

**School District of River Falls
School Board Retreat**

July 20, 2026 - 4:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Personnel Committee members: Stacy Johnson Myers (Chair), Lindsey Curtis, and Thong Moua.

A quorum of the School Board may be present for information-gathering purposes only.

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at
<https://meetings.boardbook.org/Public/Organization/1447>

1. BOARD PLANNING SESSION

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Description: Facilitated by David Bell and Nate Schurman

A. Review 2028-2033 Strategic Plan Development Options

B. Analysis and review of School District Scorecard and Stakeholder Feedback

2. ADJOURN

School Board Retreat

July 20, 2026



Agenda

1. Review 2028-2033 Strategic Plan Development Options
2. Analysis and review of School District Scorecard and Stakeholder Feedback



Mission, Vision & Strategic Plan 2028-2033

- Objective: *Facilitate the update of the School District of River Falls Strategic Plan.*



OUR MISSION
Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

OUR VISION
In partnership with families and the community, the School District of River Falls is an innovative PK-12 grade educational leader committed to the academic, social, emotional, and physical well-being of every student.

OUR VALUES

STUDENTS FIRST	PEOPLE MATTER	EQUITY	RESPECT	INTEGRITY	EXCELLENCE	INNOVATION	COMMUNICATION
GOAL 1: Hold High Expectations for Student Learning - Support collaborative learning culture focused on student learning. - Identify & monitor academic readiness benchmarks. - Implement equitable systems of support & resources for every learner. - Ensure high quality, accessible, & meaningful early childhood, K-12, and kindergarten programming. - Increase student center & college planning and experiences.	GOAL 2: Provide a Safe, Welcoming, and Healthy School Environment - Monitor safety plans & crisis response protocols. - Develop school-wide behavior expectations that align to district core values. - Increase participation in character & life-curricular activities by removing barriers. - Conduct bi-annual school culture & climate surveys. - Create multi-level student support system for social, emotional, & mental health. - Review & update curriculum & entry requirements for age- and developmentally appropriate with a whole balance.	GOAL 3: Attract, Retain, and Develop High Quality Staff - Improve mentoring & coaching support for new certified teaching staff. - Implement mentoring program for paraprofessionals & bus drivers. - Strengthen staff collaboration to share resources, common assessments, & share effective instructional practices (PLC). - Monitor & maintain regionally competitive salary and benefits for all staff. - Organize comprehensive professional development plans aligned to our mission, vision, goals. - Monitor & improve positive communication systems among employees/feedback.	GOAL 4: Provide Life Readiness Skills - Embed into curriculum & instruction critical thinking, problem solving, perseverance, empathy, social emotional awareness, financial literacy, & civic life learning. - Equity, inclusivity, and diversity (ED) focus involves students & staff in ensuring that everyone's global citizenship, increases cultural competence, & cultivates appreciation for our diverse world. - Partner with families & community to enhance character education programs and initiatives. - Research and determine health and wellness priorities for students and staff.	GOAL 5: Uphold Operational Excellence - Develop long-range facility plan addressing educational, advisory, space, community, innovation, transportation, and co-curricular activities. - Develop long-range enrollment projection & classroom space needs assessment with related financial projections. - Analyze enrollment & housing trends to determine if there is a need to revise elementary school attendance boundaries. - Determine long-range mission for Belongance Charter Academy that respects college and career opportunities. - Provide focused, engaging, strategic communication related to all school programs, facilities, resources & services.			

**SCHOOL DISTRICT OF
River Falls**

**STRATEGIC PLAN
2022-2027**

Mission, Vision & Strategic Plan 2028-2033

- Deliverables
 - Updated goal areas in alignment to refined Mission, Vision, and Values.
 - District-specific scorecard with performance indicators that benchmark progress towards strategic plan goal areas.



