics | Develop alternative schools based on career fields that actually exist beginning with environmental charter school at CAVOC (See Appendix A) | <p>Administration, Faculty and Partners from the Community</p> <ul style="list-style-type: none"> ◇ RESA (Rhineland Environmental Stewardship Academy) opened in Fall of 2007. ◇ Major corporate partner expressed interest in joining the district in the development of an IT academy. |

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| 7 | Become a leading school district in Wisconsin for academic achievement. | Provide innovative educational opportunities to ensure that academic success is attainable for all students | Success for all students is evident through multiple metrics | Develop career academies inside Rhinelander High School (See appendix B) | Administration and RHS Faculty <ul style="list-style-type: none"> ◇ Medical academy accepted first students in January 08. ◇ RHS Pathways developed - implementation forthcoming. |
| 8 | Become a leading school district in Wisconsin for academic achievement. | Provide innovative educational opportunities to ensure that academic success is attainable for all students | Success for all students is evident through multiple metrics | Provide staff training that focuses on a variety of instructional methods and requires monitoring and reporting | Administration and Faculty <ul style="list-style-type: none"> ◇ Continuous staff training focusing on a variety of instructional methods. ◇ Monitoring and reporting done through principal walk-through program implemented district-wide in 2007-08. ◇ Early Reading Empowerment training as well as robust progress monitoring and teacher collaboration system now in place. ◇ Teachers of older students are involved in Adolescent Literacy Training. ◇ JWMS and NCSS are involved in the Jason Project-Virtual Science Curriculum Training. ◇ Staff members are being trained in Social Emotional Learning (SEL) initiative, Caring School Community (CLC) initiative, Positive Behavioral Intervention (PBIS), and continuation of the Early Reading Empowerment (ERE) teacher development |
| 9 | Become a leading school district in Wisconsin for academic achievement. | Provide innovative educational opportunities to ensure that academic success is attainable for all students | Success for all students is evident through multiple metrics | Recognize innovative teachers support staff/administrators, and involve students in the process of celebrating innovation. | Administration, School Board, and Faculty Not systematic, but is performed at the building level. |

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| 10 | Become a leading school district in Wisconsin for academic achievement. | Provide innovative educational opportunities to ensure that academic success is attainable for all students | Success for all students is evident through multiple metrics | Diversify instructional methods to meet the needs of all students | Teachers <ul style="list-style-type: none"> ◇ Dashboard indicators updated and implemented in 2010. ◇ Senior administrators developed a more meaningful list of dashboard indicators which were implemented in 2010-2011. ◇ Development of new walk-through form with respect to observing ERE, literacy block, SEL, and CSC initiatives |
| 11 | Become a leading school district in Wisconsin for academic achievement. | Provide innovative educational opportunities to ensure that academic success is attainable for all students | Success for all students is evident through multiple metrics | Implement virtual partnerships | Community Liaison and Administration Completed. <ul style="list-style-type: none"> ◇ Virtual instruction is now available throughout the district and to home-schooled students who enroll in the district. ◇ JWMS and NCSS are involved in the Jason Project-Virtual Science Curriculum Training. |
| 12 | Become a leading school district in Wisconsin for academic achievement. | Create a school culture in which students are motivated to learn. | Success for all students is evident through multiple metrics | Research how other districts have been successful in nurturing student motivation | Administration, Faculty, and Community Liaison <ul style="list-style-type: none"> ◇ The Student At-Risk Committee and the Curriculum and Instruction and Pupil Services offices have very aggressively reviewed the research in this field and have implemented several programs for motivating students. (The school district is not regularly called upon to be a presenter at conferences involving these programs.) |

