

Dodge County Schools

Dr. Susan W. Long
Superintendent



Strategic Plan 2021-2025

*Aligned with District Goal, SBOE Goals, GSA Vision,
and Cognia Quality Standards*



2021-2025 Strategic Plan

Dodge County Schools

Vision:

Success leading to graduation is a portal to lifelong learning

Mission:

We are all about DODGE

Dedicated to
Our
Desire to
Graduate
Everyone



Beliefs:

We believe self-concept affects the achievement of students.

We believe every student has the right to learn and experience success in school.

We believe school will provide the knowledge for all students to become productive in society.

We believe effective education must evolve with the rapidly changing world.

We believe community and parental support are vital to a successful school environment.

We believe the educational process must meet the individual needs of each student.

We believe the educational process of today will determine the future.

We believe that a safe and orderly learning environment is essential to a quality education.

We believe excellence in education is achieved through quality programs, resources, and staff.

2021-2025 Strategic Plan with Balanced Scorecard

Dodge County Schools

Domain 1 (Leadership Capacity)

Purpose and Direction for Continuous Improvement in Governance, Leadership and Accountability

Goal 1-Increase stakeholder involvement and feedback in the continuous improvement process with effective communication while building positive relationships

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Engage in an annual comprehensive review of data and resources with all stakeholders represented to discuss the current strategic plan, develop a district improvement plan, review data, and provide meaningful feedback. <i>(Meets/Does not Meet)</i>	Comprehensive Needs Assessment Meeting Agenda/Sign In Sheets School and District Improvement Plans Determining/Prioritizing Needs Tool	Superintendent Curriculum Director Special Education Director MTSS Director Federal Programs Director School Leadership team Representative of all stakeholder groups	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Goal 2-Create and maintain a strategic plan that is a living document using the Strategic School System waivers to base school and district performance expectations to take into account the district's needs, resources, and characteristics of the local community.

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Annually review the vision, mission, and beliefs of the school system with all stakeholders through meetings, media outlets, and posted images/signs. <i>(Meets/Does not meet)</i>	Faculty meeting agendas Signs Announcement scripts Pictures	District and school administrators	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Each school will conduct an annual analysis of student achievement in accordance with the Strategic Waiver Systems contract with the Georgia Department of Education and Governor's Office of Student Achievement to identify areas of improvement at each school. <i>100%=All schools 20% per school</i>	Meeting Agendas/Sign In Sheets Student Achievement Data School Improvement Plans Longitudinal GRASP data	Superintendent MTSS Director Administrators School leadership teams	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Goal 3- Establish and ensure adherence to policies that are designed to support system effectiveness through a commitment to the vision, mission, beliefs, and purpose of Dodge County Schools.

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Review existing policies regularly. <i>(Meets/Does Not Meet)</i>	Board Meeting Agendas and Minutes	Superintendent and Board Members	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Consider establishing new policies as a result of administrative recommendation and/or legislative initiatives <i>(Meets/Does Not Meet)</i>	Board Meeting Agendas and Minutes Administrative Requests Legislative Updates	Superintendent and Board Members	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Involve school leadership teams in at least one work session per year to discuss successes, challenges, and needs evident by data collections and student achievement. <i>100% Completion=All schools 20% per school if all complete at school level</i>	Board Meeting Agendas and Minutes Presentation material Data Collection	Superintendent Curriculum Director Administrators School Leadership Teams	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Goal 4- Identify potential leaders and prepare current leaders for continued leadership effectiveness. (GVP 6.5)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Establish processes for identifying potential leaders and maintain a database to insure leadership continuity. <i>100% Completion=All schools</i> <i>20% per school if all complete at school level</i>	Active list of participants Professional Learning Documentation Duties and Job Description per school for Lead teachers, WIN/PBIS grade level chairs, WIN/PBIS School Coaches, Admin interns	Curriculum Director MTSS Director Administrators Administrative Interns	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Provide internal and/or external training for leaders. <i>100% Completion=All schools</i>	Active list of participants Professional Learning Documentation Duties and Job Description per school	Curriculum Director MTSS Director Administrators Administrative Interns	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Domain 11 (Learning Capacity)-

Teaching and Assessing for Learning for Student Success

Goal 1-Create and promote a culture of learning that helps students develop attitudes, beliefs, and skills needed for a successful future through creativity, innovation and collaborative problem-solving. (GVP 2.1; 3.2; 4.1)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Create a positive school culture using PBIS motivational strategies, student programs, and career goals to establish high expectations for behavioral and academics excellence. <i>(Meets/Does Not Meet)</i>	PBIS Lesson Plans Meeting Agendas Newspaper recognition Staff/Student surveys SAS/TFI for PBIS School/Classroom Matrices	MTSS Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Social Science Testing Georgia Milestone Assessment	2021		2022		2023		2024		2025	
	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
SDES	56.23									
NDES	68.43									
DCMS	59.42									
DCHS	65.85									
DAC	26.67									