DISTRICT CRITICAL PERFORMANCE INDICATOR		2024	2025	2026	2027 TARGET ^x
1	Students in Grades K-5 will be proficient or exceed their yearly growth goal as measured by the reading screening assessment. ⁶		84.7% (K-3) 79.1% (4-5)		100%
2	Students at Meyer Middle School will be proficient (3.0) on 90% of the priority standards measured on each of their end of course cumulative assessments.		72.1%		100%
3	Students at River Falls High School will achieve grade level reading comprehension expectations or achieve at least 10% growth each year as they progress towards reading mastery.		84.3%		100%
4	Special Education students will show above average growth (Student Growth Percentile of >50) or demonstrate proficiency on reading screening assessment ⁶ from Fall to Spring measures.				80%
5	The district's composite score on state report card when compared to regionally or demographically comparable school districts. ⁷	4	Released 11/25		2nd
6	The district's achievement score on the state report card will rank 2nd or better when compared to regionally or demographically comparable school districts. ⁷	2	Released 11/25		2nd
7	Overall ACT Composite will reflect college and career readiness.	20.5	20.9		22.0
8	Students taking an Advanced Placement Course Exam will earn a 3 or better.	73.4%	76.3%		80%

Mission, Vision & Strategic Plan 2028-2033→ Planning Phases

1. Identify the Strategic Planning Committee (SPC)
 - *Diverse representation→ Employee Groups, Board, Community, Parents, Students (25-30 members)*
2. Gather Feedback and Data
 - *Conduct stakeholder listening sessions*
 - *Survey entire community*
 - *Assemble student learning and engagement data*
3. Convene the SPC to develop the new plan
 - *Prioritization and summarization of feedback*
 - *Revisit and refine Mission, Vision, and Values*
 - *Identify 5-year strategic objectives*
 - *Articulate key performance measures*



Mission, Vision & Strategic Plan 2028-2033→ Planning Phases

4. SPC presents plan update to School Board for approval
5. Create initial communication documents
 - *Detailed Action Plan*
 - *'Plan on a Page' Summary*
 - *Monitoring Scorecard*
6. Launch internal and external communications plan
7. Year 1 implementation planning
 - *Identification goal area owners*
 - *Resource planning*
 - *Progress monitoring systems development*



Mission, Vision & Strategic Plan 2028-2033→ Facilitator Services

1. CESA 11 Research and Requests for Proposals
2. Interview and Proposal Submission
 - Initiative One
 - Excel Leadership
 - Donovan Group
 - JSC
3. Administrative Analysis
 - School District Jigsaw→ Review of Processes, Guiding Documents, and Implementation Plans
 - Proposal Evaluation→ Stakeholder engagement, data collection, timeline, implementation support, and cost.



Mission, Vision & Strategic Plan 2028-2033→ Facilitator Services

- JSC→ preferred facilitator
 - Joe Schroeder's leadership and experience in Strategic Plan implementation.
 - *Joe Schroeder is the Associate Executive Director of the Association of Wisconsin School Administrators (AWSA), a role he has held since 2012 and one in which he facilitates professional learning for education leaders at all levels across Wisconsin.*
 - *Before this, Dr. Schroeder served five years as Superintendent for Muskego-Norway Schools.*
 - *Earlier, Joe was the Assistant Superintendent for Educational Services in the Elmbrook School District (Brookfield, WI), and Principal of Brookfield East High*
 - *Multiple sources of academic and engagement data collected.*
 - Timeline aids in the planning and development as soon as 2027-2028.
 - Cost effective, even with survey being conducted outside the scope of work.



Mission, Vision & Strategic Plan 2028-2033

MONTH	MEETING	PRESENTATION	MONTH	MEETING	PRESENTATION
July	School Board Retreat	Strategic Plan Update Facilitation Scope Discussion	January	SPC Phase 1	- Analyze Data - Refine Mission and Vision - Establish Long-term Pillars
August	School Board Meeting	Community Stakeholder Feedback Survey	February	SPC Phase 2	- Identify Strategic Objectives - Articulate Key Monitoring Measures
November	Ed. Programming	Student Learning Data Summaries and Other District Data	April	School Board Meeting	SPC presentation of Strategic Plan Update to School Board
November	School Board Meeting	Community Survey Results Presentation	June	Admin Retreat	Develop Year 1 Action Steps and Scorecard
December	Community, Employee, and Student Listening Sessions	Strengths, Weaknesses, Opportunities, and Threats	July	Planning Retreat	Year 1 Implementation Plan
December	School Board Meeting	Confirm Strategic Planning Committee (SPC)			



District Scorecard Review Protocol

- Review the updated critical performance data for each priority area.
 - Identify updated data points that indicate promising progress.
 - Identify updated data points that warrant caution.
- Discuss the scorecard framework.
 - Which critical performance indicators are best aligned to gauging progress towards the priority area?
 - Which data points are hard to interpret for the board?
 - As we plan the scorecard for the next strategic plan, what improvements would like to see?



