

DATA-DRIVEN STRATEGIC PLANNING

Marshall Public Schools Final Report



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Michigan Association of School Boards

DATA-DRIVEN STRATEGIC PLANNING

Letter from Board President and Superintendent

Marshall Public Schools 2022-2027 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of Marshall Public Schools.

This document contains the 2022-2027 Marshall Public Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at Marshall Public Schools.

Nine community, parent/guardian and staff forums and an electronic survey resulted in 1045 people providing input for the planning process. A Strategic Planning Team of 35 community members, parents/guardians, staff and students participated in an all-day planning retreat on May 14, 2022.

Throughout the planning process the community and staff expressed high expectations that Marshall Public Schools could become the "school of choice" in the area. The goals developed reflect the desire to embrace significant change and improve the school system.

The following themes emerged from this process:

1. The District is headed in the right direction with positive momentum behind district leadership, academic growth, and instructional opportunities.
2. The future growth and success of the district requires support from students, families, staff, board, and community.
3. The District must proactively engage students, families, staff, community, businesses, and citizens around common goals and strategies to significantly improve academic achievement and address the needs of each student.

Our Strategic Planning Team, comprised of a broad and diverse group of 35 stakeholders worked to develop the mission, vision, beliefs and goals. We look forward to continuing to work in partnership with all sectors of our community to implement these goals and strategies.

Richard Lindsey, Jr., President of the Board of Education

Rebecca Jones, Superintendent



DATA-DRIVEN STRATEGIC PLANNING

Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more each year, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In April 2021, the Marshall Public Schools Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders, and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process, providing input, support, and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process, current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a 'road map' to future planning, resource allocation, staff development and decision-making over the next several years.

Prior to beginning the strategic planning process the Governance Team – School Board and Superintendent - engaged in professional development focused on effective governance, concentrating on learning their specific roles and responsibilities. As part of the strategic planning process, the vision, mission statement, and belief statements were developed. Based on qualitative and quantitative data and a new vision, mission and belief statements, strategic goals were developed. Recommended strategic objectives were identified and prioritized. Regular monitoring of progress and renewal is critical to the plan's success.

STRATEGIC PLANNING PROCESS

TIMELINE

Date	Activity
April 2021	Board Presentation
April 2021	Board Approval of the Process
January-April 2022	Data Collection & Stakeholder Input
May 2022	Strategic Planning Team Retreat
May 2022	Implementation Workshop
June 2022	Present Final Mission, Vision, Beliefs & Goals to the Board of Education for Approval

15 MONTHS

STAKEHOLDER INPUT PURPOSE

- Provide an opportunity for input
- Gauge values and perceptions of the community
- Gather data to use as a decision-making tool
 - Identify and assess strengths
 - Identify areas for improvement
 - Identify barriers to implementation
 - Identify a vision

Strategic Planning Team

Derek Allen	Mike Johnson	Shannon Robinson
Tiffany Burns	Becky Jones	Haley Snyder
Matt Davis	Betsy Joseph	Jim Stuart
Stephanie Dobbins	Amanda Lanker	Gwen Tabb
Becky Domingo	Matt Lefebvre	Shannon Tiernan
Kelly Fitzpatrick	Richard Lindsey, Jr.	Joe Toma
Shawna Gamble	Mark Machalka	Dave Turner
Suzanne Gibbs	Marjorie Newman	Bethany Wendt
Ebony Gill	ArShawn Parker	Keena Williams
Ian Gilyard-Schnaitman	Derek Perry	Shane Williamson
Paige Hagy	Lenn Reid	Ashley Woodson
Jill Hinde	Jess Roberts	

35 DEDICATED PARTICIPANTS

PLANNING TEAM RETREAT

May 14, 2022

Agenda

1. An overview of the strategic planning process and timelines
2. An environmental scan
3. A report of current and planned initiatives
4. A review of current vision, mission and belief statements
5. A review and analysis of stakeholder input data
6. A review and analysis of demographic and district data
7. Development of proposed vision, mission and belief statements
8. The establishment of strategic goal areas, goal statements and identification of potential key objectives
9. An overview of next steps

8 FULL HOURS

RETREAT OUTCOMES

MISSION & VISION

The **MISSION** of Marshall Public Schools...