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| 13 | Become a leading school district in Wisconsin for academic achievement. | Create a school culture in which students are motivated to learn. | Success for all students is evident through multiple metrics | Collect data from students regarding motivation factors | Administration <ul style="list-style-type: none"> ◇ School Culture Surveys are now administered throughout the district, as well as the Youth Risk Behavior Survey and WisCareers Survey. ◇ NCSS utilizes the HPE Study and the WINNS school culture survey. ◇ Elementary schools are utilizing parent school survey through counseling model. ◇ A 3rd grade student survey is being developed. |
| 14 | Become a leading school district in Wisconsin for academic achievement. | Create a school culture in which students are motivated to learn. | Student surveys show highly positive reactions to school culture/climate | Educate students to learn about diversity, acceptance, and tolerance | Teaching staff Systemic examples throughout the district <ul style="list-style-type: none"> ◇ Caring School Community (CSC) Program ◇ Elementary staff is practicing classroom meetings and problem-solving at the classroom and at the building level. |
| 15 | Become a leading school district in Wisconsin for academic achievement. | Create a school culture in which students are motivated to learn. | Student surveys show highly positive reactions to school culture/climate | Create learning opportunities through which students develop innate skills and talents | Teaching staff <ul style="list-style-type: none"> ◇ Implementation of the CSC Program and CHAMPs Enrichment Program. ◇ The district has expanded its Summer School Enrichment Programs. |
| 16 | Become a leading school district in Wisconsin for academic achievement. | Increase parent involvement in their child's educational experience | Parental surveys indicate high satisfaction with parental involvement | Develop parent/teacher/student governance councils | Administration, parents, teachers, and students Three Governing Councils |
| 17 | Become a leading school district in Wisconsin for academic achievement. | Increase parent involvement in their child's educational experience | Parental surveys indicate high satisfaction with parental involvement | Create neighborhood liaisons to connect the school and community | Community Liaison No progress |

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| 18 | Become a leading school district in Wisconsin for academic achievement. | Increase parent involvement in their child's educational experience | Parental surveys indicate high satisfaction with parental involvement | Redefine the role/responsibility of the Parent Advisory Committee (PAC) to include mentoring new families and establishing positive relationships between the school and home | Administration, Community Liaison, Parents CSC Steering Committees |
| 19 | Become a leading school district in Wisconsin for academic achievement. | Increase parent involvement in their child's educational experience | Parental surveys indicate high satisfaction with parental involvement | Establish parent-friendly schedules to meet the individual needs of families | Administration <ul style="list-style-type: none"> ◇ Significant progress at PreK-3 schools, Central Elementary (Grades 4-5), and middle school. ◇ Elementary schools are developing new format and scheduling options for traditional parent/teacher conferences, SST meetings, and check and connect meetings. |
| 20 | Become a leading school district in Wisconsin for academic achievement. | Increase parent involvement in their child's educational experience | Parental surveys indicate high satisfaction with parental involvement | Obtain data/input from parents regarding their issues, needs, concerns, etc. (survey) | Administration, Community Liaison, Parents CSC K-5 |
| 21 | Become a leading school district in Wisconsin for academic achievement. | Increase parent involvement in their child's educational experience | Parental surveys indicate high satisfaction with parental involvement | Create opportunities for parents/citizens to volunteer to help in schools with their daily activities | Community Liaison, Citizens, and Parents Very significant increase in parental volunteers in recent years. There were approximately 1565 volunteers approved by the board between 9/01/2006 and 6/30/2011. |
| 22 | Become a leading school district in Wisconsin for academic achievement. | Increase number of students who come to school prepared to learn | All students in Pre-Kgn and Kgn perform at a high level | Require all PreK-Grade 3 staff to complete family service credentials | Administration This proposal has been replaced by other initiatives |
| 23 | Become a leading school district in Wisconsin for academic achievement. | Increase number of students prepared to learn | All students in PreK and K perform at a high level | Identify the profoundly different home experiences/ needs that our children have | Faculty and Administration Systemic staff development in the framework of poverty. |

