Marshall Public Schools
Vision ’16 ~ A Plan for the Future
Strategic Plan
(School Years 2011-12 to 2015-16)

“We can, wherever and whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

~ Ron Edmunds ~
INTRODUCTION

The strategic planning process and document provide a framework that guides the future of our district and our schools. Ultimately, this effort is to support the district in achieving our mission of “… developing the potential of each learner for success in a changing world.” Education is challenging work that requires the commitment of many dedicated teachers, administrators, support staff, and community members. As this plan was developed, the district actively gathered input from each of these groups. Additionally, each of these groups was represented on the district’s Vision ’16 Strategic Planning Steering Committee.

Recognizing these contributions and efforts, I want to personally offer a very special thank-you to all that have contributed to this document. Developing a long-range strategic direction for an organization that is committed to excellence like the Marshall Public Schools requires a deliberate, purposeful process that involves many stakeholders. Without the contributions of the district administrative team, the Systems for School Improvement team, the Board of Education, the students, teachers, support staff, and community members of Marshall, MN this document would not be possible.

As a result of these efforts, the district has a strategic focus and direction as we forge ahead. I am very excited about the opportunities that will be realized for our students and our community as we act on these ambitious goals and continue our pursuit of excellence.

Respectfully submitted,

Mr. Klint W. Willert

Superintendent of Schools
School Board of Marshall Public Schools
Jeff Chapman, Chair
Matt Coleman, Vice-Chair
Tim Swenson
Bill Mulso
Karen VanKeulen
Ken Wilson

Superintendent of Schools
Klint W. Willert

Summer 2011

It is a great day to be a Tiger!
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Conclusion
Marshall Public Schools
Core Values

- Marshall Public Schools is committed to student centered excellence.

- Marshall Public Schools continues to focus on the future.

- Marshall Public Schools utilizes data driven processes and decisions focused on results.

- Marshall Public Schools embraces ethical responsibility for the students and the community served by the district.

- Marshall Public Schools values an engaged and learning workforce and embraces partnerships.

**Student Centered Excellence** ~ The performance and quality of Marshall Public Schools District #413 is judged by the district’s students and stakeholders. Thus, the District must take into account all educational program and service features and support that contribute value to students and stakeholders. Such behavior leads to student and stakeholder acquisition, satisfaction, preference, and loyalty; to positive referrals; and, ultimately, to organizational sustainability. Student-centered excellence has both current and future components including understanding today’s student and stakeholder desires and anticipating future desires and market potential.

Student-centered excellence means much more than increasing student achievement, meeting minimum proficiency standards, or reducing the need for remediation. Nevertheless, these factors contribute to the students’ and stakeholders’ view of Marshall Public Schools and thus are important parts of student-centered excellence. In addition, the success of the District in responding to performance gaps, student and stakeholder complaints, or service process errors is crucial for obtaining student and stakeholder loyalty and engaging them for the long term.

As a student-centered organization, Marshall Public Schools addresses not only the educational program and service characteristics that meet basic student and stakeholder requirements but also those characteristics that differentiate the district from its competitors. Such differentiation is based on innovative educational programs and services, combinations and customization of educational programs and services, rapid response to student needs and special relationships. Ultimately, student centered excellence is directed toward student and stakeholder loyalty, market share gain, and growth. The district is constantly sensitive to changing and emerging student, stakeholder, and market requirements and to the factors that drive engagement, including high levels of student achievement. It demands close attention to the voice of the customer. Ultimately, student-centered
excellence in Marshall Public Schools demands a student-centered and stakeholder-centered culture and the organizational agility to meet the needs of the students and stakeholders.

**Focus on the Future ~** Ensuring the sustainability of Marshall Public Schools requires understanding the short- and longer-term factors that affect the district along with the students and community we serve. The pursuit of sustainable growth and sustained performance leadership requires a strong future orientation and a willingness to make long-term commitments to key stakeholders—the students, parents, workforce, suppliers, and partners; the public; the community; and, as a regional center, the region.