RIVER FALLS LEARNS



- Commitment to academic growth of all students.
- Investment in college and career planning experiences.
- Strong systems of support and robust resources for every learner.

***Target:** Targets reflect the belief that all students can learn and grow academically at high levels. They are intentionally set to challenge and stretch the programs that can influence the identified critical performance indicator. It is important to recognize that certain factors affecting the achievement of these targets are beyond the district's sphere of influence and may impact their attainment.

***Reading Screeners:** 2024-25: AimsWeb+ (K-2) and FastBridge (3-5), 2025-27: AimsWeb+ (K-5)

***Comparable Districts:** Hudson, Menomonie, New Richmond, Monona Grove, West De Pere, and Pulaski

Advanced Placement: A college-level course offered in high school by the College Board. Students can earn college credit at certain institutions by passing a standardized test at the end of the course with a qualifying score.



District Critical Performance Indicator	2024	2025	2026	2027 Target
1 Students in Grades K-5 will be *proficient or exceed their yearly growth goal as measured by the *reading screening assessment. <i>*Students who do not require a personal reading plan are considered proficient for this measurement.</i>		84.7% (K-3) 79.1% (4-5)	92%	100%
2 Students at Meyer Middle School will be proficient (3.0) on 90% of the priority standards measured on each of their end of course cumulative assessments. <i>* Prior measures are not comparable because different collection methods were used.</i>			32%	100%
3 Students at River Falls High School will achieve grade level reading comprehension expectations or achieve at least 10% growth each year as they progress towards reading mastery. <i>* Prior measures are not comparable because different collection methods were used.</i>			54%	100%
4 Special Education students will show above average growth (Student Growth Percentile of > 50) or demonstrate proficiency on *reading screening assessment from Fall to Spring measures.			71%	80%
5 The district's composite score ranking on state report card when compared to *regionally or demographically comparable school districts.	4	3	11/2026	2nd
6 The district's achievement score ranking on state report card when compared to *regionally or demographically comparable school districts.	2	3	11/2026	2nd
7 Overall ACT Composite will reflect college and career readiness.	20.5	20.9	20.0	22.0
8 Students taking an Advanced Placement Course Exam will earn a 3 or better.	73.4%	76.3%	81%	80%

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RIVER FALLS WORKS



- Supportive collaborative teaching culture focused on student learning and high quality teaching practices.
- Mentoring and coach support for all staff.
- Regionally competitive salary and benefits package.
- Dedicated to a strong district and building culture and climate.

	District Critical Performance Indicator	2024	2025	2026	2027 *Target
1	The percentage of employees who returned the following year.	84%	88%	9/26	90%
2	Employees will agree or strongly agree with questions related to job satisfaction as measured by the Staff Feedback Survey.	70.9%	76.9%	80.3%	80%
3	Employee salary ranking will be 2nd or better when compared to eight *regionally comparable school districts.	4	4	3	2nd
4	Employees will agree or strongly agree that in-service training/professional development days are organized and well planned as measured by the Staff Feedback Survey.	68.4%	69.3%	76.4%	85%
5	Capital referendum projects will be completed aligned to the plan, within budget, on schedule, and with consistent, transparent communication to all stakeholders.		@AP	@AP	100%
6	Authentic collaboration will occur on scheduled collaboration dates within all K-12 buildings.		@AP	@AP	85%

*Job Satisfaction Staff Feedback Questions:

1. I would recommend this District to others seeking employment.
2. Our District effectively onboards new employees.
3. Inservice training/professional development days are organized and well planned.
4. When compared to other school districts in the region, I am satisfied with my pay.

