

MARSHALL PUBLIC SCHOOLS STRATEGIC PLAN

2006-2011



STRATEGIC GOALS

5 YEAR GOALS

IMPROVE STUDENT
PERFORMANCE
FOR ALL STUDENTS

IMPROVE
CONSTITUENT
SATISFACTION

CONTINUOUS
EMPLOYEE
DEVELOPMENT

ALIGN SUPPORT
SYSTEMS

MAINTAIN FISCAL
STABILITY AND
ACCOUNTABILITY

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A very special thank-you to all that have contributed to this document. Developing a long-range strategic direction for any organization is 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, and the students, teachers, and community members of Marshall, MN that completed surveys and participated in community focus group discussions, this document would not be possible.

Clearly, 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.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Klint W. Willert".

Mr. Klint W. Willert

Superintendent of Schools

School Board of Marshall Public Schools

(2006 Board Members)

Jeff Chapman, Chair
David Werner, Vice-Chair
Kathy Reiber
Mike Booke
Matt Coleman
Tim Swenson

Superintendent

Klint W. Willert

(2008 Board Members)

Jeff Chapman, Chair
Mike Booke, Vice-Chair
Matt Coleman
Bill Mulso
Deann Reese
Tim Swenson





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Marshall Public Schools

Core Values

- **Learning-Centered Education**

In order to develop the fullest potential of all students, education organizations need to afford them opportunities to pursue a variety of avenues to success. Learning-centered education supports this goal by placing the focus of education on learning and the real needs of students. Such needs derive from market and citizenship requirements. A learning-centered organization needs to fully understand these requirements and translate them into appropriate curricula and developmental experiences. Educational offerings also need to be built around effective learning, and effective teaching needs to stress promotion of learning and achievement. Learning-centered education is a strategic concept that demands constant sensitivity to changing and emerging student, stakeholder, and market requirements and to the factors that drive student learning, satisfaction, and persistence.

Key characteristics of learning-centered education include the following:

- High developmental expectations and standards are set for all students.
- Faculty understand that students may learn in different ways and at different rates. Student learning rates and styles may differ over time and may vary depending on subject matter. Learning may be influenced by support, guidance, and climate factors, including factors that contribute to or impede learning. Thus, the learning-centered organization needs to maintain a constant search for alternative ways to enhance learning. In addition, the organization needs to develop actionable information on individual students that affects their learning.
- A primary emphasis on active learning is provided. This may require the use of a wide range of techniques, materials, and experiences to engage student interest. Techniques, materials, and experiences may be drawn from external sources, such as businesses, community services, or social service organizations.
- Formative assessment is used to measure learning early in the learning process and to tailor learning experiences to individual needs and learning styles.
- Summative assessment is used to measure progress against key, relevant external standards and norms regarding what students should know and should be able to do. Students and families are assisted in using self-assessment to chart progress and to clarify goals and gaps.
- There is a focus on key transitions, such as school-to school and school-to-work.

- **Valuing Faculty, Staff, and Partners**

An organization's success depends increasingly on the diverse backgrounds, knowledge, skills, creativity, and motivation of all its faculty, staff, and partners, including volunteers, as appropriate. Valuing faculty and staff means committing to their satisfaction, development, and well-being. Increasingly, this involves more flexible, high-performance work practices tailored to faculty and staff with varying workplace and home life needs. For staff, development might include classroom and on-the-job training, job rotation, and pay for demonstrated skills. For faculty, development means building not only discipline knowledge but also knowledge of student learning styles and of assessment methods. Faculty participation might include contributing to the organization's policies and working in teams to develop and execute programs and curricula. Increasingly, participation is becoming more student-focused and more multidisciplinary. Education organizations need to build internal and external partnerships to better accomplish overall goals. Internal partnerships include cooperation among senior leaders, board governance, faculty, and staff. Partnerships with faculty and staff entail faculty and staff development,

cross training, and new organizational structures, such as high-performance work teams. Internal partnerships also involve creating network relationships among work units to improve flexibility, responsiveness, and knowledge sharing. External partnerships include other schools, suppliers, businesses, business associations, and community and social service organizations—all stakeholders and potential contributors. Strategic partnerships or alliances are increasingly important kinds of external partnerships. Such partnerships offer entry into new markets and a basis for new programs or services. In addition, partnerships permit the blending of the district's core competencies and leadership capabilities with the complementary strengths and capabilities of partners to address common issues.