The planning conducted by the District accounts for many factors in an ongoing way, such as students’ and stakeholders’ expectations; new education and partnering opportunities; changing economic conditions; workforce development and hiring needs; the increasingly global market; technological developments; evolving regulatory requirements; changes in student, stakeholder, and market segments; new business models; changes in community and societal expectations and needs; and strategic moves by comparable organizations. As Marshall Public Schools continues to focus on the future, the District remains committed to developing its leaders, workforce, and suppliers; accomplishing effective succession planning; creating opportunities for innovation; and anticipating societal responsibilities and concerns.

**Management by Fact ~** The Marshall Public Schools depend on the measurement and analysis of performance. Such measurements derive from the organization’s needs and strategy, and provide critical data and information about key processes, outputs, and results. Many types of data and information are needed for performance management. Performance measurement include student, stakeholder, program, service, and process performance; comparisons of operational, market, and competitive performance; supplier, workforce, partner, cost, and budgetary and financial performance; and governance and compliance outcomes.

**Ethical Responsibility ~** An organization’s leaders should stress responsibilities to the public, ethical behavior, and the need to consider societal well-being and benefit. Marshall Public School leaders serve as role models for the district by focusing on ethics and the protection of public health, safety, and the environment. The protection of health, safety, and the environment includes any impact the district operations. The goal of planning is to anticipate adverse impacts that might arise in facilities management, operations, and transportation. Effective planning prevents problems, provides for a forthright response if problems occur, and makes available the information and support needed to maintain public awareness, safety, and confidence.

The district strives to meet all local, state, and federal laws and regulatory requirements, and these and related requirements as opportunities to excel “beyond mere compliance.”

**Valuing Workforce and Partners ~** The district’s success depends increasingly on an engaged workforce that benefits from meaningful work, clear organizational direction, and performance accountability and that has a safe, trusting, and cooperative environment. Additionally, for the district to be successful, Marshall Public Schools capitalizes on the diverse backgrounds, knowledge, skills, creativity, and motivation of its workforce and partners.
The district develops internal and external partnerships to better accomplish overall goals. Internal partnerships include labor-management cooperation through site leadership teams and district-wide leadership teaming. Partnerships with members of the workforce are focused on improved relationships among buildings and among the staff and volunteers to improve flexibility, responsiveness, and knowledge sharing to support student needs.

External partnerships include positive relationships with parents, community, suppliers, businesses and business associations, other education organizations, and community or social service organizations. Strategic partnerships or alliances are increasingly important external partnerships for the success of our schools and community. The successful internal and external partnerships shared by Marshall Public Schools support longer-term objectives, thereby creating a basis for mutual investments and respect.

**Learning** ~ Achieving the highest levels of organizational performance requires a well-executed approach to organizational and personal learning that includes sharing knowledge via systematic processes. Organizational learning includes both continuous improvement of existing approaches and significant change or innovation, leading to new goals and approaches. Learning is embedded in the Marshall Public Schools operations. This means that learning (1) is a regular part of daily work; (2) is practiced at personal, work unit, and organizational levels; (3) results in solving problems at their source (“root cause”); (4) is focused on building and sharing knowledge throughout your organization; and (5) is driven by opportunities to effect significant, meaningful change and to innovate. Sources for learning include ideas from faculty, staff, and volunteers; innovation; students’ and stakeholders’ input; best-practice sharing; and benchmarking.

Personal learning within the district results in (1) a more engaged, satisfied, and versatile workforce that stays committed to Marshall Public Schools; (2) organizational cross-functional learning; (3) the building of the district’s knowledge assets; and (4) an improved environment for innovation.

Learning is directed not only toward better educational programs and services but also toward being more adaptive, innovative, efficient, and responsive to the needs of students, stakeholders, and the market—giving Marshall Public Schools market sustainability and performance advantages and engaging your workforce to increase satisfaction and the motivation to excel.

**Focus on Results** ~ The Marshall Public Schools is focused on performance measurements aligned to key results. Results are used to create and balance value for the students and key stakeholders—the community, parents, employers, workforce, suppliers, and partners, and the public. By creating value for students and key stakeholders, Marshall Public Schools builds loyalty, contributes to growing the economy, and contributes to society.

