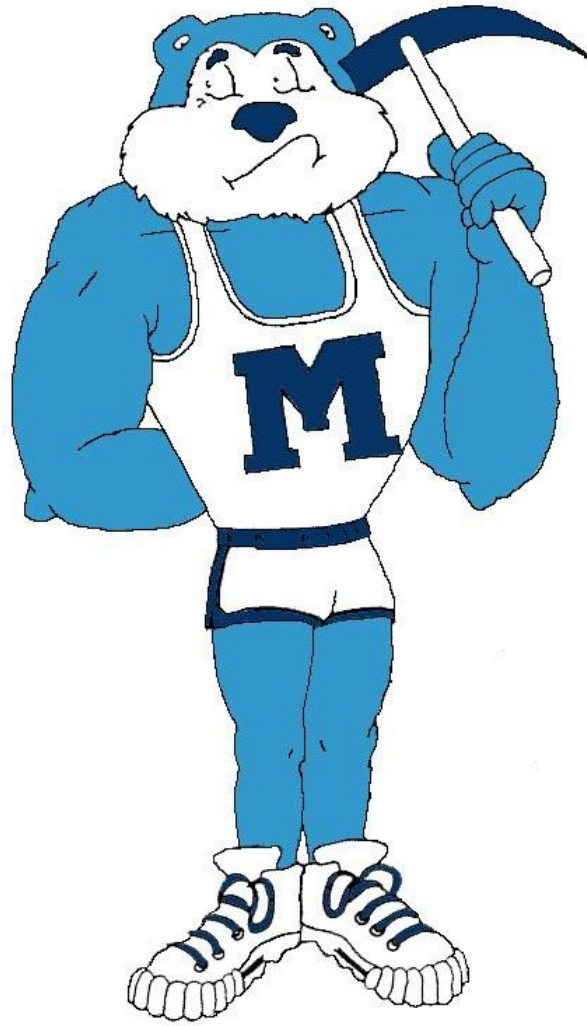


Mellen School District Strategic Plan 2023-2025



Board Approved ____1/25/23____

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Vision:

To thrive as a public school to promote education, embrace community involvement and maximize available resources.

Mission:

Work collaboratively in a respectful, responsible, safe, and ready environment to create an education where all students will succeed.

Statement of Philosophy:

The Board of Education believes that the purpose of education is to facilitate the development of the potential of each student. In a free society, every individual has both the right and responsibility to make choices and decisions for himself/herself and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions. If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are to be able to achieve their life goals in a free society, they need to be competent to choose among the myriad alternatives that are and continue to be available to them.

The enculturation process in our society focuses on preparing the young to meet certain expectations and to avail themselves of opportunities to attain personal goals within that society. The District's program should reflect the formal aspect of the enculturation process, and, therefore, needs to focus on both the areas of societal expectations and personal opportunity available in our society.

With regard to societal expectations, people in this society are expected to:

- A. be self-sufficient -- that is, to meet their own needs, to the extent they are able, in their own way and without inhibiting others' opportunity to do the same;
- B. fulfill their responsibilities to contribute to the "common good" by actively participating in affairs affecting all members of society.

Today there is ample evidence that many students are not learning how to make effective, rational, responsible, or ethical choices or decisions in regard to how they treat their minds and bodies, how they plan their futures, how they cope with frustration, or how they solve personal, social, and economic problems.

The Board and staff believe that the thought and action process involved in taking intelligent, ethical action can be learned just as any other set of procedures can be learned, provided students are given consistent, appropriate opportunities to:

- A. see the procedures modeled;
- B. learn what the procedures are;
- C. practice using the procedures and correct ineffective use of them;
- D. apply the procedures to a variety of relevant situations.

The District is committed to ensuring adequate provision for such opportunities and to the applications of these processes to achieving the other educational goals associated with the District's mission.

Educational Outcome Goals and Expectations:

In fulfillment of the District's mission to provide a quality education for all of the students, the Board believes the mission is being accomplished when students confirm that they have achieved the following educational goals.