*Comparable Districts: Hudson, Menomonie, New Richmond, Prescott, St. Croix Central, Baldwin-Woodville, and Ellsworth

@AP: Adequate Progress



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RIVER FALLS CONNECTS



- Connected and supportive community.
- Transparent and open communication.
- College and technical college connections.

****Chronically absent:** is defined as absent for more than 10% of school days. All absences, except medical, are considered.

***Connectedness Parent Feedback Questions:**

1. My family is treated respectfully and fairly.
2. I would feel comfortable talking to a teacher or counselor if my child was stressed or overwhelmed with their schoolwork.
3. I would feel comfortable talking to a teacher or counselor if my child was having problems with a classmate.
4. I am satisfied with the communication I receive on my students on academic progress.
5. The district is responsive to my concerns.

***AP:** Adequate Progress

Dual Enrollment: A course in which a student can earn post-secondary credit at a public, private, or technical school. **Advanced Placement:** A college-level course offered in high school by the College Board. Students can earn college credit at certain institutions by passing a standardized test at the end of the course with a qualifying score. **Industry Credential:** A credential approved by the Department of Instruction and Workforce development that provides practical, job-ready skills to students.



	District Critical Performance Indicator	2024	2025	2026	2027 *Target
1	The percentage of students who are identified as **chronically absent.	8%	7%	5%	3%
2	Parents will agree or strongly agree with questions related to feeling connected to their child's school as measured by the 'Parent Feedback Survey.	87.5%	88.1%	88.4%	95%
3	The percentage of high school students completing at least one 'Dual enrollment course or 'one Advanced Placement course.	55.9%	49.8%	49.3%	70%
4	The percentage of high school students completing at least one 'Industry Credential.	17.1%	36.1%	36.6%	
5	District website accessibility will be updated so users have access to online programs, services, and activities.		[®] AP	[®] AP	100%
6	Participant satisfaction with Community Education Course. (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree)		4.87	4.87	4.8
7	Percentage of River Falls High School Students participating in at least one co-curricular activity.	76%	78%	78%	82%

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Stakeholder Feedback Analysis

Staff Feedback Survey Celebrations: 23/24-25/26	23-24	24-25	25-26
Participation	238	178	257
I feel a sense of meaning and purpose in my work.	94.2	95.5	97.6
I understand the goals of the District.	92	93.3	97.6
I would recommend this District to others seeking employment.	90.4	93.8	95.7
Teachers in my school work collaboratively to provide the best opportunities for students.	91.6	94.3	95.3
Our District is a family friendly workplace.	92.4	96	95
I have strong relationships with my colleagues.	91.6	93.2	94.9
Our District has a positive culture.	85.3	91.1	93
My principal/supervisor is knowledgeable about areas of his/her responsibilities.	89.5	90.9	93
I am satisfied with the technology support available to me.	88.2	93	92.1
Communication regarding the status of work order requests was appropriate.		91	91.4
Our District has a culture of open dialogue.	86.6	88.2	90.2
My principal/supervisor is willing to help me with problems and situations.	90.4	87.8	90.2



Stakeholder Feedback Analysis

Staff Feedback Survey Cause for Pause: 23/24-25/26	23-24	24-25	25-26
Participation	238	178	257
I was assigned a mentor and that mentor increased my understanding of job responsibilities and District expectations.	66.7	53.8	79
Inservice training/professional development days are organized and well planned.	68.4	63.5	76.4
I was able to work with an instructional coach. The instructional coach provided instruction and curriculum support.	56.4	43	76.3
My principal/supervisor is effective at resolving/mediating conflicts.	78.2	71.9	75.3
When compared to other school districts in the region, I am satisfied with my pay	50.5	60.4	65.9
When compared to other school districts in the region, I am satisfied with my benefits.	63.1	69.2	59.1