These core values serve as the premise for the Marshall Public Schools organizational processes. Throughout the Marshall Public Schools, the core values will serve to guide students, staff, faculty, administration, and board of education decisions and actions. These core values have also served as the foundation for the development of the district’s strategic plan.
Long-Term Direction
For Marshall Public Schools to continue to improve the quality of education and achieve its strategic objectives, it must be clear about what drives success. Success is dependent upon the willingness of constituents to continue to invest in the district. That willingness to invest is determined to a great extent by how well students learn. Student learning is a product of the quality of learning experiences in school. The quality of learning experiences is directly proportional to the capacity, capabilities, and quality of teachers, administrators, and support staff to create engaging learning experiences. The following diagram shows the relationships of this system.

The Major Drivers of School and District Success

The Desired Goals of This Strategic Planning Process
The strategic goal in entering into this Constituent-Driven Strategic Planning process is to determine what constituents require and expect of students and the district for the next five years. The Marshall Public Schools cannot improve the structures that support the achievement of goals if the end in mind is not clearly aligned to constituents’ current and future requirements and expectations.

The operational goal is for the Marshall Public Schools to translate constituent expectations and performance requirements into an effective management system aligned with a primary focus on meeting and then exceeding constituent expectations. The management system includes plans for deployment of the strategic plan, the application of strategic objectives, a balanced scorecard, the integration of the strategic plan into school improvement plans, the development and refinement of organizational processes to improve effectiveness, the improvement of organizational processes, and the means for evaluating and improving the planning and deployment process.
The Process
The frameworks used to develop this Constituent-Driven Strategic Planning process included a SWOT (strengths, weaknesses, opportunities, threats) analysis consistent with the Strategic Planning Category of the Baldrige Education Criteria for Performance Excellence. This category examines “how your organization develops strategic objectives and action plans. Also examined are how your chosen strategic objectives and action plans are deployed and changed if circumstances require, and how progress is measured.” (The Baldrige Education Criteria for Performance Excellence, 2011-12) This process is designed in five phases.

**Phase I** identifies key constituent groups that must be part of the planning process. Key constituent groups include district staff, recipients of the district’s results, and those who financially support the district.

**Phase II** identifies constituent requirements and expectations through a variety of means including community surveys as well as formal and informal meetings. This phase also identifies the key external and internal factors, requirements, strengths, weaknesses, opportunities, and threats that identify key student and overall performance requirements as well as critical issues that the plan will need to address.

**Phase III** identifies the results the district and schools are currently producing in all areas of the organization. This phase is completed at the same time as Phase IV so that Phase III and Phase IV information can be combined to create the Phase V document.

**Phase IV** identifies the key goals, student learning targets, overall priorities, and strategic objectives that will produce the results described in the constituent requirements and expectations identified in Phase II, especially those that improve student learning and organization processes that improve effectiveness and efficiency.

**Phase V** identifies how the Constituent-Driven Strategic Planning plan will be communicated to inform faculty, staff, support personnel, administration, parents, and the community about the district's mission, student learning targets, and strategic objectives and how they will be deployed throughout the district.

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**Results of Planning Processes**

Results
The results of the successful implementation of this Constituent Driven Strategic Planning Process include:

- A clear understanding by community constituent groups of the current levels of performance by the Marshall Public Schools, noting both strengths and weakness along with considering the threats and opportunities the district faces.
- Clear statements of what constituents require and expect.
- Clear statements of what standards constituents use to evaluate the quality of the district.
- Clear statements of key student and performance requirements.
- A clear understanding of priorities that directs the development of financial plans and budgets.
- A strategic objectives map and a balanced scorecard that leads to improvement of student and process performance.
- Community partnerships that create stronger district allies and friends.
- Permission by the community to accelerate the changes necessary to achieve increasingly higher academic standards and prepare students for the future.
A renewed commitment by community constituent groups to willingly invest in and support the district and its children.

