

STRATEGIC PLAN 2024-2027



DISTRICT MISSION	CORE VALUES
<p>OUR CORE PURPOSE</p> <p>To educate, support, and prepare all learners for success.</p>	<ol style="list-style-type: none"> 1. All students can learn at high levels. 2. All students are offered an education developed to meet their individual needs. 3. Decisions are focused on results. 4. Marshall Public Schools is a safe, respectful, and trusting learning environment. 5. The Marshall community supports and embraces our educational mission through building and maintaining strong community-based partnerships. 6. We do the right thing even when no one is looking.
DISTRICT VISION	STRATEGIC DIRECTIONS
<p>WHAT WE INTEND TO CREATE</p> <p>Marshall Public Schools provides each learner a safe, equitable, and respectful learning environment that inspires excellence, confidence, and a sense of belonging.</p>	<p>FOCUS OF OUR CONTINUOUS IMPROVEMENT EFFORTS</p> <ol style="list-style-type: none"> A. Increasing proficiency through improved teaching and learning practices. B. Improving our student support structures and processes to meet students' academic and behavior needs. C. Improving systems, structures, and processes to utilize technology resources. D. Maintaining our facilities to be welcoming, safe, and efficient. E. Engaging our families and the community through awareness and communication.



MARSHALL PUBLIC SCHOOLS

PREPARING ALL LEARNERS FOR SUCCESS

THEORY OF ACTION

If we...

Ensure a safe environment where everyone has trusting relationships;

Are accepting and respectful of all students, and everyone is welcome;

Focus on research based practices and are data driven with high and realistic academic and behavior expectations;

Value parents as partners in their child's education;

Create a culture of professionalism where we value others input, expertise, and efforts;

Foster relationships with staff members, students, families, & community members;

Create a positive and friendly atmosphere;

Then...

We will educate, support, and prepare all learners for success.

Our Theory of Action lays out what practices we believe will lead to us achieving our mission.



MARSHALL PUBLIC SCHOOLS

District 3 Year Operational Plan

Strategic Directions:	2024-2025 SY	2025-2026 SY	2026-2027 SY
A: Increasing proficiency through improved teaching and learning practices Beth Ritter Brian Jones Peggy Reynolds Darci Love	Learning Work Initiatives <ul style="list-style-type: none"> CTE – construction trades Science of Reading Professional Development aligned to READ Act grades 5-12 	Learning Work Initiatives <ul style="list-style-type: none"> CTE – Construction Trades Ag, Business, MCTI, FACS, SEL Curriculum Cycle Year 1 	Learning Work Initiatives <ul style="list-style-type: none"> Math Curriculum Cycle Year 1
	Implementation Work <ul style="list-style-type: none"> Social Studies, PE/Health Curriculum Cycle Year 2 CTE Programming (MCTI – CNA, Construction) ELA aligned to Read Act Legislation PreK-4, New ELA standards/Curriculum Cycle Year 2 (purchase year) CTE Pathways (expansion of Spanish to 7th & FACS to 8th) 	Implementation Work <ul style="list-style-type: none"> CTE – construction trades Science of Reading Professional Development aligned to READ Act grades 5-12 	Implementation Work <ul style="list-style-type: none"> Ag, Business, MCTI, FACS, SEL, Curriculum Cycle Year 2
	Standard Work Practices <ul style="list-style-type: none"> New Science Standards Grades 1, 4, and 7 CTE Programming (MCTI – Automotive, Welding) Amplify your Impact Theme - Peer Coach/Admin Development in effective PLC practices CTE Pathways (5-8) 	Standard Work Practices <ul style="list-style-type: none"> Social Studies, PE/Health Curriculum Cycle Year 2 ELA aligned to Read Act Legislation PreK-4, New ELA standards/Curriculum Cycle Year 2 (purchase year) CTE Pathways (expansion of Spanish to 7th & FACS to 8th) Guided Math (2-4) 	Standard Work Practices <ul style="list-style-type: none"> SBL and Grading Practices Science of Reading Social Studies, PE/Health Curriculum Cycle Year 3 CTE – construction trades Professional Development aligned to READ Act grades 5-12

The 3-year Operational Plan is reviewed annually. This is our plan for How we achieve our mission and structure our work to achieve our stakeholder Desired Daily Experiences.