Successful internal and external partnerships develop longer-term objectives, thereby creating a basis for mutual investment and respect. Partners should address the key requirements for success, means for regular communication, approaches to evaluating progress, and means for adapting to changing conditions.

- **Management by Fact**

Modern organizations depend upon measurement and analysis of performance. Measurements must derive from the organization's strategy and provide critical data and information about key processes, outputs, and results. Data and information needed for performance measurement and improvement are of many types, including client and service performance, operations, market, "competitive" comparisons, vendor, staff-related, and cost and financial. Analysis entails using data to determine trends, projections, and cause and effect. A major consideration in performance improvement involves the creation and use of performance measures or indicators. Performance measures or indicators are measurable characteristics of services, processes, and operations the organization uses to track and improve performance. The measures or indicators best represent the factors that lead to improved client, operational, and financial performance. Comprehensive sets of measurements or indicators tied to client and/or company performance requirements represent a clear basis for aligning all activities with the district's goals.

- **Focus on Results and Creating Value**

An organization's performance measurements need to focus on key results. Results should be used to create and balance value for Marshall Public School students and for key stakeholders—the community, parents, employers, faculty and staff, suppliers, partners, and the public. By creating value for students and stakeholders, Marshall Public Schools contributes to society and to improving overall education performance, and it builds loyalty. To meet the sometimes conflicting and changing aims that balancing value implies organizational strategy explicitly includes key stakeholder requirements. This will ensure that plans and actions meet differing stakeholder needs and avoid adverse impacts on any stakeholders. The use of a balanced composite of leading and lagging performance measures offers an effective means to communicate short- and longer-term priorities, monitor actual performance, and provide a clear basis for improving results.

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 backbone for the development of the strategic plan.

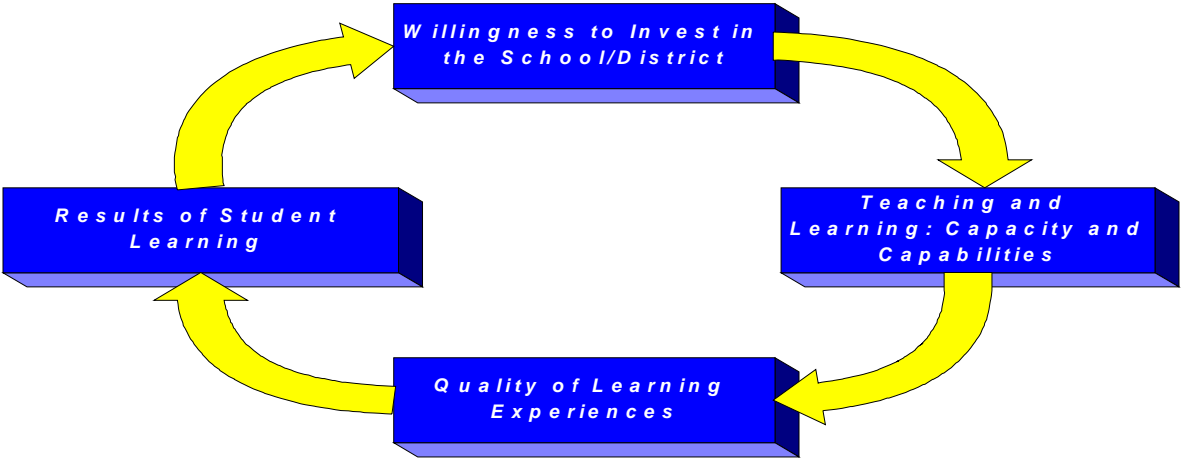
Marshall Public Schools Constituent-Driven Strategic Planning Process (2006-2011)

Planning Process and Current Assessment

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 and capabilities of teachers, administrators, and support staff to create quality 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 a strategic objectives map, a balanced scorecard, the integration of the strategic plan into school improvement plans, the development and refinement of organizational processes to improve effectiveness, the reduction of cycle times, and a process for evaluating and improving the planning and deployment process.

Today's Situation

The Marshall Public Schools operates in a challenging environment. Threats that contribute to this environment now or in the future include:

- A declining enrollment
- Unstable funding
- Conflicting expectations of schools
- School readiness of pre-kindergarten and immigrant/migrant students
- Minnesota's competitive environment of educational choices through open enrollment and online options

At the same time, there are opportunities that the Marshall Public Schools can take advantage of if innovative and thoughtful planning takes place. These opportunities include:

- An increasing enrollment of minority students
- The collegiate level presence in the community
- Economic growth and development of the community
- An increase in overall cultural diversity
- Robust technology, technology infrastructure, and technology collaborative.