In order for the mission and student learning targets to be accomplished, strategic priorities have been identified by pareto charting the categories of feedback the strategic planning steering committee received from participants. This information and the SWOT analysis are used to identify the key strategic goals and corresponding objectives that must be addressed for the organization to realize its mission and student learning targets.

**Today’s Situation**

The Marshall Public Schools operates in a challenging environment. The District can celebrate strengths, must be aware of weaknesses, and must continually plan for the environmental threats and opportunities that contribute to this environment now and into the future.

**CURRENT STRENGTHS:**
- *Minnesota Comprehensive Assessment, 2nd edition (MCA-II)* Reading results from 2006-10 demonstrated that Marshall performing higher than State average.
- *Minnesota Comprehensive Assessment, 2nd edition (MCA-II)* Math results from 2006-10 demonstrated a higher percentage increase than those in our comparative cohort
- Writing met the 90% goal
- The district continues to show growth in math & reading.
- We have strong staff system-wide
- Diversity of Programs/Activities to students.
- Ongoing collaboration and the development of partnerships support mutual needs and mutually identified goals in the community and region.

**CURRENT WEAKNESSES:**
- Communication is a weakness both at the level of individual student as well as District wide
- Our existing tech plan is outdated
- In the MNSCU higher education system, a high percentage of students are taking remedial courses.
- Minimalistic rigor.
- Increasing numbers of English Language Learner (ELL) students not being addressed by licensed staff.

**CURRENT OPPORTUNITIES:**
- Responsible use & integration of technology as an opportunity to improve student engagement thus improving student achievement.
- Ongoing improvements in student achievement results.
- The collegiate level presence in the community provides unique opportunities for the school and community.
- Economic growth and development of the community continues to be a focus.
- Increasing cultural and ethnic diversity present opportunities for new perspectives.
- Robust technology, technology infrastructure, and technology collaboration exist and have not been used to the full potential.
- There is increasing opportunities to engage students in careers and efforts aligned to STEM (science, technology, engineering, and mathematics).
- Greater emphasis on learning than on teaching

**CURRENT THREATS:**
- Reliance on survey data that may/may not reflect our community demographics
- Open Enrollment out and ongoing competition in the marketplace for market share
- Constituent satisfaction driven vs. Student results driven Qualitative/Perception vs. Quantitative/Results data.
- Unstable and unpredictable funding levels.
- Increasing demands on the schools without increasing revenues to support these demands.

These factors require the Marshall Public Schools to carefully determine what its constituents want so that requirements and expectations are clearly defined. What drives successful educational organizations is the desire to achieve results that are congruent with constituent expectations. The more carefully results and expectations are aligned, the more willing the community is to invest in and support the district. The Constituent-Driven Strategic Planning process has been designed to provide all district constituents and constituent groups with opportunities to participate in clarifying requirements and expectations for student and overall district performance so that alignment can occur.

*The five Marshall Public Schools strategic goal and key indicators for each goal are:*