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| 24 | Become a leading school district in Wisconsin for academic achievement. | Increase number of students prepared to learn | All students in PreK and K perform at a high level | Introduce parents with community resources through parent/teacher conferences and a variety of meetings that will be held at the schools | Administration and Community Liaison <ul style="list-style-type: none"> ◇ VISTA, CSC and Scoop Sessions ◇ Student Study Team procedures involve close working relationships with parents as does the district's new Wisconsin Comprehensive Guidance model. |
| 25 | Become a leading school district in Wisconsin for academic achievement. | Increase number of students prepared to learn | All students in PreK and K-3 perform at a high level | Distribute to all parents the 10 qualities of children who do Well | Administration, Guidance Staff, Teaching Faculty, and Community Liaison Completed on an annual basis |
| 26 | Become a leading school district in Wisconsin for academic achievement. | Increase number of students prepared to learn | All students in PreK and K-3 perform at a high level | Include community volunteers and high school students mentoring younger students, and develop collaborative tutoring program through community volunteers, businesses, and students | Community Liaison, students, community businesses and volunteers <ul style="list-style-type: none"> ◇ Tutoring program at Pelican Elementary and the high school - tutoring through partnership with M & I Bank. ◇ RHS students tutor in the elementary schools. ◇ The MOCK program was established @ Central Elem. in 06-07 and JWMS in 07-08, and continues to the present. ◇ The MOCK program now funded and expanded by the Mentoring Grant, however, now the district is searching for new sources for funding the continuation of the MOCK program. |
| 27 | Become a leading school district in Wisconsin for academic achievement. | Increase number of students prepared to learn | All students in PreK and K -12 perform at a high level | Create community centers equipped with technology resources before and after school to reduce the digital divide. | Community Liaison, and Agencies, Businesses, and Parents in the Community One Community Center has been established at JWMS. |

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| 28 | Become a leading school district in Wisconsin for academic achievement. | Increase the number of students who come to school prepared to learn | All students in PreK and K perform at a high level | Partner with the YMCA, Family Resource Connection, and other family support organizations | Community Liaison <ul style="list-style-type: none"> ◇ Development of the Central Elementary After-School Care Program ◇ JWMS has partnered with the YMCA ◇ UW Extension and Headwaters have developed a growing Mentoring program as well as CHAMPS ◇ Currently pursuing after-school program at Crescent Elementary |
| 29 | Using innovative programming and instructional methods to ensure individual academic success | Combine community and school resource to strengthen educational environment | Rigorous academic opportunities remain intact | Survey/inventory community to determine community needs and resources available | Community Liaison New Strategic Plan Steering Committee interviewing WI Assoc. of School Bds. Representative from the PAR group to consider assessment of community needs. |
| 30 | Using innovative programming and instructional methods to ensure individual academic success | Combine community and school resources to strengthen the educational environment | Rigorous academic opportunities remain intact | Develop promotional/marketing materials to distribute to present and future community members that focus on the strengths of our schools and our community | Community liaison <ul style="list-style-type: none"> ◇ District hired a professional marketing consultant in February 2008 with a gift from HFF. ◇ Community Education Program Coordinator develops and distributes promotional materials. ◇ Hodag Pride publication done periodically with help from The North Star Journal and the Partners in Education (PIE) group. |
| 31 | Using innovative programming and instructional methods to ensure individual academic success | Combine community and school resources to strengthen educational environment | Rigorous academic opportunities remain intact | Increase awareness of school district achievements through media coverage community breakfast presentations, promotional marketing materials, etc. | Community liaison <ul style="list-style-type: none"> ◇ Continuing the publication of Hodag Pride. ◇ District Webpage usually includes recent district initiatives and achievements. ◇ Developing individual principal profiles and school web page development into information and celebration tool. ◇ Weekly Eonline newsletter which has reference to other community sites. ◇ District Facebook page. |

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| 32 | Using innovative programming and instructional methods to ensure individual academic success | Combine community and school resources to strengthen educational environment | Rigorous academic opportunities remain intact | Establish senior citizen/community days to promote intergenerational relationships | Community liaison Minor progress |
| 33 | Using innovative programming and instructional methods to ensure individual academic success | Combine community and school resources to strengthen educational environment | Rigorous academic opportunities remain intact | Establish and maintain service learning experiences with students in the community | Community liaison Service learning programs are available at RHS. |