***Testing targets are provided by the Georgia Department of Education for 3 years. They can be found at <http://ccrpi.gadoe.org>**

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Increase percentage of students to graduate on time (DAC/DCHS)	CCRPI report Graduation Rate	District Admin School Admin Teachers	Yearly

Color Codes (Flags)	Did not meet or improve	Made progress, but did not meet	Met or exceeded target
---------------------	-------------------------	---------------------------------	------------------------

Groups and Subgroups	2021		2022		2023		2024		2025	
	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
All Students	90									
American Indian/Alaskan	N/A									
Asian/Pacific Islander	TFS									
Black	90									
Econ Disadvantage	90									
Hispanic	TFS									
Limited-English	TFS									
Multi-Racial	TFS									
SWD	84.62									
White	90									

***Graduation rate is the 4 year-cohort combining data from DAC and DCHS. Each school has its own graduation rate that can be reviewed at <http://ccrpi.gadoe.org>**

Goal 3- Monitor, assess, and adjust instruction to meet individual learners’ needs, learning progress, and the district’s learning expectations using formative and summative data. (GVP 4.2; 4.4; 5.1; 5.3)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Identify and implement alternative instructional models to address needs and concerns of parents, students, and stakeholders, especially during emergency situations. <i>100% Completion=All schools 20% per school if all complete at school level</i>	eLearning Plans Infectious Disease Plan Assessment data Data Folders Lesson Plans Diagnostic Data Intrinsic Behavior Screeners and Interventions	District Safety Director Safety Teams MTSS Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Teachers will participate in data meetings to discuss Academic and Behavioral instruction and strategies for whole grade and individual student success <i>100% Completion=All schools 20% per school if all complete at school level</i>	Meeting Agendas/Sign in sheets Lesson Plans Academic Data Behavioral Data (IB) Screener Data RTI Folders REP Class data	MTSS Director Curriculum Director Special Education Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Goal 4- Continuously assess educational programs and organizational conditions to improve student learning. (GVP 4.2; 5.1; 6.2)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Gather district/school data and conduct yearly surveys to collect data on what programs are being used and what programs are viewed as most effective to classroom teachers. <i>100% Completion=All schools</i> <i>20% per school if all complete at school level</i>	Educational Program Survey Collaborative planning minutes PBIS Walk throughs MTSS Annual Fidelity Check	Curriculum Director MTSS Director Federal Programs Director Instructional Technology Specialist	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Goal 5- Provide programs and services for learners’ educational future and career planning. (GVP 3.2)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Implement activities and events that promote career planning through College and Career Fairs, Capstone programs, Advisement sessions, Parent Night, Work Based Learning, Connection Classes. <i>100% Completion=All schools 20% per school if all complete at school level</i>	Social Media Calendars Meeting/Event Sign in Sheets Community Support in Newspaper Transition Plans REACH Scholarship Lesson plans	Counselors Teachers Administrators Community Members	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Goal 2-Implement and demonstrate planning processes for long-range strategic resource management of budgets, facilities, and other organizational needs in support of the district’s purpose and direction.

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Ensure a safe and secure environment for teaching and learning.	School Climate Surveys Climate Star Ratings	School Admin Director of SIS Maintenance Dept	Ongoing

	2021		2022		2023		2024		2025	
	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
SDES	5 Star		5 Star							
NDES	5 Star		5 Star							
DCMS	5 Star		5 Star							
DCHS	5 Star		5 Star							
DAC	5 Star		5 Star							