MARSHALL PUBLIC SCHOOLS

Strategic Directions:	2024-2025 SY	2025-2026 SY	2026-2027 SY
B: Improving our student support structures and processes to meet students' academic and behavior needs Jackie Budden Bennett Appel Amanda Pederson Hayden McKittrick	Learning Work Initiatives <ul style="list-style-type: none"> BARR (other levels) SEL Alignment/Defining Role Cross District	Learning Work Initiatives <ul style="list-style-type: none"> Student social emotional needs: high need students Rethink Summer School 	Learning Work Initiatives <ul style="list-style-type: none"> Rethink Summer school Rethink Project Success
	Implementation Work <ul style="list-style-type: none"> MTSS Standardized Processes/Meetings/Documentation MTSS Evaluating Core MTSS: understanding how to choose interventions & collect data Dyslexia Screeners and Training Alignment of assessment tools to ensure assessment data is usable to drive instruction 	Implementation Work <ul style="list-style-type: none"> BARR (other levels) 	Implementation Work <ul style="list-style-type: none"> BARR (other levels)
	Standard Work Practices <ul style="list-style-type: none"> MTSS: as a system is standard Updated Professional Growth and Development Plan 	Standard Work Practices	Standard Work Practices

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Strategic Directions:	2024-2025 SY	2025-2026 SY	2026-2027 SY
C: Improving systems, structures, and processes to utilize technology resources Todd Pickthorn Kate Versaevel Tiffany Teske	Learning Work Initiatives <ul style="list-style-type: none"> • Infinite Campus - additional tools available to us • AI Usage • Infinite Campus Optimization • Frontline Optimization 	Learning Work Initiatives <ul style="list-style-type: none"> • AI Usage in the classroom environment 	Learning Work Initiatives
	Implementation Work <ul style="list-style-type: none"> • Cybersecurity – Incident Response training • Student Data Privacy work • Hall Pass • Magic School & Magic Student 	Implementation Work <ul style="list-style-type: none"> • Training and learning for new technology. • Infinite Campus - utilizing additional tools. • Interoperability 	Implementation Work
	Standard Work Practices <ul style="list-style-type: none"> • New Teacher Tech training and learning • Interoperability • Technology refresh/cycling of devices including Interactive TVs Tech training and learning 	Standard Work Practices <ul style="list-style-type: none"> • Frontline - Growth and Development 	Standard Work Practices

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Strategic Directions:	2024-2025 SY	2025-2026 SY	2026-2027 SY
D: Maintaining our facilities to be welcoming, safe, and efficient. Tricia Stelter Mary Kay Thomas Dan Hoffmann Sarah Kirchner	Learning Work Initiatives <ul style="list-style-type: none"> • New ALC Location • Shared space with ABE 	Learning Work Initiatives	
	Implementation Work Change Management <ul style="list-style-type: none"> • CTI Site and Transition with CNA to MPS • MS Theater Project • Safety and Security and monitoring 	Implementation Work Change Management <ul style="list-style-type: none"> • ALC Project Opens fall 2024 - SMSU 	
	Standard Work Practices <ul style="list-style-type: none"> • Crisis Management (Crisis Go) • ALICE • LTFM Plan Projects • Space Optimization 	Standard Work Practices	