Academic Skills and Knowledge

- A. Basic skills including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening, and communicate by speaking and writing.
- B. Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
- C. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the right and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
- D. The skill and attitudes that will further lifelong intellectual activity and learning.
- E. Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers

Vocational Skills

- A. An understanding of the range and nature of available occupations and the required skills and abilities.
- B. Preparation to compete for entry-level jobs not requiring postsecondary school education.
- C. Preparation to enter job-specific vocational training programs.
- D. Positive work attitudes and habits.

Citizenship

- A. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
- B. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution, and the constitution and laws of the State.
- C. The skills to participate in political life.

- D. An understanding of the functions of organizations in society.
- E. Knowledge of the role and importance of biological and physical resources.
- F. Knowledge of State, National, and world history.
- G. An appreciation and understanding of different value systems and cultures.
- H. An understanding, at all grade levels, of human relations, particularly with regard to American Indians, Black Americans, and Hispanics.

Personal Development

- A. The skills needed to cope with social change.
- B. Knowledge of the human body and the means to maintain lifelong health, including:
 1. knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness.
 2. knowledge of the nutritive value of foods, as outlined in the Dietary Guidelines of Americans, and knowledge of the role of a nutritious diet in promoting health, preventing chronic disease, and maintaining a healthy weight. While promoting the value of nutritious foods, the District does not allow for soda, high sugar drinks, i.e. energy drinks, candy, chips.
 3. knowledge of physiology and hygiene, sanitation, the effects of controlled substances consistent with ch. 961 and alcohol upon the human system, symptoms of disease and the proper care of the body. No student may be required to take instruction in human growth and development, self-esteem, responsible decision- making, interpersonal relationships, sexual activity, human sexuality, reproduction, contraception, family life, parenting, sex stereotypes and protective behavior if his/her parent files with the teacher or principal a written request that the student be exempted. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.
 4. awareness about drug abuse, including prescription drug abuse, and prevention.
- C. An appreciation of artistic and creative expression and the capacity for self-expression.
- D. The ability to construct personal ethics and goals.
- E. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.
- F. Knowledge of the prevention of accidents and promotion of safety on public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled

substances under ch. 961.

- G. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances consistent with chapter 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by students by promoting the positive emotional development of students.
- H. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse, and child enticement. Instruction shall be designed to help students develop positive psychological, emotional, and problem-solving responses to such situations and avoid relying on negative, fearful, or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to students in elementary schools.

The Board believes that all students in this District will be able to demonstrate these learnings at a level that is commensurate with their age and capabilities.

The District Administrator is charged with the responsibility for providing, through the District's curriculum opportunities for each student to accomplish these goals as well as a valid means for assessing the extent to which each is accomplished.

Student achievement of these educational goals represents the Board's highest priority. It should be the highest priority, as well, for the administration and for all members of the staff.

Belief Statements:

1. Equip students to succeed in critical thinking, technological knowledge, and other 21st Century Skills after graduation.
2. Recognize that students learn with individual styles.
3. All students deserve a high quality and diversified education.
4. We believe the district should seek and develop creative funding.

School + Community = Success

Strategic Directions:

The strategic directions guide the long-term work of Mellen School District. These are research based high-leverage areas aligned with the district's vision, mission and core beliefs and set the direction for the continuous improvement of the district.

1. Student Achievement
2. School Family is Engaged in Learning in a Safe Environment
3. Equity with Excellence for All
4. College and Career Readiness
5. Effective and Efficient Use of Resources
6. Communication and Community Engagement