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Evaluate facilities to assess the status of instructional space, common service areas, mechanical platforms, and athletic facilities to identify emerging needs, and revise Local Facilities Plan as needed. <i>(Meets/Does Not Meet)</i>	5-Year Local Facilities plan Board Meeting Minutes	Superintendent CFO Maintenance Director Board Members	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Establish protocols for addressing and reducing risks of transmission of viruses and diseases <i>(Meets/Does Not Meet)</i>	Local Guidance Manuals Meeting/training agendas and sign in sheets	School and District Safety Committees	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Goal 3--Provide induction, mentoring, and coaching programs to ensure all staff have the knowledge and skills to improve student performance and organizational effectiveness. (GVP 5.2)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Continue to utilize Georgia's Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) to assess and support teachers and leaders. <i>100% Completion=All schools 20% per school if all complete at school level</i>	TKES/LKES Documentation Summative evaluations Sign In Sheets of Orientation and Conferences	Superintendent Director of Student Records / Teacher Support Services Administrators	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Continue support for induction phase teachers through mentoring and training. <i>100%=All schools induction teachers complete Each school=20%</i>	Induction Teacher List Induction Program Documents List of Mentor Teachers	Curriculum Director Administrators Mentor Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Goal 4--Build capacity of continuous improvement through meaningful professional learning. (GVP 4.1; 5.2)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Use evaluation results to provide additional training as necessary. <i>100% Completion=All schools 20% per school if all complete at school level</i>	Professional Learning Evaluations (green sheets) Survey Data Teacher/Staff Feedback	Curriculum Director Special Education Director Federal Programs Director Administrators	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Provide numerous opportunities to all staff to participate in job-embedded, job -specific professional learning provided by the district, RESA, DOE, and other organizations. <i>(Meets/Does Not Meet)</i>	Sign in sheets Professional Leave Forms Redelivery Notes/Agendas	Curriculum Director Special Education Director Federal Programs Director MTSS Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Utilize student achievement results and survey data to identify needs for professional learning opportunities. <i>(Meets/Does Not Meet)</i>	CCRPI Data Student Achievement Data Professional Leave Forms End of year/MTSS Teacher Feedback Survey	Curriculum Director MTSS Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Goal 5--Provide and integrate technological and informational resources into all aspects of educational processes to improve and support professional practices, student achievement, and organizational effectiveness. (GVP 4.1; 4.2)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Maintain and update network infrastructure, processing capability, and storage capacity. <i>(Meets/Does Not Meet)</i>	Purchase Orders Technology Data Access Point Report Extreme IQ Reports	Technology Department	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Increase student access to wireless devices by developing and implementing a 1:1 plan. <i>100%=All schools are 1:1 Each school 1:1=20%</i>	Technology Plan Inventory List	Superintendent Technology Director Federal Programs Director CFO	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20		40		60		80		100	

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Provide professional training based on technology needs <i>(Meets/Does Not Meet)</i>	Surveys, staff perception data, or through student achievement data.	Curriculum Director Technology Department	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Goal 6--Attract, grow, and retain qualified personnel in order to meet the district purpose and direction. (GVP 6.1; 6.3)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Provide a competitive benefits package for all employees <i>(Meets/Does not Meet)</i>	Job Postings Insurance Correspondence Benefits Package	CFO Human Resources	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Attend local job fairs to recruit diverse and qualified staff. <i>(Meets/Does not Meet)</i>	Job Fair Agendas and Bulletins Sign In Sheets Registration	Superintendent Human Resources Curriculum Director Administrators Special Education Director	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Develop a partnership with colleges and universities to mentor student teachers and other teacher candidates preparing to enter the workforce. <i>(Meets/Does not Meet)</i>	Correspondence with colleges and Universities Memorandum of Understanding	Superintendent Curriculum Director Administrators	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
M		M		M		M		M	

2021-2025 Strategic Plan

Dodge County Schools

Appendices

The Georgia Vision Project for Public Education-GSBA

2.0 General

2.1 Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.

3.0 Early Learning and Student Success

3.1 Create in each county of the state an early learning partnership that includes all public and private human service organizations.

3.2 Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of supporting early childhood initiatives that address healthy child/family development and economic benefits to the community.

3.3 Adopt a statewide awareness and engagement initiative to ensure that high-quality early childhood education is a top priority for the state.

3.4 Provide opportunities for all children from birth to five-years-old to participate in high quality learning experiences that are designed to promote all aspects of a child's development, whether provided by families in the home or through a licensed public or private program.

3.5 Align developmental and academic standards for all children ages birth through 8 years old to provide a continuity of learning experiences and personal growth.

3.6. Ensure adequate financial support for the implementation of quality programs for all young children.

4.0 Teaching and Learning

4.1 In order to provide an environment where students learn best, ensure that teachers work and plan together, learn and share effective teaching practices, and are provided support for their on-going learning.

4.2 In order to provide an environment where students learn best, ensure that teachers use a variety of technologies to teach and measure what students know and can do.

4.3 In order to provide an environment where students learn best, ensure that teachers teach challenging and problem-solving lessons that are flexible enough to meet the interests and needs of individual students.

4.4 In order to provide an environment where students learn best, ensure that teachers use varied measures to determine what students know and can do.

5.0 Teaching and Learning Resources

5.1 Evaluate and utilize the most effective instructional models and learning supports (i.e. digital, blended, competency, virtual, etc.) implemented by school districts.

5.2 Ensure full integration of current technology and training into the classroom.

5.3 Continue to develop and maintain a comprehensive data system for monitoring student progress (Pre-K--12) and making decisions to improve educational practice.

5.4 Develop partnerships with business, industries, public agencies and the community to promote shared use of services and facilities.