MARSHALL PUBLIC SCHOOLS

Strategic Directions:	2024-2025 SY	2025-2026 SY	2026-2027 SY
E: Engaging our families through awareness and communication Emily Ruppert Mitch Grunig Peter Thor	Learning Work Initiatives <ul style="list-style-type: none"> • Parent Teacher Conferences (family Engagement) • DW Communication Plan <ul style="list-style-type: none"> ○ Academic ○ Activities • Communication about ongoing funding / referendum needs 	Learning Work Initiatives <ul style="list-style-type: none"> • Video Newsletters 	Learning Work Initiatives
	Implementation Work <ul style="list-style-type: none"> • Community Survey Results – what action will take place? • Interactive Career Wheel for CTE 	Implementation Work <ul style="list-style-type: none"> • Communication about ongoing funding / referendum needs 	Implementation Work
	Standard Work Practices <ul style="list-style-type: none"> • Improved Stakeholder Communication/Connection • Website Management 	Standard Work Practices <ul style="list-style-type: none"> • Community Survey Results – what action will take place? 	Standard Work Practices



DESIRED DAILY EXPERIENCES

STUDENT

- I am valued, respected, and understood.
- At school I am safe.
- I have a trusted adult to talk to.
- I have opportunities to make choices to feel comfortable.
- I have a voice and some choice in my learning.
- I am cared for, and my basic needs are met.
- My school offers food I like to eat.
- My school provides time to be with friends.

STAFF

- I am a trusted expert in my area.
- I am heard, my input is valued, and I am aware of what I need to know.
- Parents, administration, and colleagues support me.
- I have the time and resources to meet the needs of all students and grow professionally.
- I enjoy coming to work.

FAMILIES

- My child's school is inclusive and respectful of all.
- I feel welcome at my child's school.
- At school my child is safe and secure, in an engaging learning environment.
- Staff at my child's school build relationships with families through strong communication.
- I am provided information about the available resources through partnerships in the community.
- Staff have high and realistic expectations for all students.
- My child's academic, social, and emotional needs are supported at school.

Various stakeholder groups have identified Desired Daily Experiences. This is What they expect when interacting with MPS.

Department Name: Teaching and Learning

ACTIONCARD for Key Strategic Initiatives

Step 1: Name of Initiative / Project: Increasing Proficiency through improved practice: Science of Reading Implementation
Owner: Beth

Step 2: Current Reality

- Some staff have great knowledge of the SoR, some not as much.
- Continue to move forward with training PreK-12th on the SoR
- ELA Curriculum is due for renewal – 6-year cycle
- State has set requirement for Phase 1 and we're waiting for more information on Phase 2

Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)

- Science of Reading Knowledge – staff trained
- Curriculum is set and aligned
- Increased student proficiency and growth

Behaviors, practices, language, beliefs, assumptions that need to change for implementation success

- How do we make the best use of available resources to meet the needs of all students

Step 4: Key Steps	Who	When	Step 5: Speed Bumps and Contradictions
Follow the new legislation with the READ Act	Literacy Taskforce Team	All year	Budgets set limitations on resources; need to select new curriculum to implement Science of Reading and meet needs of all students based on needs. Not having full plan for secondary yet will be a barrier.
Phase 1 staff training – OL&LA	All staff following Phase 1 criteria from MDE	All year	
Plan for Phase 2 staff training	Following Phase 2 criteria from MDE	As information becomes available	
Focus on Writing	K-4	All year	
PLC time will be used for training	K-4 and selected staff 5-12	All year	
Curriculum Pilots and Program Reviews	ELA Staff	Fall	
Review of Screening and Assessment Plan	Literacy Taskforce Team	Summer/Fall	

After we set our Operational Plans for the year, departments build Action Cards to lay out the work needed to realize our goals.