Our mission is to create ONE equitable, inclusive, and innovative educational community.

The **VISION** of Marshall Public Schools...

Our vision is a unified community where all are recognized, valued and achieve their full potential.

RETREAT OUTCOMES

BELIEF STATEMENTS

We Believe...

- We are one district.
- We believe diversity, equity and inclusion provide a safe, nurturing, and welcoming environment for all.
- We believe equity is providing the resources needed for everyone to reach common goals.
- We believe inclusivity is when all individuals and groups have equal access to opportunities and resources as well as being welcomed, valued, and respected.
- We believe all students will develop and improve their problem-solving skills by making connections to real world issues and applications.
- We believe truth, transparency and accountability are critical to operating a high-functioning organization.
- We believe high-quality education requires high-quality and valued staff.
- We believe in providing relevant education for all students.
- We believe in being a responsible steward of our resources.

RETREAT OUTCOMES

GOAL STATEMENTS

Marshall Public Schools will...

- Develop curricula and programs that are consistent with our vision.
- Advance the knowledge, behaviors, and experiences needed for shared identity and dignity in teaching, learning and collaboration.
- Develop a far-reaching and comprehensive marketing and communication plan.
- Develop, retain, and recruit high-quality staff at all levels who reflect the diversity of our student population.
- Establish a comprehensive facilities plan that addresses all district needs.

STAFF ONLY **IMPLEMENTATION WORKSHOP**

May 31, 2022

Agenda

1. Provide a review of the process
2. Discuss Implementation Workshop handouts
3. Review the vision, mission, and belief statements
4. Review goal statements
5. Determine potential objectives and finalize two or three objectives for each goal statement that could be accomplished in the first year
6. Develop a quarterly timeline for first year objectives
7. Review action planning for selected objectives
8. Review Strategic Plan monitoring processes

MARSHALL PUBLIC SCHOOLS

GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 1: ACADEMICS/PROGRAMS

STRATEGIC GOAL STATEMENT:

Develop curricula and programs that are consistent with our vision.

Priority Objectives:

- Develop a plan for equitable representation in learning materials.
- Evaluate assessments in all courses
- Inventory and evaluate resources.

MARSHALL PUBLIC SCHOOLS

GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 2: LEARNING ENVIRONMENT/CULTURE

STRATEGIC GOAL STATEMENT:

Advance the knowledge, behaviors, and experiences needed for shared identity and dignity in teaching, learning and collaboration.

Priority Objectives:

- Two district sponsored events to unite the community
- Professional development/staff learning community time dedicated to focused study of current curriculum and opportunities for increased diversity
- Revisit & improve PreK-16 Pathways model to increase knowledge of unique opportunities for students.

MARSHALL PUBLIC SCHOOLS

GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 3: COMMUNICATIONS/COMMUNITY ENGAGEMENT

STRATEGIC GOAL STATEMENT:

Develop a far-reaching and comprehensive marketing and communication plan.

Priority Objectives:

- Develop community engagement plan to create community trust and support.
- Establish clear communication between District, Administration, Teachers.

MARSHALL PUBLIC SCHOOLS

GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 4: PERSONNEL/LEADERSHIP

STRATEGIC GOAL STATEMENT:

Develop, retain, and recruit high-quality staff at all levels who reflect the diversity of our student population.

Priority Objectives:

- Establish a task force to develop a plan to create an inclusive and welcoming culture for all.
- Partner with universities and colleges for recruitment.

MARSHALL PUBLIC SCHOOLS

GOAL STATEMENTS WITH FIRST YEAR OBJECTIVES

GOAL AREA 5: FACILITIES/OPERATIONS

STRATEGIC GOAL STATEMENT:

Establish a comprehensive facilities plan that addresses all district needs.