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<thead>
<tr>
<th>STRATEGIC GOAL</th>
<th>KEY INDICATORS</th>
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<tbody>
<tr>
<td><strong>GOAL 1:</strong> IMPROVE STUDENT PERFORMANCE FOR ALL STUDENTS.</td>
<td>85% of students meet or exceed expected Spring to Spring growth targets in the NWEA reading assessment</td>
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<tr>
<td></td>
<td>85% of students meet or exceed expected Spring to Spring growth targets in the NWEA mathematics assessment</td>
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<td></td>
<td>33% of students enrolled in and passing challenging courses (AP/CIS/PSEO that lead to a state approved industry certification or dual-enrolled credit).</td>
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<td>An average annual ACT score of 23 for students who complete the ACT assessment</td>
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<td></td>
<td>33% of minority students enrolled in and passing challenging courses (AP/CIS/PSEO that lead to a state approved industry certification or dual-enrolled credit).</td>
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<td>98% annual graduation rate</td>
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<td>90% of students in 3rd grade read at grade level</td>
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<td></td>
<td>90% of students in 6th grade read at grade level</td>
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<tr>
<td></td>
<td>Upon graduation, 50% of minority students enrolled in more than one fine-arts credit or participated in a fine-arts extra-curricular or co-curricular activity.</td>
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</table>
| GOAL 2: IMPROVE CONSTITUENT SATISFACTION. | 95% of parents report being adequately informed about their child’s education (including neutral responses)  
98% of students are satisfied with their educational experience (including neutral responses)  
98% of parents are satisfied with their child’s learning experience (including neutral responses)  
90% of students report satisfaction with amount of technology utilized in the classroom (including neutral responses)  
98% of Marshall Public Schools staff are satisfied with their job and working conditions (including neutral responses) |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| GOAL 3: COMMIT TO ONGOING AND CONTINUOUS EMPLOYEE DEVELOPMENT. | 98% of staff indicate satisfaction with the professional learning communities (including neutral responses)  
60% of teachers have attained a Masters Degree or higher  
100% of staff are highly qualified based on the requirements of NCLB and the MN Board of Education licensure requirements  
100% of paraprofessionals are highly qualified based on the requirements of NCLB and the state of MN requirements  
50% of ASG and Confidential staff are Certified Educational Office Employees  
100% of full time custodial staff have completed the boiler operator license  
100% of administrators are highly qualified based on the requirements of NCLB and the MN Board of Education licensure requirements  
1% or less of Marshall Public Schools staff employed during the regular school year are teaching with a variance to their licensure |
| GOAL 4: ALIGNED SUPPORT SYSTEMS THROUGHOUT THE DISTRICT TO PROVIDE OPTIMAL LEARNING ENVIRONMENTS AND EXPERIENCES. | 95% of parents report that their student learns in a safe environment  
100% of facilities are deemed safe  
100% of facilities are well maintained  
100% of district facility crisis plans are utilized per state requirements/guidelines  
100% of grade level/departmental core courses have identified essential elements of instruction  
100% of curricular areas are mapped and state/national benchmarked |
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<tr>
<th>GOAL 5: IMPROVE AND MAINTAIN FISCAL STABILITY, ACCOUNTABILITY, AND ALIGNMENT.</th>
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<tr>
<td>The district will maintain a minimum of an 8% general fund balance</td>
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<td>At least 70% of general fund revenues are allocated toward instruction and aligned to District Student Achievement</td>
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<td>Annually the general fund budget will be balanced with expenditures within 1% of budgeted revenues</td>
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<tr>
<td>The district’s annual audit will have no qualifiers</td>
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80% of the student body participate in activity program offerings that provide the opportunity for being regionally competitive

The district will maintain a lower than state average in pupil to licensed staff member ratio

Marshall Public Schools scores among the top 30% of schools with similar enrollments as measured by the MSHSL Challenge Cup
**Strategic Goal One:**

Improve student performance for all students.

To satisfy the many stakeholders in the community, the Marshall Public Schools provide an education for each and every student that meets or exceeds clearly defined student learning targets. The growth each child makes to achieve their potential, the graduation rates of students, the ACT assessment results, the percentage of students who graduate high school with college credit, state and national comparisons and reading achievement, will be used as a primary measure of student academic growth and performance.

**The Mission of the Marshall Public Schools:**

*Marshall Public School District #413 develops the potential of each learner for success in a changing world.*

This mission describes why the Marshall Public Schools exist. It is a statement of the basic purpose of the organization as defined by its constituents. Marshall Public Schools constituents will know this mission has been accomplished when the student learning targets have been achieved. The student learning targets describe in measurable terms what community constituents want the school district to achieve over the next five years. It gives the district clear constituent-driven accountability targets for student learning and a graphic picture of a preferred future or destination that if accomplished, would be a source of community and district staff pride and give students the skills they need to successfully pursue the goals they want to accomplish during their K-12 education and after graduation.

