

Dodgeville School District



Strategic Plan 2012 - 2017

❧ MISSION STATEMENT ❧

The mission of the Dodgeville School District, a catalyst for excellence, will ensure our children are caring, responsible, capable, self-assured world citizens, by creating a child-centered environment that is inclusive, integrated, individualized and inspiring.

❧ BELIEFS ❧

We believe that:

- ◆ All people have the right to learn.
- ◆ Everyone has the right to question everything.
- ◆ Each person is inescapably an agent of change.
- ◆ Each person creates his/her own future.
- ◆ All people have a right to be safe.
- ◆ Each person has inherent, absolute value.
- ◆ Each person is responsible for his/her actions.
- ◆ The most significant influence to a person's development is his/her family.
- ◆ A community's first obligation is to the well-being of its children.
- ◆ A community's survival is dependent on its ability to generate wealth.
- ◆ The measure of a society is the self-sufficiency of its members.
- ◆ Diversity enriches us.
- ◆ The success of a democracy depends on the full participation of enlightened citizens.

❧ OBJECTIVES ❧

- ◆ 100% of our students will successfully complete their educational program.
- ◆ All students will exceed the necessary requirements for exercising their chosen options.
- ◆ Our students will meet or exceed the Educational Standards of the State and Department of Public Instruction.

❧ PARAMETERS ❧

- ◆ All decisions will be made based strictly on the best interest of the student.
- ◆ We will only offer courses, programs, or activities that directly support teaching and learning in elementary - secondary education.
- ◆ We will only accept success.
- ◆ The quality of our teaching and learning will be independent from other factors.
- ◆ We will practice participatory management (decision-making) throughout the educational system.

❧ STRATEGY TEAM MEMBERS ❧

| | |
|-------------------|------------------|
| Tym Allison | Laura Kulcinski |
| Chad Argall | Christine Lacke |
| Shirley Barnes | Mark Lepinske |
| Earl Barnes | Mary Lepinske |
| Jenn Bradley | Steve McCarthy |
| Brad Bruegger | Becky McGraw |
| Josh Busch | Tom McGraw |
| Matthew Butteris | Lori McKinlay |
| Judy Campbell | Darin Nagel |
| Erin Edgington | Orville Olson |
| Suzanne Elsner | Chuck Peplinski |
| Alan Glover | Linda Pittz |
| Mike Gorgen | Colleen Polglaze |
| Nancy Hendrickson | Mark Ramthun |
| Christine Hess | Joe Salava |
| Barry Hottmann | Carrie Schroeder |
| Brian Hottmann | Shaun Sersch |
| Cassie Jabs | Charles Tank |
| Lori Jones | John Ziehr |
| Angela Judd | Jim Zoet |
| Rachel Keith | |

❧ BOARD OF EDUCATION ❧

Mark Woolley - President
Carrie Klenko - Vice President
Mike Humke - Treasurer
Rick Vinger - Clerk
Larry Crowley - Member
Tom McKinley - Member
Missy Hottmann - Member

❧ ADMINISTRATION ❧

Diane Messer - District Administrator (ext. 5060)
Jeff Athey - High School Principal (ext. 4003)
Scott Tolzman - Asst. High School Principal/AD (ext. 4008)
Jacque Goetzke - Middle School Principal (ext. 3003)
Julie Piper - Dodgeville Elem. School Principal (ext. 2002)
Don Charpentier - Ridgeway Elem. School Principal (ext. 1002)
John Humphries - Director of Pupil Services (ext. 5020)

STUDENT WELL-BEING

We will create a safe and positive learning environment that nurtures the health and well-being of students, staff and families to ensure student success.

1. **SCHOOL CLIMATE** – Foster a positive school climate that celebrates diversity, acknowledges successes and builds positive connections for all students and staff by:
 - a. developing opportunities for peers monitoring peers programs (i.e. tutors, freshman mentors, 6th gr. mentors).
 - b. engaging all staff in supporting Positive Behavior Intervention and Support goals and similar initiatives (including support staff, coaches, substitute teachers, bus drivers, substitute bus drivers, related service providers and central office staff).
 - c. engaging families and community in supporting PBIS goals and initiatives (i.e. business, service organizations, city and county leaders, parents, 4H, civic, faith based, etc.).
 - d. assessing, planning and focusing on building positive adult/student relationships for all students.
2. **LEARNING ENVIRONMENT** – Maintain a safe learning environment through systematic positive behavior and intervention plans, curriculum, facilities and personnel resources including:
 - a. offering staff, student and family in-service training regarding anti-bullying policies, practices and consistent response plans.
 - b. implementing PK-12 PBIS plan with all tiers of intervention in place.
 - c. continuing to further define, align and implement PK-12 anti-bullying/anti-violence curriculum (including parent outreach).
 - d. analyzing facility safety needs and allocating resources to meet identified needs (i.e. safety cameras, etc.).
 - e. planning and allocating personnel resources to address student and family needs including AODA goals (i.e. school social worker, At-risk coordinator).
3. **HEALTH AND WELL-BEING** – Promote health and well-being of staff and students to ensure readiness for learning as a result of:
 - a. developing PK-12 nutritious snack and hydration practices/resources (i.e. snack breaks, water bottles, etc.)
 - b. collaborating with community to address nutrition needs during school breaks (i.e. summer, weekends, spring and winter breaks).
 - c. collaborating with community to develop and/or access wellness facilities and resources (i.e. community wellness center, P.E.P. grant acquisition, etc.)
 - d. collaborating with families and community to promote and engage in healthy active lifestyle choices (i.e. walks, runs, intramurals, expanded city recreation offerings, to include sports, fine arts, drama, art, etc.).