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 Process

The frameworks used to develop this Constituent-Driven Strategic Planning process included a SWOT (strengths, weaknesses, opportunities, threats) analysis in conjunction 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, 2008*) 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 community planning meetings and invitational focus groups. 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 if it is to be successful.

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 student learning targets 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.

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 job Marshall Public Schools is currently doing and the threats and opportunities it faces.*
- *A clear understanding by community constituent groups of the challenges the district will face in the future and the strengths and weaknesses that currently exist.*
- *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 process 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 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.

In the Spring of 2008, refinement steps occurred with District Administration, Board Members, families and staff based on input from our stakeholders and from the feedback form received from the Minnesota Council of Quality.

The five Marshall Public Schools strategic goal and objectives are:

STRATEGIC GOAL	STRATEGIC OBJECTIVE
GOAL 1: IMPROVE STUDENT PERFORMANCE FOR ALL STUDENTS	Student Mastery of 21st century skills across sub-group demographics.
GOAL 2: IMPROVE CONSTITUENT SATISFACTION	Customer and constituent satisfaction.
GOAL 3: CONTINUOUS EMPLOYEE DEVELOPMENT	Highly qualified faculty, staff and administration. Ongoing, sustained professional development.
GOAL 4: ALIGNED SUPPORT SYSTEMS	Safe, orderly, modern, and well maintained facilities and infrastructure. Curriculum, assessments, and instruction aligned to 21st Century Skills. Balance of academic, extra-curricular, co-curricular program offerings that are regionally competitive.
GOAL 5: MAINTAIN FISCAL STABILITY AND ACCOUNTABILITY	Resources that establish, support, and sustain quality educational programming and staff while maintaining a balanced budget.

Strategic Goal 1

Improve student performance for all students

Key objective:

- Student mastery of 21st century skills across sub-group demographics.

To satisfy the many stakeholders in the community, the Marshall Public Schools will need to provide an education for each and every student that meets or exceeds these clearly defined student learning targets. The state testing program, the percentage of students who further their education upon graduation, state and national comparisons, curriculum choices, and graduation rates will be used as a primary measure of student academic growth and performance. Graduate success, student honors and awards, survey results, student artifacts, and other data gathering approaches will measure the qualitative targets.

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. They are:

- 1. 90% of Marshall Public School students who have been in school for one academic year or more meet or exceed proficiency with state/district grade level written communication skill standards.**
- 2. 90% of Marshall Public School students who have been in school for one academic year or more meet or exceed proficiency with state/district grade level mathematics standards.**
- 3. 90% of Marshall Public School students who have been in school for one academic year or more meet or exceed proficiency with state/district grade level reading standards.**

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 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.

Strategic Goal 2 **Improve constituent satisfaction.**

Key objective:

- Customer and constituent satisfaction.

Constituent Satisfaction: Every organization that earns the respect of its constituents does so by making them satisfied with the results it creates. 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. This includes:

1. **95% of students are satisfied with their educational experience, where students feel safe, where there is order, where everyone is respected and works cooperatively with diverse groups and respect adults, each other, and other cultures as well as other beliefs.**
2. **95% of parents who are satisfied; and**
3. **95% Marshall Public Schools staff who are satisfied with their jobs and working conditions.**

On a recent survey of community members (May 23, 2006), on a 4 point scale, the district rated 3.37 for families with children and a 3.38 for families without children in terms of meeting constituent satisfaction. The constituent satisfaction target for constituent satisfaction is 3.6 on a survey tool utilizing similar questions and deployment.

This mirrors the importance of the public school system in Marshall community. On the same survey instrument (May 23, 2006), families with children rated the school's importance as a 3.89 and families without children rated the importance at a 3.56.

Strategic Goal 3 **Continuous employee development.**

Key objectives:

- Highly qualified faculty, staff, and administration.
- Ongoing, sustained professional development aligned to strategic goals and objectives.

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 and retaining 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. The performance targets under this strategic goal are:

1. 100% of staff are highly qualified and subject area competent based on the requirements detailed in the No Child Left Behind guidelines and Minnesota Board of Education under the Minnesota Department of Education licensure requirements.
2. Allocating a minimum of 2% of total district general fund expenditures toward an on-going and sustained professional development program aligned to key strategic goals and objectives.
3. 55% of teachers have attained a Masters Degree or higher.
4. 5% of teachers have started National Board Certification process.
5. 1% or less of Marshall Public Schools staff employed during the regular school year are teaching with a variance to their licensure.