<table>
<thead>
<tr>
<th>Key Priorities:</th>
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<tr>
<td>♦ Ensure that all learning environments are facilitated by quality teachers, up-to-date educational materials, and state-of-the-art technology.</td>
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<td>♦ Provide high-quality individualized and engaging supports and services for all students to reach their potential and achieve academic success.</td>
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<td>♦ Support experiential and service learning opportunities.</td>
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<td>♦ Impart superior instruction that incorporates technology, multi-disciplinary curricula, and educational best practices.</td>
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<tr>
<td>♦ Provide necessary and appropriate support for all identified groups (i.e., Asians, Blacks, Hispanics, English Language Learners, students with disabilities, and students from low-income families).</td>
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<tr>
<td>♦ Provide opportunities for all students to experience and excel in advanced learning opportunities such as advanced placement courses and college in the schools.</td>
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<tr>
<td>♦ Provide an instructional framework that ensures consistency and continuity in instruction across grade levels and buildings.</td>
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<td>♦ Use data on achievement growth in learning among different groups of students to inform professional development.</td>
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<tr>
<td>♦ Encourage minority student engagement in advanced educational opportunities as well as fine arts courses and activities</td>
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<tr>
<td><strong>Strategic Initiatives for Goal1:</strong></td>
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<td>------------------------------------</td>
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<tr>
<td>Define essential elements of curricular areas.</td>
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<tr>
<td>Develop a coaching model for reading.</td>
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<td>Use of data-warehouse solutions to enhance abilities to disaggregate student data.</td>
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<tr>
<td>Continue extended day and extended year academic activities.</td>
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<tr>
<td>Develop better understanding and use of quality tools such as root cause analysis, control charts, and the PDSA improvement cycle throughout the school system to better understand student needs.</td>
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<tr>
<td>Implement a formative assessment system.</td>
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<td>Analyze and embed technology standards within the school system.</td>
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<td>Update the district technology plan to reflect efforts to achieve stated goals and performance indicators.</td>
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<tr>
<td>Enhancement of RtI framework for student improvement.</td>
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<tr>
<td>Enhance early intervention options throughout the district and community with better alignment and program focus of early education programming.</td>
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<tr>
<td>Promote rigorous performance standards and expectations for all students and instructional programs.</td>
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<tr>
<td>Implement a comprehensive instructional framework.</td>
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<tr>
<td>Enhance and support looping opportunities throughout the district.</td>
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**Strategic Goal Two:**
**Improve constituent satisfaction.**

Every organization that earns the respect of its constituents does so by making them satisfied with the results it creates and the experiences the organization provides. The major constituent groups that Marshall Public Schools serves are students, parents, community, and the MPS staff. The Marshall Board of Education has determined satisfaction priorities will be aligned to the strategic goals and objectives identified in this plan.

**Key Priorities:**

- Parents have high levels of satisfaction with the education of their child at Marshall Public Schools.
- Students are engaged in meaningful learning.
- School leaders provide a sense of hope for the future.
- Staff are satisfied with job and working conditions.
- Parents and guardians are informed, supported, and encouraged to be partners engaged in effective and proven methods to positively impact their children’s education.
- Expand opportunities and strengthen the capacity for effective communication and improved relationships among parents, the community, and staff.
- Engage parents and provide them with the information, education and skills they need to help their children succeed.
- Expand and strengthen partnerships with business, county and community agencies, and volunteers to provide support services responsive to social and emotional needs of all students.
- Parents are satisfied with the levels of communication from the District regarding their child’s education