Stakeholder Feedback Analysis

Student Feedback Survey Celebrations: 23/24-25/26	23-24	24-25	25-26
Participation	1206	1255	1909
I understand the importance of treating other students and staff with respect.	97.6	98.5	98.7
I understand how I am supposed to behave at school.	98.1	98.4	98.2
I have a good relationship with my teachers.	93.6	93.5	94.1
I am respected and treated fairly at school by principals.			93.9
I am respected and treated fairly at school by other staff.			93.3
I recognize and can explain the importance of character traits.	93.4	94	92.7
I feel safe at school.	88.8	88.6	90.2



Stakeholder Feedback Analysis

Student Feedback Survey Cause for Pause: 23/24-25/26	23-24	24-25	25-26
Participation	1206	1255	1909
I believe what I am learning in school will help me be successful with my college or career goals.	80.8	78.8	78.7
Seniors Only - The courses that I took helped me develop an awareness of issues that impact River Falls, our nation, and the world.	84.5	75.8	78.5
Seniors Only - I was able to participate in activities that helped me decide my post high school plan.	80.3	75.8	78
Students treat each other and staff with respect.	69.4	72.5	74.4
I am satisfied with my school's effort to prevent bullying.	69.5	72.9	70.9
I feel comfortable talking to a teacher or counselor if I am having problems with a classmate.	62.1	65	63.2
I enjoy coming to school most days. 25-26 changed to "I enjoy being at school most days"	61.5	60	60.7
I feel comfortable talking to a teacher or counselor if I am stressed or overwhelmed with my school work.	61	60.3	60.1



Stakeholder Feedback Analysis

Parent Feedback Survey Celebrations: 23/24-25/26	23-24	24-25	25-26
Participation	876	754	544
I understand the expectations for behavior in my child's school.	96.6	96.8	97.1
What my child is learning in school will help them be successful in the next school year.	95.3	96.1	95
Students are expected to treat classmates and staff with respect.	92.3	94.8	93.7
I feel that my child is safe at school.	93.8	93.3	93.2
My child is provided with challenging, age-appropriate learning opportunities.	91.9	92.4	91.9
My family is respected and treated fairly at school by teachers, principals, and other staff.	92.4	92.3	91.3
I would feel comfortable talking to a teacher or counselor if my child was stressed or overwhelmed with their schoolwork.	91.9	90.9	91.2
I would feel comfortable talking to a teacher or counselor if my child was having problems with a classmate.	89.8	89.9	90.3



Stakeholder Feedback Analysis

Parent Feedback Survey Cause for Pause: 23/24-25/26	23-24	24-25	25-26
Participation	876	754	544
I am satisfied with our school's efforts to prevent bullying.	78.1	77.7	78.7
My child explores careers/jobs that may interest them after high school.	74.7	80.1	78.5
What my child is learning in school will help them be successful with their college/career goals.	72.8	75.4	75



Disciplined Focus

- Discipline #1: Focus on the Wildly Important
 - Too many priorities, means no priorities.
 - Specific, measurable
- Discipline #2: Act on the Lead Measures
 - Predictive, Actionable
 - Within our circle of influence
- Discipline #3: Keep a Compelling Scoreboard
 - Shared widely
 - No blame or shame
- Discipline #4: Create a Cadence of Accountability
 - Regular, repeated, and predictable
 - School Board, School/Department, Classroom



Summarized based on the work of Sean Covey ([LINK](#))

2026-27 School Board Calendar

MONTH	MEETING	PRESENTATION	MONTH	MEETING	PRESENTATION
July	School Board Retreat	Analysis of District Scorecard	January	Finance and Facilities	Budget Forecast and Facility Planning
August	Personnel, Ed Pro, and Finance and Facilities	Committee Goals	February	Personnel Committee	Salary Comparability Report
October	School Board Meeting	Elementary and SPED WIG Report	February	School Board Meeting	Elementary and SPED WIG Report
October	Personnel Committee Meeting	Staff Retention Report	March	School Board Meeting	RFHS/RCA, and MMS WIG Report
November	School Board Meeting	RFHS/RCA, and MMS WIG Report	June	School Board Meeting	Final WIG Reports
December	Ed Pro	State Assessment Report	July	Planning Retreat	Final Scorecard and Stakeholder Feedback Analysis