Strategic Planning Accountability Document
Secure a Trusting School/Community Relationship Through Effective Communication Systems

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| 1 | Secure a trusting school/community relationship through effective communications systems | Create and deploy a communication process that efficiently and effectively reaches all relevant audiences in order to inform, educate, and promote support for the district | Wide-spread support for district schools and ratings of high satisfaction from the community | Contract with professional communication consultant or firm to conduct an audit of what needs to be done to develop an effective system of communication | Administrators and Board of Education Completed in Spring 07 |
| 2 | Secure a trusting school/community relationship through effective communications systems | Create and deploy a communication process that efficiently and effectively reaches all relevant audiences in order to inform, educate, and promote support for the district | Wide-spread support for district schools and ratings of high satisfaction from the community | Develop and adopt district community relations policies and guidelines to ensure the implementation of the objectives defined in the strategic plan | Administrators and Board of Education Opened communications through several mechanisms to communicate the district's successes. |
| 3 | Secure a trusting school/community relationship through effective communications systems | Create and deploy a communication process that efficiently and effectively reaches all relevant audiences in order to inform, educate, and promote support for the district | Wide-spread support for district schools and ratings of high satisfaction from the community | Create a staff position for community relations and partnership development | Administrators and Board of Education On October 18, 2010 the Board approved the establishment of a Community Education Plan and Program and hired a coordinator. Program is operational |
| 4 | Secure a trusting school/community relationship through effective communications systems | Create and deploy a communication process that efficiently and effectively reaches all relevant audiences in order to inform, educate, and promote support for the district | Wide-spread support for district schools and ratings of high satisfaction from the community | Expect and foster honest respectful communication, and accountability from all members of the community | All members of the community Uneven progress |

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
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| 5 | Secure a trusting school/community relationship through effective communications systems | Create and deploy a communication process that efficiently and effectively reaches all relevant audiences in order to inform, educate, and promote support for the district | Wide-spread support for district schools and ratings of high satisfaction from the community | Change the name of "Fund Balance" to "Operating Capital" | Administrators and Board of Education Name change completed March 2010 |
| 6 | Secure a trusting school/community relationship through effective communications systems | Establish a system of communications within the school community which creates a climate of inclusion and trust and shared responsibility between recipient and communicator | Wide-spread support for district schools and ratings of high satisfaction from the community | Support conditions for building trust which embody a fault-free environment, accurate free-flowing information, opportunities for dialogue, clear understanding of roles, and mutual respect | All members of the community, but, most importantly, all School District of Rhinelander employees Monthly communication meetings with professional and support staff at all school buildings. |
| 7 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Establish a district communications office to serve as a clearing house for general information and direct specific inquires to appropriate persons | Administrators and Board of Education <ul style="list-style-type: none"> ◇ Completed in February 2008. (This office had since been shut down due to the expiration of the gift that funded it.) ◇ On October 18, 2010 the Board approved the establishment of a Community Education Plan and Program, and the hire of a Community Education Program Coordinator – program is operational |
| 8 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | District communications office will designate a contact person at each school site to facilitate staff and community information services | Administrators Building principals have been designated as the contact person at each site. |

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
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| 9 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Maintain a pro-active relationship with press and local media | Community liaison <ul style="list-style-type: none"> ◇ SDR leadership has many contacts with local media each week, sometimes on a daily basis. ◇ SDR administration publishes several newsletters throughout the district each month/quarter. ◇ Increasingly, SDR information is distributed throughout the community through the webpage. ◇ Hodag Pride published several times per year through the North Star Journal ◇ Implementation stages of a weekly publication with the Northwoods River News ◇ Weekly Eonline newsletter which has reference to other community sites. ◇ District Facebook page. |
| 10 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Respond to misrepresentations in the press | Community liaison Good progress during recent referendum campaigns despite strenuous campaigns by opposition |
| 11 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Distribute press releases and media coverage updates to all staff | Community liaison Completed on a weekly or situational basis |
| 12 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Provide concise information on current district issues and policies to management, staff, and the community | Community Liaison <ul style="list-style-type: none"> ◇ Implementation stages of a weekly publication with the Northwoods River News ◇ Hodag Pride published several times per year through the North Star Journal ◇ Weekly Eonline newsletter which has reference to other community sites. ◇ District Facebook page. |