<table>
<thead>
<tr>
<th>Strategic Initiatives for Goal 2:</th>
<th>Key Indicators:</th>
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<tbody>
<tr>
<td>Enhance monitoring capabilities of school sites.</td>
<td><strong>95% of parents report being adequately informed about their child’s education (including neutral responses)</strong></td>
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<tr>
<td>Annually train all staff in safe school practices.</td>
<td><strong>98% of students are satisfied with their educational experience (including neutral responses)</strong></td>
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<tr>
<td>Annual assessment of satisfaction using survey instruments.</td>
<td><strong>98% of parents are satisfied with their child’s learning experience (including neutral responses)</strong></td>
</tr>
<tr>
<td>Ongoing formative assessments of staff satisfaction by using Fast Feedback Forms for all staff meetings.</td>
<td><strong>90% of students report satisfaction with amount of technology utilized in the classroom (including neutral responses)</strong></td>
</tr>
<tr>
<td>Implementation of formative assessments of student satisfaction using Fast Feedback Forms for end of unit/end of course feedback.</td>
<td><strong>98% of Marshall Public Schools staff are satisfied with their job and working conditions (including neutral responses)</strong></td>
</tr>
<tr>
<td>Implement a comprehensive complaint management process and system.</td>
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<tr>
<td>Provide an annual End of Year Safety Report to constituents in collaboration with the School Resource Officer and related administration.</td>
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- Align grading system procedures and practices across the district.
- Enhance recognition within the system for student and staff accomplishments.
- Implement an annual district open house.
- Incorporate public outreach strategies throughout the system for key efforts such as budget/resource allocations, strategic planning, curriculum planning, and other related functions of the district.
**Strategic Goal Three:**
Commit to ongoing and continuous employee development.

Teachers, administrators, and support staff are the major internal constituent groups the Marshall Public Schools serve. To achieve its mission and student learning targets as well as desired level of constituent satisfaction, the district must build the capacity for rapid change and continuous improvement by attracting, retaining and training, the highest caliber of professional and support staff to work in an environment that is as professional as they are. The district must be an advocate of professional growth, value diversity, promote individual talent, and recognize and reward the contribution and achievement of team members.

**Key Priorities:**
- Marshall Public Schools is committed to attracting and hiring the best candidates to meet the diverse staff and meet diverse student needs.
- Marshall Public Schools is committed to developing and recognizing employee growth.
- Marshall Public Schools maintains a competitive advantage for hiring high quality teachers, support staff members, and administrators by offering competitive salaries and benefits that attract and retain the best personnel.
- The Marshall Public Schools develops the potential for staff members as learners by implementing a multi-source, equitable evaluation system with student performance as an important factor in assessing staff effectiveness.
- Provide training and professional development opportunities, driven by both staff needs and student outcomes, to keep staff members skilled, competent, and challenged.
- Create an effective and streamlined organizational structure that ensures accountability and performance expectations are consistently high throughout the system and where necessary, apply firm but fair timelines for improvement.
- Hire and retain high-performing leaders who insist on similar high performance among their staff.
- Demonstrate and share examples of best practices across staff and schools through job embedded professional development.
- Commit to quality and engaging job embedded professional development through the PLC process.

**Strategic Initiatives for Goal 3:**
- Enhance the PLC alignment.
- Provide job-embedded support for new teachers.
- Enhance partnerships with higher education institutions.
- Encourage, support, and incentivize ongoing professional development aligned to the district goals and key measures.

**Key Indicators:**
- 98% of staff indicate satisfaction with the professional learning communities (including neutral responses)
- 60% of teachers have attained a Masters Degree or higher
- 100% of staff are highly qualified based on the requirements of NCLB and the MN Board of Education licensure requirements
- 100% of paraprofessionals are highly
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
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| Qualified based on the requirements of NCLB and the state of MN requirements | ➢ 50% of ASG and Confidential staff are Certified Educational Office Employees  
➢ 100% of full time custodial staff have completed the boiler operator license  
➢ 100% of administrators are highly qualified based on the requirements of NCLB and the MN Board of Education licensure requirements  
➢ 1% or less of Marshall Public Schools staff employed during the regular school year are teaching with a variance to their licensure |
**Strategic Goal Four:**
Align support systems throughout the district to provide optimum learning environments and experiences.

How students learn is enhanced or limited by where they learn and by the related experience of the learning experience. Optimum learning environments create quality educational opportunities for all students and staff. Maintaining optimal class size, providing sufficient staffing, investing in and integrating technology, and providing quality ancillary activities for extra-curricular and intramural activities is essential in order to provide optimum learning environments and experiences for students and staff.