Priority Objectives:

- Seek/Identify funding to meet critical needs at Harrington Elementary.
- Develop a preventative maintenance plan.
- Develop a district comprehensive Needs Assessment.

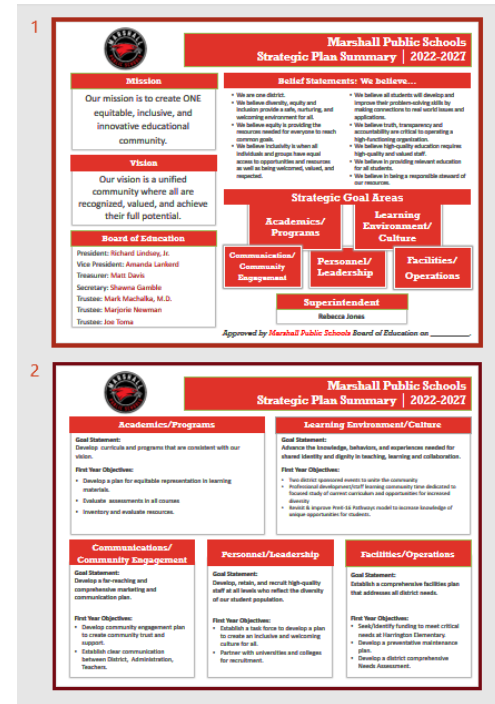
ASKING FOR BOARD APPROVAL

☐ MISSION STATEMENT

☐ VISION STATEMENT

☐ BELIEF STATEMENTS

☐ GOAL STATEMENTS



**Marshall Public Schools
2-Page Strategic Plan Summary**

MASB RECOMMENDATIONS **ENSURING SUCCESS**

- A. Align the Strategic Plan with the District/School Improvement Plans
- B. Align the Strategic Plan with the 2022-23 Budget and beyond
- C. Develop and implement a reporting/Board monitoring calendar
- D. Develop and implement an internal/external communications plan
- E. Develop and implement action plans for each identified objective
- F. Create opportunities for stakeholder involvement
- G. Schedule a One-Year Renewal

REFLECTION: FINAL THOUGHT

Collaborating with the Marshall Public Schools, the Board of Education, administration, staff and the entire community really illustrated their level of care for the schools, the community, and most of all, the students.

Deborah L. Macon, MBA
Strategic Plan Facilitator, MASB

ATTACHMENTS

1. Overview of strategic planning process, Pages 20-24
2. Retreat: Environmental Scan, Pages 25-26
3. Stakeholder Input Survey – Pages 27-30
4. Retreat: Data Summary – Pages 31-37
5. Retreat: Possible Key Objectives - Pages 38-42
6. 2-Page Strategic Plan Summary, PRESENTED FOR APPROVAL – Pages 43-44



The Strategic Plan Process

This overview describes the planning process, including the survey, data analysis, and planning team roles and responsibilities.

Stakeholder Input

Input from students, parents/guardians, community and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff forums. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision-making tool
- Develop communication plans and tools

The response rate of 1045 indicates that the school community cares about the future of the district and desires to engage in the process of creating the future. See Attachment 3 for summary.



Local Area and School Demographic Data

An analysis of district demographics and quantitative data was completed. The analysis included demographic, enrollment, educational, financial and personnel trends over the previous five years, 2017-2021, as applicable, in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for Marshall Public Schools were Homer Community School District, Western School District, Oakland Schools, Gull Lake Community Schools and Harper Creek Community Schools.

Strategic Planning Team

A Strategic Planning Team was formed to take a primary role in developing the strategic plan. The team consisting of 35 parents/ guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals. During the retreat, the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document. See team members on page 6.



Retreat Workshop

A retreat workshop was held on May 14, 2022. The workshop included:

- An overview of the strategic planning process and timelines
- Superintendent report of current and planned initiatives
- An analysis of demographic, quantitative and qualitative data
- A review and renewal of the vision, mission and belief statements
- The establishment of strategic goal areas and key objectives
- Review of next steps to launch staff only Implementation Workshop to develop action plans for each goal and objective, including responsibilities, timelines and measurements

Marshall Public Schools 2022-2027 Strategic Plan Vision Statement

A vision describes what you want to happen in the long term. It's a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

Vision:

Our vision is a unified community where all are recognized, valued, and achieve their full potential.