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
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| 13 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Maintain dialogue among all district sites | Community Liaison, administrators, and district staff Monthly meetings by the administration at each school with professional and support staff members. |
| 14 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Promote participation at board committee meetings and board meetings, when appropriate | Board of Education, administrators, and community members Good progress due to committee system. |
| 15 | Secure a trusting school/community relationship through effective communications systems | Elevate the importance of district-wide communication | Wide-spread support for district schools and ratings of high satisfaction from the community | Recruit support from professionals in the community with a background in communications, and explore partnerships | Community Liaison and Superintendent Partners in Education (PIE) |
| 16 | Secure a trusting school/community relationship through effective communications systems | Foster positive, effective, timely communications between district management and staff | Wide-spread support for district schools and ratings of high satisfaction from the community | Establish systems for accurate and free-flowing information between and among district staff and management | Community Liaison and Superintendent <ul style="list-style-type: none"> ◇ “Board Meeting Update” (done over the past 20 + years immediately following the regular monthly board meeting) ◇ Posting of all board meeting agendas, which is necessary by law. ◇ Web page continues to grow. ◇ “Connections” publication distributed after each communication meeting between REA/RESP and administration |
| 17 | Secure a trusting school/community relationship through effective communications systems | Foster positive, effective, timely communications between district management and staff | Wide-spread support for district schools and ratings of high satisfaction from the community | Distribute board hi-lights and similar documents reflecting decisions made by the management team to all staff in a timely manner | Community Liaison <ul style="list-style-type: none"> ◇ “Board Meeting Update” (done over the past 20 + years immediately following the regular monthly board meeting) ◇ Posting of all board meeting agendas, which is necessary by law. ◇ Web page continues to grow. ◇ “Connections” publication distributed after each communication meeting between REA/RESP and administration |

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| 18 | Secure a trusting school/community relationship through effective communications systems | Foster positive, effective, timely communications between district management and staff | Wide-spread support for district schools and ratings of high satisfaction from the community | Promote first-hand communication between and among staff and district management | Community Liaison and Superintendent Communication between and among staff is not the problem, but making sure that the information being circulated is accurate is the problem. |
| 19 | Secure a trusting school/community relationship through effective communications systems | Foster positive, effective, timely communications between district management and staff | Wide-spread support for district schools and ratings of high satisfaction from the community | Include staff representation at management team meetings | Administration Not possible |
| 20 | Secure a trusting school/community relationship through effective communications systems | Foster positive, effective, timely communications between district management and staff | Wide-spread support for district schools and ratings of high satisfaction from the community | Hold regular district-wide staff meetings | Administration and All Employee Groups No progress—considered too expensive |
| 21 | Secure a trusting school/community relationship through effective communications systems | Foster positive, effective, timely communications between district management and staff | Wide-spread support for district schools and ratings of high satisfaction from the community | Conduct an annual survey of staff and administration to solicit feed-back on positive practices and suggestions for improvement | Administration <ul style="list-style-type: none"> ◇ There is no lack of feed-back from faculty or administrative staff. ◇ Administrators receive daily criticism and daily feedback on positive practices. |
| 22 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Host focus groups in public forums to collect ideas from constituents on relevant policy issues | Administration <ul style="list-style-type: none"> ◇ 2 ½ years of focus groups led to the formal strategic plan – It was completed. ◇ New focus groups were formed to guide the referendum informational campaign. ◇ CLC, HODAG, and PEP grant programs implemented. |
| 23 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Communicate issues as they arise, while there is still time to take action | Administration and Board of Education Need more information on this action step |