Department Name: District Office

ACTIONCARD for Key Strategic Initiatives

Step 1: Name of Initiative / Project: MTSS Standardized Processes/Meetings/Documentation

Owner: Jackie

Step 2: Current Reality

Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)

- Consistency with Problem-Solving process at all sites.
- Alignment with research-based interventions.
- Focus on Tier 1 meeting the needs of most learners.
- Not a pathway to SPED.
- Dyslexia screeners & next steps

Behaviors, practices, language, beliefs, assumptions that need to change for implementation success

Step 4: Key Steps

Who

When

Step 5: Speed Bumps and Contradictions

Problem Solving Teams have standardized processes for meetings and documentation

Jackie

Check in with admin in September, December, February

Staff understanding of process; mindset of pathway to SPED.

SEAT members informed of DW processes, and a SEAT member attends each PST meeting.

Jackie

Check in at monthly meeting with SEAT on PST from their perspective

How to first ensure Tier 1 meets the needs of most.

Review/Verify research-based interventions.

Beth

Ongoing

Applying and measuring strong interventions – time and understanding

Train on selecting intervention & collecting data

Jackie lead through SEAT member training at building

September and January

How to best use time of intervention staff, coaches, and specialists at all sites.

Process reviewed with all teachers at each site minimum of 2x annually

Site PST Coordinator

Process needs to be followed.

Ensure Dyslexia Screener in place at each level & that staff understand dyslexia to discuss with parents

Jackie/Beth/Site Admin

October

Department Name: District Office

ACTIONCARD for Key Strategic Initiatives

Step 1: Name of Initiative / Project: Improving systems, structures, and processes to utilize technology resources.

Owner: Todd

Step 2: Current Reality

- We need cross-training with Campus
- Frontline has a lot more capacity than we utilize
 - Using better than we have but want to keep up the momentum
- Cybersecurity is a real threat that we are not prepared for
- Staff is open to improving

Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)

- Better prepared for cybersecurity incident
- Use our existing tools to their full capacity

Behaviors, practices, language, beliefs, assumptions that need to change for implementation success

Step 4: Key Steps

Who

When

Step 5: Speed Bumps and Contradictions

Cybersecurity Incident Response Plan

- Create messaging
- Collect information for insurance
- Communication

Crisis Team/Technology Team

December 2023 deadline

- Time consuming work and everyone is busy with other tasks.
- Tasks are easy to put off
- Budget – add-ons all require additional fee

Program Optimization (Frontline/Campus)

- Infinite Campus
 - Campus Analytics Suite = \$2/student
 - Campus Learning Suite
- Frontline
 - Improve the Workflow
 - Non-employee process
 - Professional Development
 - Goal Forms
 - Time and Attendance

Infinite Campus

- Technology team
- Nick
- Jan

Frontline

- Kate
- Technology Team

May 2024 deadline

Department Name: Communications

ACTIONCARD for Key Strategic Initiatives

Step 1: Name of Initiative / Project: Engaging families through awareness and communication: Improved Stakeholder Communication
Owner: Emily

Step 2: Current Reality

- Community Survey reflected that we need to be better at communicating with families
- Mass Communications system is in place
- We have a lot of voices (Facebook pages, newsletters, etc.) and are working to streamline
- Conferences at the secondary level are not a best use of resources

Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)

- Consistent, aligned communication for better informed stakeholders (staff, families, community)

Behaviors, practices, language, beliefs, assumptions that need to change for implementation success

Step 4: Key Steps

Who

When

Step 5: Speed Bumps and Contradictions

Communications Plan

- Website kept current
- Social Media Schedule
 - Facebook
 - Twitter
 - Instagram
- Clipping videos of board meeting, Tiger Talk to share social

- Jeremy
- Todd
- Emily
- Kent
- Jill
- Amy
- Admin Assistants

Ongoing throughout the year

- Change is not always easy for everyone
- We are going to ask people to do things differently
- Processes take consistency

Newsletters

- Stakeholder communication

- Emily

Quarterly

Interactive Career Wheel for CTE

- CTI/ Amy

By June 2025

Ongoing communication around budget needs

- Jeremy
- Sarah
- Emily

Ongoing, building to possible referendum in fall of 2024