**Key Priorities:**
- Manage resources efficiently and effectively to maximize learning environments;
- Provide attractive, flexible, safe and healthy spaces that engage students in active and meaningful ways;
- Create vital and engaging technology-rich learning environments;
- Provide sufficient resources for technology investments and integration into an engaging learning environment.
- Maintain manageable class sizes
- Sustain clean, well-maintained, and energy-efficient facilities and grounds
- Curriculum, assessments, and instruction aligned to 21st century skills.
- Provide academic, extra-curricular, co-curricular program offerings and experiences that are regionally competitive.
- Increased technology utilization consistently throughout the district.

**Strategic Initiatives for Goal 4:**
- Annually assess constituent perceptions of safety.
- Annually review facilities for safety by working with the State Fire Marshall.
- Annually report to the Board of Education the implementation of crisis plans.
- Implement a comprehensive process to develop essential elements and course outcomes.
- Implement comprehensive process to map and align curriculum areas.
- Develop strategic partnerships with Minnesota Department of Education.
- Annually audit curricular areas.

**Key Indicators**
- 95% of parents report that their student learns in a safe environment
- 100% of facilities are deemed safe
- 100% of facilities are well maintained
- 100% of district facility crisis plans are utilized per state requirements/guidelines
- 100% of grade level/departmental core courses have indentified essential elements of instruction
- 100% of curricular areas are mapped and
<table>
<thead>
<tr>
<th>● Provide annual review of activities related programs and services</th>
<th>state/national benchmarked</th>
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<tr>
<td>➢ 80% of the student body participate in activity program offerings that provide the opportunity for being regionally competitive</td>
<td>➢ The district will maintain a lower than state average in pupil to licensed staff member ratio</td>
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<td>➢ Marshall Public Schools scores among the top 30% of schools with similar enrollments as measured by the MSHSL Challenge Cup</td>
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**Strategic Goal Five:**

Improve and maintain fiscal stability, accountability, and alignment.

To succeed financially, the Marshall Public Schools will need to ensure that the resources of people, facilities, capital, and technology are effectively and efficiently aligned in order to achieve the district’s mission and student learning targets. This includes aligning funding and support to the core mission of the district as well as the district goals, student learning targets, and other key indicators.

**Key Priorities:**
- Establish an annual budget that supports and sustains quality educational programming.
- Provide ongoing communications regarding the financial health and well being of the Marshall Public Schools.
- Conduct annualized audits to ensure the district continues to meet ongoing ethical and legal obligations for school resources.
- Strategically plan for resource allocations.
- Marshall Public Schools must continue to invest wisely in and to focus on acquiring, utilizing and incorporating up to date technology to improve student learning.
- Marshall Public Schools must invest in improving services to meet our changing demographics.

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<tr>
<th>Strategic Initiative:</th>
<th>Key Indicators:</th>
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<td>- Annually audit the district business operations.</td>
<td>- The district will maintain a minimum of an 8% general fund balance</td>
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<td>- Organize annual budget according to the goals and indicators of the district.</td>
<td>- At least 70% of general fund revenues are allocated toward instruction and aligned to District Student Achievement</td>
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<tr>
<td>- Provide public information on 5 year financial plan of the district</td>
<td>- Annually the general fund budget will be balanced with expenditures within 1% of budgeted revenues</td>
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<td>- Maximize resources to support direct instruction in the District.</td>
<td>- The district’s annual audit will have no qualifiers</td>
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Data-Driven Processes across Goal Areas

An underlying district priority for all five goals is information-driven decision-making and managing data in order to turn it into usable information. Staff members depend on measurement and analysis of performance as indispensable parts of the decision-making process and for continuous improvement of all aspects of the district. Parents and the community rely on timely and understandable information to make good choices and hold the school system accountable for reaching its goals.

A comprehensive, transparent and integrated fact-based system—one that includes input data, implementation data, performance data, comparative/competitive data, workforce data, cost data, process performance, and operational performance measurement should be designed, deployed, and improved over time. A comprehensive set of performance data points or indicators aligned to student, stakeholder, and organizational performance requirements will provide clear information for improving all processes and achieving organizational goals and targets.

The outcome is to manage resources more effectively and efficiently and to manage operations to maximize productivity, eliminate waste and to work as one in the pursuit of excellence as we develop the potential of each learner for success in a changing world.