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| 24 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Provide background materials that will support discussions | Administration Need more information on this action step |
| 25 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Assign knowledgeable and experienced facilitators | Administration Need more information on this action step |
| 26 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Hold district-sponsored training for staff and community members in vision building, group processes and communication skills | Administration <ul style="list-style-type: none"> ◇ CSC ◇ Vision for K-5 Buildings ◇ Chick Moorman series of Staff Development Meetings, which are also provided to mentors and parents. |
| 27 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Establish non-threatening opportunities for staff to give input and express concerns | All members of the community Connections meetings and faculty meetings with building principals currently exist. |
| 28 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Report outcomes of requests for suggestions and feed-back | Administration, specifically building principals “Connections” publication |
| 29 | Secure a trusting school/community relationship through effective communications systems | Create opportunities for inclusion and decision-making | Wide-spread support for district schools and ratings of high satisfaction from the community | Provide opportunities for staff to develop agenda items for staff meetings | Administration, specifically building principals Veteran principals report that staff members have always been able to develop agenda items for staff meetings. Staff can also be on Ad Hoc Committees. |

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
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| 30 | Secure a trusting school/community relationship through effective communications systems | Ensure that communications are timely, concise, and relevant to attended audiences | Wide-spread support for district schools and ratings of high satisfaction from the community | Produce a regular district newsletter that addresses issues of public concerns | Community liaison <ul style="list-style-type: none"> ◇ Completed (Community Talk publication) ◇ Weekly Eonline “Hodag Pride” Newsletter |
| 31 | Secure a trusting school/community relationship through effective communications systems | Ensure that communications are timely, concise, and relevant to intended audiences | Wide-spread support for district schools and ratings of high satisfaction from the community | Make informational brochures and district newsletters available to the community at large | Community liaison <ul style="list-style-type: none"> ◇ Numerous brochures on various programs and charter schools have been completed and continue to be distributed. ◇ A RESA video promoting the RESA program and a truancy video have been completed and shared with the community. ◇ The district’s website continues to be updated. |
| 32 | Secure a trusting school/community relationship through effective communications systems | Ensure that communications are timely, concise, and relevant to intended audiences | Wide-spread support for district schools and ratings of high satisfaction from the community | Engage key community resources | Community liaison Need more information on this action step |
| 33 | Secure a trusting school/community relationship through effective communications systems | Ensure that communications are timely, concise, and relevant to attended audiences | Wide-spread support for district schools and ratings of high satisfaction from the community | Convey board of education meeting content to the community in a timely and comprehensive manner | Executive Assistant <ul style="list-style-type: none"> ◇ Per state statutes, meeting agendas have been posted since the foundation of the district ◇ Board meeting updates distributed after each regular board meeting |
| 34 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Continue to explore effective and innovative methods of communications | All employees and community Need more information on this action step |

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
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| 35 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Deliver information via two formats in adopting a new technology until such time as the change becomes standard practice | Administration, community liaison and building principals |
| 36 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Insure adequate technological support for communication systems | Technology Director <ul style="list-style-type: none"> ◇ Upgraded district website to interactive form. This allows staff members to create their own websites and add their own content ◇ Increased Bandwidth to allow for videos on the website ◇ Implemented Guest Wireless Access at RHS, NCSS, JWMS, and Central. |
| 37 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Dedicate computer services support to maintain and address hardware problems | Technology Director Ongoing |
| 38 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Provide staff training and use of new technology | Technology Director <ul style="list-style-type: none"> ◇ Training Sessions Offered September 2006 – to Present (Excel, SMART Boards, BCCP, Blogs/Wikis/Gaggle Email, Photo Story, Discovery Science, Grade level Training, Graph Master/Map Maker, handhelds in the Classroom, Inspiration, Integrating Images in the Classroom, Intel thinking tools, Internet tools, iSafe, Math Internet Tools, NetTrekker, Podcasting, Research Tools, Searching Strategies, Social Studies Internet Tools, Social Tools, Teacher Web, United Streaming Integration, Web 2.0 Overview, Windows Movie Maker) ◇ CMS4 Schools Program. |