2022-2027 Strategic Goals

Strategic Goals: Areas of priority importance in which the district will focus their work (1-5 years). Strategic goals achieve the organization's vision, mission and beliefs.

Objectives are **SMART**—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely

The Strategic Planning Team, at the May 14 retreat, developed goal statements and specific objectives. The goal areas are categorized below:

2022-2027 Goal Areas

- ☐ Academics/Programs
- ☐ Learning Environment/Culture
- ☐ Communications/Community Engagement
- ☐ Personnel/Leadership
- ☐ Facilities/Operations



Implementation Planning

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district priority goals/objectives identified during the strategic planning retreat will be translated into action plans with measurements, timelines, responsibilities and a board monitoring calendar.

Recommendations for keeping the momentum of the process are the following:

1. Finalize Goals/Objectives/Action plan
 - Measurements
 - Timeline
 - Responsibility
 - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
 - Community
 - Staff
4. Schedule Mid-year progress report
5. Schedule Annual Plan update



The Wave | In the arena of education, what are incoming and outgoing trends, ideas, practices, paradigms, etc.?

EMERGING

- ✓ Covid/Annex: Behaviors, learning loss, guidance, reflection
- ✓ Professional Development: Desire & Need
- ✓ Holistic Wellness – Integrated Wrap around services
- ✓ Transparency, Visibility, Trust
- ✓ Facilities: Age of buildings & need for instructional updates
- ✓ County-wide/Regional Collaborations vs. only Local
- ✓ Trauma Informed Care
- ✓ Culturally relevant Professional Development & Curriculum
- ✓ District open to taking & using input (community, staff & admin.)
- ✓ Social & Emotional Learning
- ✓ Digital Citizenship & Literacy
- ✓ Experiential Learning
- ✓ Multicultural curriculum
- ✓ LGBTQ+: pronouns & acceptance & recognition
- ✓ Diverse scope of student & family demographics

ON THE HORIZON

- ✓ Improvement to sports facilities and programs
- ✓ Build better relationships w/organizations – groups that support students – Starr, etc.
- ✓ Diversity, Equity & Inclusion – EVERYWHERE
- ✓ Reliable transportation for students: Bus cancellation, Student (Albion) access. * Transport to school, sports, extra-curricular
- ✓ Reliable staffing modes to hire & retain staff at all levels
- ✓ Improve academic support for all students – All students should be eligible to play sports if they want to
- ✓ Make Harrington a school parents want to send their kids to – better building, programs, etc.
- ✓ Access. Better access to school facilities. For programming and sports
- ✓ District name that unifies the community (full integration)
- ✓ Teacher recruitment methods
- ✓ DEI
- ✓ Regionalized thinking
- ✓ Bringing 2 communities together
- ✓ Data-Driven Academics Instruction
- ✓ Need higher level of teacher coaching for best practice

**ESTABLISHED**

- ✓ Lack of trust, ♥, and care between communities (all constituencies: parents, students, teachers, Board, community, etc.)
- ✓ District Name (STC)
- ✓ IEP Process
- ✓ Communication strategy – text email, robo calls
- ✓ Class sizes
- ✓ “Neighborhood Schools” – in theory (STC)
- ✓ School Calendar – 180 days, school start times
- ✓ Common Core – (STC) Established but may need or needs to leave

- ✓ Multiple Educational Pathways
- ✓ Suspensions (STC)
- ✓ Disparate Population Demographics (race, socio-economic, cultural)
- ✓ Most buildings have established socio-emotional supports/PBIS currently
- ✓ Standardized Testing (STC)
- ✓ Well established Perceptions and/or Beliefs
- ✓ Albion College: student teacher program/partnership

STC – Should this continue?