2023-2024 Board Goals

1. Academic Excellence and Educational Equity: Every student will be academically successful and prepared for life, work, and post-secondary education.
 - a. A Curriculum that Challenges and Engages: Every student will experience a rigorous, relevant, and engaging learning environment that responds to his or her interests and challenges.
 - i. Educational Excellence: *MSD will regularly assess and respond to the needs, interests and abilities of individual students.*
 - ii. Achievement Gaps: *MSD will target academic achievement gaps and increase positive educational outcomes across race/ethnicity, income, disability, and language subgroups.*
 - iii. Disproportionality: *MSD will focus on increasing representation of disproportionate groups in advanced courses. MSD will focus on eliminating disparities among students enrolling in science, technology, math, and literature.*
 - iv. Education Equity: *MSD will provide each student with opportunities to be challenged and supported.*
 - v. Teacher Resources and Supports: *MSD will make available to each teacher the resources and support needed to provide an outstanding education for each and every student, differentiated according to the student's learning style and background.*
 - vi. Early Childhood Education: *MSD will continue to participate in the Early Childhood Education network with CESA 12 to create an ECE system focused on improved access, quality, and public awareness of ECE services available to children and families.*
 - vii. Alternative Education: *MSD will create an alternative education program with strategies that will respond to individual learning styles, improve attendance, and prepare students for the high school equivalency exams.*
 - b. An Inclusive Organizational Culture: Every student will develop habits and attitudes that reflect the principles of cultural inclusiveness, civic responsibility, and ethical and respectful behavior.
 - i. Cultural Competence and an Atmosphere of Respect: *MSD will implement practices that maximize the benefits of cultural, linguistic, racial, ability, religious, gender, gender-identity, and ethnic diversity within the student body to ensure optimal levels of*

- cultural competence among staff members and students, and that engage every student in a respectful environment.*
- ii. Civic Engagement and Civic Responsibility: *MSD will engage with its students in an atmosphere conducive to mutual respect, civic engagement, and good citizenship.*
- iii. Ethics and Behaviors for Success: *MSD will set expectations for the habits and behaviors students need to succeed and will lay the foundations for student explorations of ethical conduct.*

Measures of Success:

1. STAR Assessments in Reading and Math
2. ACT/ASPIRE/Wisconsin Forward Exam
3. ACP/Xello Data
4. SLO's aligned to District Goals
5. District and State Report Cards
6. Staff and Student Surveys
7. Curriculum Program Updates
8. SAIL Roadmaps

2. Family and Community Engagement: MSD will partner with families and the community in the education of Mellen's youth.
 - a. Family Engagement: *MSD will collaborate with parents and guardians in providing the high-quality services they need to be leaders in the education of their children.*
 - b. School Engagement: *MSD will create an atmosphere of mutual trust and respect to ensure effective communication in schools, enhanced engagement with families, and culturally responsive relationships.*
 - c. Community Engagement: *MSD will actively engage families, students, staff, and community members regarding school programs and activities, volunteer opportunities, and events.*
 - d. Civic Engagement: *MSD will partner with external organizations to extend its services and programs, to encourage a sense of community ownership of our schools, and to support the development of the academic, social, physical, creative, and emotional needs of students.*
 - e. Media and Public Outreach: *MSD will use a wide variety of media to reach out to the community on issues of importance to the people of Mellen.*
 - f. Collaboration with Social Service Organizations: *MSD will promote the general welfare of its students, their families, and members of its community by collaborating with local and state agencies and nonprofit organizations.*

Measures of Success:

1. Parent Surveys
2. Digger Weekly Newsletter
3. Annual Education Report to Community
4. Superintendent Monthly Media Release to Local Newspaper
5. District and State Report Cards
6. SAIL Roadmaps

3. An Exemplary Staff: MSD will recruit, develop, support, and retain a staff that meets the needs of every student.

- a. Staff Recruitment and Retention: *MSD will hire the best employees possible and create an environment that motivates, competitively compensates, and retains them.*
- b. Collaborative Instructional Achievement: *MSD will nurture a school culture in which professionals collaborate closely to share knowledge, skills, and best practices aimed at improving student achievement.*
- c. Individual Professional Development Opportunities and Strategic Plan Focus: *MSD will expand professional development opportunities that include self-identified goals and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness and that respond to Strategic Plan priorities.*
- d. Staff Wellness: *MSD will promote the health and wellbeing of all members of the staff.*
- e. Teacher Leadership: *MSD will establish programs to identify talent and provide opportunities for future leadership roles.*
- f. Staff Evaluation and Performance Improvement: *MSD will provide multiple opportunities for all employees to receive feedback and coaching on their performance and resources needed to improve and excel.*