Strategic Goal 4 **Aligned support systems.**

Key objectives:

- Safe, orderly, modern, and well maintained facilities and infrastructure.
- Curriculum, assessments, and instruction aligned to 21st century skills.
- Balance among academic, extra-curricular, co-curricular program offerings that are regionally competitive.

Alignment of Support Systems: To achieve the district mission, senior leaders must excel at and align strategy development and deployment systems, stakeholder relationship systems, measurement and analysis systems, staff development systems; the core processes of curriculum, instruction, and assessment; all support processes; and internal structures including time, people, and facility usage in order to develop a culture that has the understanding, skills, attitudes, and motivation to accomplish the district mission and the student learning targets. In order to align these systems, the district will have to respond to curriculum and instruction challenges, the improvement of student achievement, public relations, and the environment and climate of schools. In order to achieve this goal and the subsequent objectives, the district targets are:

1. 100% of facilities are deemed safe and well maintained through an annual facilities audit by maintenance and grounds department leadership;
2. 100% of district facilities crisis plans are in force and practiced regularly.
3. 98% reliability of technology infrastructure.
4. 100% of curricular areas are mapped and state benchmarked to state standards.
5. 75% of the student body participate in activity program offerings that provide the opportunity for being regionally competitive.
6. Marshall Public Schools scores among the top 70% of schools with similar enrollments as measured by the MSHSL Challenge Cup.

Strategic Goal 5

Maintain fiscal stability and accountability.

Key objective:

- Resources that establish, support, and sustain quality educational programming and staff while maintaining a balanced budget.

Fiscal Responsibility: 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 and funded in order to achieve the district's mission and student learning targets. The performance targets under this strategic goal and objective area are:

1. The district will maintain a minimum of an 8% general fund balance.
2. Allocate at least 70% of general fund resources toward instruction, with particular emphasis toward District student achievement goals.
3. Annually the general fund budget will be balanced with expenditures within 1% of budgeted revenues.

Operationalizing the Mission, strategic goals and objectives, and overall performance targets

It is the responsibility of the Board of Education, senior leaders, and district staff to operationalize the mission, student learning targets, and strategic priorities. This means that the mission, student learning targets and district goals will need to be clarified by operationally defining key words and describing summative and formative measures that will be used to monitor the movement of the district toward the achievement of the mission over time. A development of a balanced scorecard based on the district goals will ensure that everyone in the district understands the critical processes, measures, targets, and initiatives that are necessary if the mission is to be accomplished.

Additionally, the Board of Education, senior leaders, and district staff need to capitalize on the existing strengths the district has and find ways to reduce weaknesses that have been identified. Strengths perceived through the SWOT include:

- An array of academic programs, athletics, extra curricular and co curricular programs, and music/fine arts offerings
- A quality educational experience provided by a highly qualified faculty
- New and recently renovated buildings and facilities
- A robust technology infrastructure that is designed to meet current and future needs of students, faculty, and administration
- Community support and supportive partnerships

Weaknesses that were identified through the SWOT process in this strategic plan that are addressed in the goals, objectives, and targets include:

- Long-term funding stability
- The lack of marketing strategy to address competitors
- Academic challenges for students
- Consistency of quality instruction and content of instruction from grade to grade/room to room
- The youth and inexperience of the current district governance team
- Lack of training, delivery, and utilization of the potential technology capacity

The Board of Education and district senior leaders will play key roles in communicating the mission, student learning targets, goals, threats, opportunities, strengths, and weaknesses to community members and district staff in order to gain consensus, support, and commitment. It will be the Board of Education's responsibility to monitor the deployment of the balanced scorecard and to frequently review progress made in achieving the district's mission and the student learning targets.

Conclusion

As the district deploys action steps, programs, and services to meet the goals and objectives detailed in this plan, a scorecard process will be utilized to mark and track progress throughout the system at the various sites. This scorecard will serve as a framework to measure successes as well as identify opportunities for improvement in our plan deployment efforts. Additionally, the scorecard will ensure systemic accountability to the goals and objectives that have been established through this strategic planning process.