DISAPPEARING

- ✓ Authoritarian leadership
- ✓ Mascot debate
- ✓ Valuing student leadership
- ✓ Us vs. Them mentality
- ✓ Name of School District
- ✓ Toxic relationships
- ✓ Irrelevant curriculum – needs to leave
- ✓ Resentment over annexation
- ✓ Inability to cooperate
- ✓ Common core math requirements ☺



STRENGTHS

Academics/Programs

- Teachers/Staff
- Students
- Marshall Public Schools

Culture/Learning Environment

- Caring
- Resilience

Communication/Community Engagement

- Communication
- Depth of support in community

Personnel/Leadership

- Teaching
- Caring dedicated teachers

Operations

- Fiscal stability
- Frugality



OPPORTUNITIES FOR IMPROVEMENT

Academics/Programs

- Harrington
- Elementary and Middle School curriculum
- Student & Staff support

Culture/Learning Environment

- Transparency
- Focus on Albion students & buildings
- Two distinct communities as opposed to one community

Communication/Community Engagement

- Communication Plan
- Parent engagement
- Community engagement

Personnel/Leadership

- Trust
- Transparency
- Board development
- Board behavior

Operations

- School buildings
- Trust



BARRIERS

Academics/Programs

- Out-dated paradigms
- Low teacher morale
- Teacher burnout

Culture/Learning Environment

- Two distinct communities
- Us vs. Them mentality

Communication/Community Engagement

- Communication barriers
- Lack of listening
- Lack of community buy-in
- Uneven community influence

Personnel/Leadership

- Board over-reach & dysfunction
- Lack of trust
- Not enough administrators

Operations

- Lack of implementation
- Insufficient resources

**VISION****Academics/Programs**

- Student focused
- Strong academics & athletics
- Strong life-focused curriculum

Culture/Learning Environment

- One district: welcoming, where ALL belong
- Safe learning environment
- Equity centered

Communication/Community Engagement

- Communication
- Engaged community
- Cohesive & collaborative

Personnel/Leadership

- One Board voice
- Trustworthy
- Board cohesion
- Openness & transparency

Operations

- Follow-through
- Highly organized



Data Driven Strategic Planning: Marshall Public Schools

The following points were highlighted concerning Marshall Public Schools:

DEMOGRAPHICS

B-1 to B-10

- Should we be looking at community demographics to understand culture / needs / socio-economics, etc. Because communities are different a different approach might need to be taken?
- Q → Vocational pathways – where is it?
- ↓ State avg. in all except Bachelor's are ↑
- B-3 Errors in MPS data??? *MASB will report errors to State.*
- B-4/B-11: Need ↑ community literacy, voter base, achievement data
- B-6: Enrollment ↓ (may be stabilizing btw – only lost 8 2021-2022)
- Most of our CHOICE kids going to Homed, BUT MPS has ↑? Some #'s contradictory.
- Do we have an exit and entry survey for parents/students and do we look at that?



ENROLLMENT

B-11 to B-21

- B-12: Lowest grad rate but close to State Avg. Higher income correlates w/higher grad rates
- B-13: Increase in grad rate year over year last five years – almost 20% increase; significantly higher than state avg. increase
- B-14: 68% went to college; 5% went the following year
- B-15: Not measuring workforce credential? How do we track? How do we connect with alumni to track what they do after high school if no college?
- B-16: Staff should reflect our student population
- B-17/18: How does chronic absenteeism affect scores/grad rates? Chronic absences – significantly higher than other schools. Increased significantly since 2018. Transportation? Annexation? Problems in school? How do we engage families in a solution to chronic absences?



Academic Performance

ELEMENTARY ACADEMICS

- Help students with test taking skills
- Math – below state average – all grades
- ELA – 3 / 4 just above state average
- Science – 4th grade above average

Math

- 3rd – above 1 school ↓SA
- 4th – above 2 schools ↓SA
- 5th above 3 schools ↓SA
- Decline each grade

Science

4th above 4 schools ↑ SA

Question

- If we improve Harrington scores, how will that impact district scores?
- How can we create consistency in achievement growth?