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
|----|--|---|--|---|---|
| 39 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Maintain a dynamic, accurate, and user-friendly district website that expands on highlights presented in district newsletters | Technology Trainer Comprehensive overhaul of website completed in August 2009 and CMS4 Schools has now been implemented. This allows district staff to add content and update their newsletters |
| 40 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Post detailed information that addresses pertinent issues, decisions, and activities | Technology Director and Technology Trainer Completed and ongoing on SDR website |
| 41 | Secure a trusting school/community relationship through effective communications systems | Make appropriate use of current technology to advance communications | Ratings of high satisfaction to the community on access to information | Set up a district electronic bulletin board as a forum | Technology Director and Technology Trainer Being investigated – there are technology hurdles and the need for funding |
| 42 | Secure a trusting school/community relationship through effective communications systems | Ensure open, honest, and direct school, home, community communication | Ratings of high satisfaction to the community on access to information | Offer training opportunities to all stakeholders (teachers, parents, community) on effective communication techniques | Board of Education No progress |
| 43 | Secure a trusting school/community relationship through effective communications system | Ensure open, honest, and direct school, home, community communication | Ratings of high satisfaction to the community on access to information | Briefly cover meeting protocol procedures at the beginning of each board meeting | Board President or Superintendent Moderate progress |
| 44 | Secure a trusting school/community relationship through effective communications systems | Ensure open, honest, and direct school, home, community communication | Ratings of high satisfaction to the community on access to information | Provide formal and informal opportunities throughout the year for parents to learn about district programs | Administration and building principals Multiple informational opportunities provided through multiple means throughout the year. |
| 45 | Secure a trusting school/community relationship through effective communications systems | Ensure open, honest, and direct school, home, community communication | Ratings of high satisfaction to the community on access to information | Ensure timely delivery of home-school communications | Building principals Connect-Ed acquired in 06-07 now replaced by AlertNow. |

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|----|--|---|--|--|---|
| 46 | Secure a trusting school/community relationship through effective communications systems | Ensure open, honest, and direct school, home, community communication | Ratings of high satisfaction to the community on access to information | Acknowledge parent questions and requests in a prompt and professional manner | All district employees Twenty-four hour call-back/return email commitment 2007-08 |
| 47 | Secure a trusting school/community relationship through effective communications systems | Provide an ongoing means to measure effectiveness of communication strategies | Ratings of high satisfaction to the community on access to information | Conduct an annual audit for a communication tool, both internal and external | Community liaison Communication updates are provided to the Operations and Strategic Planning Committee on a regular basis. |
| 48 | Secure a trusting school/community relationship through effective communications systems | Provide an ongoing means to measure effectiveness of communication strategies | Ratings of high satisfaction to the community on access to information | Provide an opportunity for feedback on communication materials and methods through a reply device or similar call to action | Community liaison No progress |
| 49 | Secure a trusting school/community relationship through effective communications systems | Provide an ongoing means to measure effectiveness of communication strategies | Ratings of high satisfaction to the community on access to information | Involve end-users in development and evaluation of new communications | Community liaison No progress |
| 50 | Secure a trusting school/community relationship through effective communications systems | Create a school board committee structure that focuses on planning and accountability | Ratings of high satisfaction to the community on access to information | Discontinue present school board committee structure and create a Committee on Planning and Development for strategic and operational planning decisions, i.e. strategic and operational planning decisions in academics, administration, finances, etc. | Board of Education Completed |

| | Long-Term Goal | Long-Term Objective | Long-Term Performance Indicator | Action Step | Accountability |
|----|--|---|--|--|--|
| 51 | Secure a trusting school/community relationship through effective communications systems | Create a school board committee structure that focuses on planning and accountability | Ratings of high satisfaction to the community on access to information | Discontinue present school board committee structure and create a Committee on Performance Oversight and Evaluation for past and present monitoring of educational programs, administrative and financial performance reports, and long-term evaluations of educational effectiveness. | Board of Education Completed |