District Scorecard 2006 - 2011

Goal	Indicator/Measurement/PerformanceTarget	Key Objective	Key Leader	Key Measure	2006-07	2007-08	2008-09	2009-10	2010-11
Goal 1: Improve Student Performance for All Students	1.1	90% of students meet or exceed proficiency in written communication skill standards	Students master grade level writing standards	Admin	State assessments (9-10th gr.MCA-II)	92%	89%		
	1.2	90% of students meet or exceed proficiency in mathematics standards	Students master grade level mathematics standards	Admin	State assessments (MCA-II)	60%	60%		
	1.3	90% of students meet or exceed proficiency in reading standards	Students master grade level reading comprehension standards	Admin	State assessments (MCA-II)	70%	72%		
Goal 2: Improve constituent satisfaction.	2.1	95% student satisfaction with educational experience	Constituent satisfaction	Category 3	Student satisfaction survey	95%	95%		
	2.2	95% Parent Satisfaction	Constituent satisfaction	Category 5	Parent satisfaction survey	74%	80%		
	2.3	95% Marshall Public Schools Faculty and staff are satisfied with their jobs and working conditions	Staff satisfaction	Category 5	Staff satisfaction survey	74%	80%		
Goal 3: Continuous employee development	3.1	100% Faculty are highly qualified	Highly qualified instructional staff	Supt.	State Board requirements	98%	100%		
	3.2	Minimum 2% set-aside for professional development	Well trained faculty and staff	Dir of Cur	Annual audit report	100%	100%		
	3.3	55% of teachers have attained a Masters Degree or higher.	Highly qualified instructional staff	Supt.					
	3.4	5% of teachers have started National Board Certification process.	Highly qualified instructional staff	Supt.					
	3.5	1% or less of Marshall Public Schools staff employed during the regular school year are teaching with a variance to their licensure.	Highly qualified instructional staff	Supt.					
Goal 4: Aligned support systems.	4.1	100% of facilities are determined to be safe and well maintained.	Student/Staff safety	Admin	Annual report by custodial staff				
	4.2	100% of the facilities have current crisis plans in force.	Student/Staff safety	Admin	Annual report by site crisis teams				
	4.3	95% reliability of technology infrastructure	Effective and efficient technology	Dir of Tech	Measurements of reliability by technology staff	95%	95%		
	4.4	100% of curricular areas are mapped and state benchmarked. (8 areas)	Effective use of time and resources to maximize instruction	Dir of Cur.	Annual curriculum report 8/8	2/8 comp	3/8comp		
	4.5	75% of the student body participate in activity program offerings that provide the opportunity for being regionally competitive	High quality opportunities for students	Athletic Dir.	Annual activities report	71%	73%		
	4.6	Marshall Public Schools scores among the top 70% of schools with simlat enrollments as measured by the MSHSL Challenge Cup		Athletic Dir.		50%	71%		
Goal 5: Maintain fiscal stability and accountability.	5.1	8% general fund balance	Fiscal stability	Dir. of B.S.	Annual audit report	99%			
	5.2	70% of resources allocated toward instruction	Budget aligned to core mission	Dir of B.S.	Annual audit report	100%			
	5.3	General fund budget balanced with expenditures within 1% of revenues.	Fiscal responsibility	Dir.of B.S.	Annual audit report	100%			

Marshall Public Schools Strategy Map to Achieve Mission, Vision & Goals

Goal	Key Strategies						
1) Improve Student Performance for All Students	Curriculum Mapping +	Individual Learning Plans	School Improvement Plans +	Differentiated Instruction	Common Assessments	PLC's +	Culture Club/Diversity +
	Classroom Instruction that Works	NWEA Assessments +	Alignment to Standards	Student use of Quality Tools	Graphic organizers	<i>R t I</i>	Cooperative Learning
2) Improve Constituent Satisfaction	Parent Engagement +	Student Involvement	Student Learning Environment	Branding	Quantative surveys +		Concerns Mgmt. Process -
	Marketing	Cable access and Video Production +	Newspaper Articles +	Radio Shows +	Web Site +	Tiger TV +	Grapevine +
3) Continuous Employee Development	Job embedded professional development +	Career Ladders	Professional Development Plan and Model	Professional Learning Communities +	Highly Qualified Staff	HR Planning	
	Grade level meetings	Peer Coaching / Mentoring	Stipends	National Board Certification	Marshall University	Welfare engagement	
4) Aligned Support Systems	Data analysis -	Process maps -	Technology infrastructure up to date	Baldrige self-assessment	Operational definitions	SSI	Fire Marshal Report
	District horizontal and vertical alignment +	PDSA Process +	State Standards	View Point -	Campus +	Safe Schools	
5) Maintain fiscal stability & accountability	School Finances.com +	Audit processes +	Program-based budgeting +	Smart Finance +	Cost containment strategies +	Grant Writing	Budget Book +