(SA = State Average)

ELA

- 3rd – above 2 schools ↑ SA
- 4th – above 2 schools ↑ SA
- 5th – above 2 schools ↓SA
- 3rd grade – decline since 2017
- 4th grade scores vary
- 5th grade consistent except 2021 sharp decline

Social Studies

- 5th – above 2 schools ↑ SA
- Decline in most years



Academic Performance

MIDDLE SCHOOL ACADEMICS

➤ INCONSISTENT TESTING

--MSTEP

- ELA is higher in every grade level than math
- 6th, 7th, & 8th = Perform below state average every year by at least 10%
- Proficiency increases from 6th to 8th in both ELA & Math

-
- ❖ Middle School is a product of K-5
 - ❖ Data supports early intervention
 - ❖ Data tells us that supporting Elementaries is imperative to a student exiting the district at a proficient level



Academic Performance

HIGH SCHOOL ACADEMICS

<u>11th Grade Social Studies: MSTEP</u>	<u>State Avg</u>
38.7%	43.7%

- Reach or exceed State Average.
- 3 – 5 % growth or improvement annually
- Oakland Question: What are they doing differently?

11th Grade Science

- 2017 Data – last time this was tested
- Vertical alignment
- Only meet State Average for evidence-based reading & writing. How did the State determine proficiency?
- We beat Homer and Harper in **ALL** areas
- Dual enrollment data is inaccurate. *Source of Data is MPS*



PERSONNEL

- How do our retention #'s compare to other districts' #'s?
- What do the retention numbers look like broken down by school?
- Attraction of teachers who reflect our student body
- Assessment mechanisms appropriate to the Strategic Plan goals
- Maintain student-teacher ratio ➤ How is teacher effectiveness measured?



FINANCIAL

1. Retain & Attract Quality Educators/Support Staff
 - a. Evaluate *Salanes* (take longevity into account)
 - b. Evaluate Staff/Admin Available Resources/Supports
 - c. Invest in existing staff
 2. Building Infrastructure
 3. Larger % of Instructional Support spent per pupil (Almost double)
Larger number of students requiring Special Education Services.
How is this \$ being spent?
Are they BP? C/B better?
-
- Breakdown where \$\$ being spent within each bucket
 - Greater, Lesser, Equal Spending doesn't necessarily mean equitable spending.
 - Analyze discrepancies w/comps (Spec. HC Western)
 - EVALUATE



ACADEMICS/PROGRAMS

GOAL:

Develop curricula and programs that are consistent with our vision.

- ☐ Equitable representation in learning materials - 9
- ☐ Workforce development – 9
- ☐ Mandatory financial literacy for all – 4
- ☐ Harrington as a magnet school - 4
- ☐ Competency based programming – 2
- ☐ Equitable representation across the board - 2
- ☐ Equal opportunities for athletics - 1
- ☐ More support for non-traditional learning (i.e., home school, high school)
- ☐ Integrated hands on-learning K-12 (STEM, STEAM)
- ☐ Extra-curricular activities
- ☐ No more standardized tests!
- ☐ More programming in Albion
- ☐ Improve graduation rates
- ☐ Dyslexia specialist at every school. 1/5 students has dyslexia.
- ☐ Development of process that allows for & encourages curricular innovation & adaptation
- ☐ More students of color in advanced courses

Numbers reflect the priority/preference of Retreat stakeholders.



LEARNING ENVIRONMENT/CULTURE

GOAL:

Advance the knowledge, behaviors, and experiences needed for shared identity and dignity in teaching, learning and collaboration.

- ☐ District rebranding or renaming – 10
- ☐ Comprehensive DEI plan - 7
- ☐ Increase family engagement. How do we support parents/families to get them engaged? - 6
- ☐ Workshop Model Classroom – 3
- ☐ Family/parent training - 3
- ☐ Field trips – 2
- ☐ Resources, evaluate teacher/student ratio required to manage classrooms, behavior, help students succeed – 2
- ☐ Celebrate success! – 1
- ☐ Positive, safe, welcoming environment – 1
- ☐ Inclusive and collaborative environment: teachers/parents, teachers/administration, and administration/Board – 1
- ☐ Cultural programs and supports affinity groups - 1
- ☐ Trauma informed training - 1
- ☐ Asset driven
- ☐ Consistent and clear policy and supports vs. consequences
- ☐ ↑ interventions in elementary to avoid expulsion

Numbers reflect the priority/preference of Retreat stakeholders.