Measures of Success:

- 1. Staff Retention and Turnover Data
- 2. Salary Ad Hoc Committee Meetings
- 3. Implementation of Professional Development Plan
- 4. Weekly PLT Meetings
- 5. Staff Survey
- 6. Wellness Team Meetings
- 7. Staff Leadership Team Meetings
- 8. SLO and PPG Completion Results

- 4. Facilities and the Learning Environment: MSD will provide optimal and equitable learning environments.
 - a. Optimal Learning Environments and Infrastructure: *MSD will move aggressively to modernize all learning environments, expand or otherwise adapt facilities to meet projected changes in school enrollment, and ensure equitable application of capital improvements throughout the school facility.*
 - b. Well Maintained Facilities: *MSD will ensure that facilities are maintained at high levels and that repair needs are addressed in a timely and efficient manner to support the educational mission and daily operations of the district.*
 - c. Sustainable Facilities: *MSD will model sustainable environmental practices.*
 - d. Safe and Secure Facilities: *MSD will ensure that its facilities are safe and secure.*
 - e. Information Technology Infrastructure: *MSD will maintain an IT infrastructure within which an equitable distribution of resources provides support to every educational program and learning environment.*
 - f. Outdoor Learning and Recreational Opportunities: *MSD will ensure its outdoor recreation and learning spaces are accessible and appealing to the community.*

Measures of Success:

- 1. Enrollment Data Analysis and Projections
- 2. Annual Review of Classroom Assignments
- 3. Weekly Meetings with Maintenance Team

4. Recycling Practices
5. Safety Team Meetings
6. Weekly Meetings with IT
7. Food Service Cost Analysis Data

5. Health and Wellness: MSD will promote efforts to enable students to be healthy and ready to learn.
 - a. Student Physical, Social, and Emotional Health: *MSD will develop, implement, and monitor effective programs that promote physical, social, and emotional wellness in order to maximize students' learning potential.*
 - b. Values, Experiences, Relationships, and Qualities that Benefit Young People: *MSD will help students develop positive attitudes, self-confidence, and self-direction by increasing the values, experiences, relationships, and qualities that have been identified to benefit young people.*
 - c. Physical Fitness, Recreation, and Play: *MSD will promote activities and curricula designed to promote lifelong commitments to active, healthy lifestyles among its students and to creative expression.*
 - d. Healthy Meals and Nutrition: *MSD will ensure that all students are ready to learn by having the benefit of access to nutritious, appealing school meals and that lessons on the importance of nutritious foods are included in the curriculum.*
 - e. Persistence and Resilience: *MSD will provide opportunities and motivations for students to develop the attributes, dispositions, social skills, attitudes, and intrapersonal resources that high-achieving individuals draw upon to succeed.*

Measures of Success:

1. Student and Staff Surveys on Mental Health, Wellness and Relationships
2. Digger Time Activities
3. ACP/Xello Data
4. Food Service Cost Analysis Data
5. Student Surveys on School Meals
6. Acknowledging Students through Celebrations
7. Analysis of Extra-Curricular Participation
8. SAIL Roadmaps

6. Effective and Efficient Operations: MSD will be efficient, effective, and transparent in its business operations.
 - a. Fiscal Policies and Practices: *MSD will plan, manage, monitor, and report spending to provide decision-makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels.*
 - b. Continuous Improvement: *MSD will engage in cycles of continuous improvement at every level of the school division, and it will employ evidence-based decision-making in its consideration of process improvements, policy making, and budgeting and accountability.*
 - c. Operational Efficiency and Performance Management: *MSD will focus resources on student learning by utilizing a comprehensive performance management system that ensures efficient, cost-effective business operations.*

Measures of Success:

1. Monthly Analysis of Budget
2. Weekly Administrative Meetings

3. Monthly Analysis of Utilities Expenses
4. Energy Efficiency Practices
5. Annual Audit