Key
+ = positive recognized strategy
- = strategy for improvement
BOLD = 2008 - 2009 Focus

Leading / Lagging Indicators for District Scorecard

Goal	Performance Targets	Leading Indicators	Lagging Indicators
Improve Student Performance for All Students	90% of MPS students who have been in the district one year or more meet or exceed proficiency in written communication standards.	NWEA & Common Assessments, formative	MCA - II
	90% of MPS students who have been in the district one year or more meet or exceed proficiency in mathematics standards.	NWEA & Common Assessments, formative	MCA - II; NWEA Cohort Tracking
	90% of MPS students who have been in the district one year or more meet or exceed proficiency in reading standards.	NWEA & Common Assessments, formative	MCA - II; NWEA Cohort Tracking
2) Improve Constituent Satisfaction	95% of students feel safe, are satisfied with their educational experience, and where everyone is respected and work cooperatively in diverse groups and respect adults, each other, and other cultures/beliefs.	Random sampling of classes = approx. 10% at the end of Quarter 1 & Quarter 2	SSI students survey in March, end of Quarter 3 (i.d. specific questions in SSI Student survey; SSI Parent Survey & SSI Staff satisfaction survey)
	95% of parents are satisfied w/their child's educational experiences.	Parent/Teacher post conference survey	SSI Parent Survey
	95% of staff are satisfied with their jobs and working conditions	Parent Engagement question from Fall and Winter follow-up; Fast Feedback Survey used at monthly staff meetings	1. My supervisor told me...#5.2 = 70.8% 2. treated as professional in job #5.5 = 81.4% 3. org. respects personal & family commitments #6.3 = 89.9% 4. career decision, still choose MPS #7.2 = 81.3% 5. tell friends good place to work #7.4 = 83.5% Overall 81.3% strongly agree, agree and 1/2 of neutral
3) Continuous Employee Development	100% of staff are highly qualified.	Regular website check on licensing during hiring	District Annual Report' surveys
	Minimum 2% set aside for professional development.	Know individual/bldg amounts; Process/budget report to bldg 3x/yr	District Annual Report' surveys
	55% of teachers have attained a Masters Degree or higher	Prior approval letters/forms	MA attainment
	5% of teachers have started National Board Certification process	National Board applications	Attainment of National Board Certification
	1% or less of MPS staff employed during the regular school year are teaching with a variance to their licensure	Variance applications	Report from MDE
4) Aligned Support Systems	100% of facilities are determined to be safe and well maintained	Develop a quarterly audit of facilities to be completed by B/G leadership & administration	Annual reports from MDE, Fire Marshall, Insurance Co.
	100% of facilities have crisis plans in force	Quarterly report & schedule; monthly standing agenda item at faculty meetings	Annual reports from MDE, Fire Marshall, Insurance Co.
	95% reliability of technology infrastructure	Staff satisfaction survey; monthly software report	Annual Software Report
	100% of curricular areas are mapped and state benchmarked (8 areas)	Curriculum Cycle; Curriculum Mapper; Curriculum Alignment Process	MCA - II
	75% of the student body participate in activity program offerings that provide the opportunity for being regionally competitive	Participation numbers; Competitive Schedules	HS League Challenge Cup; Benchmark Data
	MPS scores among the top 70% of schools with similar enrollments as measured by the MSHSL Challenge Cup	Number of tournament appearances	HS League Challenge Cup; Benchmark Data
5) Maintain fiscal stability & accountability	Maintain a minimum of an 8% general fund balance.	Budget/monthly budget update; Budget process map; Use of School Finance.Com	Annual audit report; MN Dept of Ed Profile Data; MN Dept of Ed School Finance Award
	Allocate at least 70% of general fund resources toward instruction, particularly focused to achievement of student achievement goals.	Budget/monthly budget update; Budget process map; Use of School Finance.Com	Annual audit report; MN Dept of Ed Profile Data; MN Dept of Ed School Finance Award
	Annually the general fund budget will be balanced with expenditures within 1% of budgeted revenues.	Budget/monthly budget update; Budget process map; Use of School Finance.Com	Annual audit report; MN Dept of Ed Profile Data; MN Dept of Ed School Finance Award