COMMUNICATIONS/COMMUNITY ENGAGEMENT

GOAL:

Develop a far-reaching and comprehensive marketing and communication plan.

- ☐ Strategic Marketing plan – 6
- ☐ Good news from buildings – 5
- ☐ Local business investment – financial & educational - 2
- ☐ Extra-curricular activities in Albion, especially sports (or provide transportation) – 1
- ☐ Robust social media posts that promote the school district – 1
- ☐ Promote two-way communication - 1
- ☐ More events in Albion
- ☐ Virtual (anonymous) suggestion box
- ☐ Community leaders need to commit to actions/words/behavior that serve our mission, vision, & beliefs
- ☐ Transparency across community
- ☐ Develop regular community roundtables
- ☐ Communicate log entries (discipline)

Numbers reflect the priority/preference of Retreat stakeholders.



PERSONNEL/LEADERSHIP

GOAL:

Recruit and retain high quality staff at all levels who reflect the diversity of our student population.

- ☐ Retention & recruitment; racially and geographically diverse – 11
- ☐ Diverse staff at all levels – 7
- ☐ More behavioral staff – 6
- ☐ Teacher coaches – 4
- ☐ More teachers & Admin who live in & are visible in Albion – 2
- ☐ Increase support staff – 2
- ☐ Assessment tools that recognize & value pedagogies that have proven particularly effective for students of color; need for professional development on this, too – 2
- ☐ Ongoing Professional development – 1
- ☐ No vacancies; Hard to evaluate needs/positions when they go unfilled - 1
- ☐ Teacher mental health support

Numbers reflect the priority/preference of Retreat stakeholders.



FACILITIES/OPERATIONS

A comprehensive facilities plan that addresses all district needs.

- ☐ New/updated Harrington building - 15
- ☐ Fix the damn buildings – 14
- ☐ Balanced calendar – 3
- ☐ Unified gym rental/payment – 2
- ☐ Infrastructure improvements – 1
- ☐ Preventative facilities maintenance plan – 1
- ☐ Comprehensive athletic facilities plan – 1
- ☐ Analysis of instructional days and times

Numbers reflect the priority/preference of Retreat stakeholders.



ATTACHMENT 6

Marshall Public Schools Strategic Plan Summary | 2022-2027

Mission

Our mission is to create ONE equitable, inclusive, and innovative educational community.

Vision

Our vision is a unified community where all are recognized, valued, and achieve their full potential.

Board of Education

President: Richard Lindsey, Jr.
Vice President: Amanda Lankerd
Treasurer: Matt Davis
Secretary: Shawna Gamble
Trustee: Mark Machalka, M.D.
Trustee: Marjorie Newman
Trustee: Joe Toma

Belief Statements: We believe...

- We are one district.
- We believe diversity, equity and inclusion provide a safe, nurturing, and welcoming environment for all.
- We believe equity is providing the resources needed for everyone to reach common goals.
- We believe inclusivity is when all individuals and groups have equal access to opportunities and resources as well as being welcomed, valued, and respected.
- We believe all students will develop and improve their problem-solving skills by making connections to real world issues and applications.
- We believe truth, transparency and accountability are critical to operating a high-functioning organization.
- We believe high-quality education requires high-quality and valued staff.
- We believe in providing relevant education for all students.
- We believe in being a responsible steward of our resources.

Strategic Goal Areas

**Academics/
Programs**

**Learning
Environment/
Culture**

**Communication/
Community
Engagement**

**Personnel/
Leadership**

**Facilities/
Operations**

Superintendent

Rebecca Jones



ATTACHMENT 6

Marshall Public Schools Strategic Plan Summary | 2022-2027

Academics/Programs

Goal Statement: Develop curricula and programs that are consistent with our vision.