6.0 Human and Organizational Capital

6.1 Identify and recruit the most talented candidates into teacher preparation programs.

6.2 Continuously evaluate the effectiveness of teacher and leader preparation programs.

6.3 Collaborate with the Georgia Professional Standards Commission, the Georgia Department of Education and other credentialing agencies to provide comprehensive strategies to find, grow and keep the most talented educators.

6.4 Evaluate the effectiveness and viability of the pilot teacher and leader compensation programs.

6.5 Organize personnel, distribute leadership and implement processes that maximize student learning.

GSA Strategic Planning Goals

Goal Area 1: Governance Team Effectiveness

- Build high performing governance teams
- Promote implementation of an effective strategic plan that creates a unified direction
- Promote a safe environment that enhances student success

Goal Area 2: Public Support

- Increase community engagement and improve the perception of and support for public education
- Increase our effectiveness and influence with state policymakers

Goal Area 3: Operations

- Engage the board in effective governance practices
- Build a climate and culture that unites our staff, leverages their strength, and develops their capacity
- Ensure the efficient use of resources to maximize our time and capacity to deliver superior services and support to meet the needs of our members.

Advanced Domains and Standards for System Review

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.1: The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

Standard 1.2: Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.

Standard 1.3: The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Standard 1.4: The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

Standard 1.5: The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Standard 1.6: Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Standard 1.7: Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Standard 1.8: Leaders engage stakeholders to support the achievement of the system's purpose and direction.

Standard 1.9: The system provides experiences that cultivate and improve leadership effectiveness.

Standard 1.10: Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Standard 1.11: Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Standard 2.1: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

Standard 2.2: The learning culture promotes creativity, innovation and collaborative problem-solving.

Standard 2.3: The learning culture develops learners' attitudes, beliefs and skills needed for success.

Standard 2.4: The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

Standard 2.5: Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Standard 2.6: The system implements a process to ensure the curriculum is aligned to standards and best practices.

Standard 2.7: Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

Standard 2.8: The system provides programs and services for learners' educational future and career planning.

Standard 2.9: The system implements processes to identify and address the specialized needs of learners.

Standard 2.10: Learning progress is reliably assessed and consistently and clearly communicated.

Standard 2.11: Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Standard 2.12: The system implements a process to continuously assess its programs and organizational conditions to improve student learning

Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources include support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness

Standard 3.1: The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

Standard 3.2: The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Standard 3.3: The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

Standard 3.4: The system attracts and retains qualified personnel who support the system's purpose and direction.

Standard 3.5: The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Standard 3.6: The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

Standard 3.7: The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

Standard 3.8: The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.



2021-2025 STRATEGIC PLAN

DOMAIN 1-LEADERSHIP

Goal 1- Increase stakeholder involvement and feedback in the continuous improvement process with effective communication while building positive relationships

Goal 2- Create and maintain a strategic plan that is a living document using the Strategic School System waivers to base school and district performance expectations to take into account the district's needs, resources, and characteristics of the local community.

Goal 3- Establish and ensure adherence to policies that are designed to support system effectiveness through a commitment to the vision, mission, beliefs, and purpose of Dodge County Schools.

Goal 4- Identify potential leaders and prepare current leaders for continued leadership effectiveness

DOMAIN 2-LEARNING

Goal 1- Create and promote a culture of learning that helps students develop attitudes, beliefs, and skills needed for a successful future through creativity, innovation and collaborative problem-solving.

Goal 2- Ensure that each Dodge County School provides high-quality instruction aligned with state standards that prepares learners for the next level.

Goal 3- Monitor, assess, and adjust instruction to meet individual learners' needs, learning progress, and the district's learning expectations using formative and summative data.

Goal 4- Continuously assess educational programs and organizational conditions to improve student learning.

Goal 5- Provide programs and services for learners' educational future and career planning.

DOMAIN 3-RESOURCES

Goal 1- Establish funding priorities to meet human resource and financial management needs.

Goal 2- Implement and demonstrate planning processes for long-range strategic resource management of budgets, facilities, and other organizational needs in support of the district's purpose and direction.

Goal 3- Provide induction, mentoring, and coaching programs to ensure all staff have the knowledge and skills to improve student performance and organizational effectiveness.

Goal 4- Build capacity of continuous improvement through meaningful professional learning.

Goal 5- Provide and integrate technological and informational resources into all aspects of educational processes to improve and support professional practices, student achievement, and organizational effectiveness.

Goal 6- Attract, grow, and retain qualified personnel in order to meet the district purpose and direction.

DODGE COUNTY SCHOOLS



VISION

Success leading to graduation
is a portal to lifelong learning.

MISSION

Where we are all about DODGE:

Dedicated to
Our
Desire to
Graduate
Everyone