COMMUNITY

We will optimize the Dodgeville School District's three key resources – human, educational and economic – for the overall advancement of student success and community benefit.

1. **HUMAN RESOURCES** – Foster and develop opportunities to more fully engage district residents, school employees and students as an integrated community including:
 - a. developing new and nurturing existing community engagement opportunities for the schools through volunteer opportunities, parent/teacher organizations, booster clubs and other community outreach organizations.
 - b. advocating for more community involvement by staff and students through taking part in community learning opportunities, participating in service projects and volunteer organizations and representation in charitable and service organizations.
 - c. building new methods to engage and communicate with the members of the community including DHS alumni no longer residing in the district.
2. **EDUCATIONAL RESOURCES** – Expand the boundaries of Dodgeville School District's impact as an educational resource in our communities beyond the school day and the pre-K-12 student body including:
 - a. growing the district into a lifelong educational resource for the community through adult education and ESL programs.
 - b. initiating programs to help meet the nutritional and health needs of students and the community by expanding before and after school meal programs and implementing a community garden on school property.
 - c. developing new partnership opportunities with local and regional organizations such as Upland Hills Hospital, Department of Public Health, Dodgeville Public Library, SWTC, DASFI and the Green & Healthy Schools group.
3. **ECONOMIC RESOURCES** – Leverage the "Education Value Added" (EVA) for the communities served by the Dodgeville School District by:
 - a. exploring creation of the EVA of the Dodgeville School District to inform district residents of the value the schools provide.
 - b. maximizing facility usage by community groups to meet needs uniquely met by DSD.
 - c. communicating successes, opportunities and initiatives with the members of the community.

FACILITIES

We will develop and implement a district-wide facilities plan to support student well-being, provide a foundation for quality education delivery, meet the needs of the communities served and operate in a cost efficient, energy conscious manner.

- 1. DODGEVILLE HIGH SCHOOL** – Within 6 months, the board should define a specific plan for the future of DHS including:
 - a. determining whether the primary options of remodeling and additional space at DHS or building a new High School would better serve the instructional delivery of High School curriculum.
 - i. The structure should allow for maximum use of technology, be cost effective and energy efficient.
 - ii. The process should engage multiple outside resources such as contractors for idea generation.
 - iii. The facility should meet the needs of all – academics, athletics, arts and community.
 - b. exploring alternative funding sources, including corporate donors, grants and private gifts.
- 2. RIDGEWAY ELEMENTARY SCHOOL** – Determine a permanent solution and implementation plan for RES by:
 - a. weighing the inherent value of a school in the Ridgeway community to the district needs.
 - b. considering the age and condition of the existing building.
 - c. reviewing RES class sizes and enrollment trends.
 - d. evaluating opportunities for consolidation of resources.
- 3. DISTRICT-WIDE** – Support a maximum of four school buildings for cost effective and energy efficient purposes by:
 - a. consolidating resources and configuring buildings by grade level.
 - b. relocating District offices onto the school campus.

QUALITY EDUCATION

We will advance the quality of education in the Dodgeville School District by focusing on curriculum, instruction, personnel, and future opportunities

- 1. CURRICULUM** – Provide alternative pathways to certifications and towards career and college readiness by:
 - a. developing opportunities to prepare students for apprenticeships and journeyman programs.
 - b. continuing to expand Youth Options.
 - c. exploring schedule modifications to enhance accessibility to distance learning.
 - d. providing opportunities for community involvement to foster an ongoing collaboration and enhancing educational opportunities with service projects and volunteer opportunities.
 - e. developing higher order thinking skills in All students.
 - f. aligning and implementing Common Core State Standards (CCSS).
 - g. developing and implementing common formative, benchmark, and summative assessments.
 - h. continuing vertical curriculum alignment throughout all grade levels and disciplines
- 2. INSTRUCTION** – Increase knowledge and skill sets of staff to meet the increasing educational demands of Common Core Standards and Smarter Balanced Assessment by:
 - a. training all staff in differentiation of instruction techniques.
 - b. requiring staff to develop lessons and demonstrate capability to differentiate.
 - c. requiring administration to recognize differentiation and support accordingly.
 - d. communicating to parents and community the implementation of the Common Core State Standards via the district website, monthly newsletters, local paper, Advisor, radio (WDMP), etc.
 - e. developing a quarterly newsletter from the District office containing such items as student performance, new concepts (PBIS, RtI, etc.) and updates on training opportunities for staff.
- 3. PERSONNEL** – Provide needed support for staff and ensure student growth including:
 - a. enhancing professional development opportunities in critical areas that support the district's immediate instructional goals.
 - b. employing reading specialist(s) at the middle school and high school.
- 4. FUTURE OPPORTUNITIES** – Develop a process to review & evaluate future opportunities including but not limited to:
 - a. exploring post-secondary options throughout the nation.
 - i. Implement interest assessments and career exploration at all grade levels where appropriate.
 - ii. Further develop formalized relationships with area post-secondary institutions for career exploration.
 - iii. Form a community committee to work with other area schools and their guidance counselors to create college fairs housed at DHS. Work with neighboring schools in exchanging existing resources.
 - b. developing more comprehensive student technology capabilities.
 - i. Provide equal access to technology for All students.
 - ii. Collaborate with/assist external resources to provide after-school learning support for students.