First Year Objectives:

- Develop a plan for equitable representation in learning materials.
- Evaluate assessments in all courses
- Inventory and evaluate resources.

Learning Environment/Culture

Goal Statement: Advance the knowledge, behaviors, and experiences needed for shared identity and dignity in teaching, learning and collaboration.

First Year Objectives:

- Two district sponsored events to unite the community
- Professional development/staff learning community time dedicated to focused study of current curriculum and opportunities for increased diversity
- Revisit & improve PreK-16 Pathways model to increase knowledge of unique opportunities for students.

Communications/ Community Engagement

Goal Statement: Develop a far-reaching and comprehensive marketing and communication plan.

First Year Objectives:

- Develop community engagement plan to create community trust and support.
- Establish clear communication between District, Administration, Teachers.

Personnel/Leadership

Goal Statement: Develop, retain, and recruit high-quality staff at all levels who reflect the diversity of our student population.

First Year Objectives:

- Establish a task force to develop a plan to create an inclusive and welcoming culture for all.
- Partner with universities and colleges for recruitment.

Facilities/Operations

Goal Statement: Establish a comprehensive facilities plan that addresses all district needs.

First Year Objectives:

- Seek/Identify funding to meet critical needs at Harrington Elementary.
- Develop a preventative maintenance plan.
- Develop a district comprehensive Needs Assessment.

DATA-DRIVEN STRATEGIC PLANNING

- Academic performance data – Pages 33-35; Retreat Notebook Tab 5
- Attachment 1: Overview of process, Pages 20-24
- Attachment 2: Retreat: Environmental Scan, Pages 25-26
- Attachment 3: Stakeholder Input Survey – Pages 27-30
- Attachment 4: Retreat Data Summary – Pages 31-37
- Attachment 5: Possible Key Objectives - Pages 38-42
- Attachment 6: 2-Page Strategic Plan Summary – Pages 43-44
- Barriers – Page 29
- Belief statements, proposed – Page 9, 43
- Current initiatives – Retreat Notebook, Tab 1
- Data Overview – See Retreat Workbook Tab 3
- Demographic data– Page 31, Retreat Notebook Tab 4
- Environmental Scan – Attachment 2, Pages 25-26
- Enrollment data – Page 32
- Finance & Personnel data – Page 37; See Retreat Notebook Tab 6
- First year objectives – Pages 12-16, 43-44
- Final Report – Pages 1-45; Place in Retreat Notebook Tab 9
- Goal areas – Page 23
- Goal statements, proposed – Pages 10, 12-16, 43
- Implementation Workshop and Planning – Pages 11, 24
- Letter from Board President and Superintendent – Page 2
- **MASB Recommendations – Page 18, Retreat Notebook Tab 8**
- Mission, vision and values, 2021 – See Retreat Notebook Tab 2
- Mission, proposed – Pages 8, 43
- Next steps – See MASB Recommendations; See Retreat Notebook Tab 8
- Objectives, possible key – Attachment 5, Pages 38-42
- Opportunities for Improvement – Page 28
- Personnel data – Page 36
- Priority Objectives – See First Year Objectives
- Reflection: Final Thought – Page 19
- Retreat Agenda – Page 7
- Retreat Outcomes – Pages 8-10
- SMART Goals and Objectives, definitions – Page 23
- **Strategic Plan Summary, 2-Page - Mission, Vision, Beliefs and Goals: Proposed to Board for approval 6/27/2022, Pages 17, 43-44**
- Strategic planning process, overview – Pages 3, Attachment 1, 20-24
- Strategic Planning Team – Page 6, 21
- Strengths – Page 27
- Stakeholder input data & Word Clouds - Attachment 3, Pages 5, 27-30; See Retreat Notebook Tab 7
- Timeline – Page 4,
- Vision, proposed – Pages 8, 22, 30, 43
- Wave – See Environmental Scan
- Year One Renewal – See MASB Recommendations

INDEX