

# Marathon Strategic Plan 2019-2024

## Marathon CSD Mission

Embrace – Educate – Empower

## Vision

The Marathon Central School District will excel at graduating citizens who are college and career ready and able to pursue unlimited possibilities locally and globally.



EMBRACE \* EDUCATE \* EMPOWER

Mission	Strategic Intent	Thoughts	Updates
<p><b>Embrace</b></p>	<p><b>#1 Promote a welcoming climate</b></p> <p><b>Action plan for 2019-2020:</b></p> <ul style="list-style-type: none"> <li>• Survey students, faculty, staff and community members through multiple measures. “How can Marathon promote a welcoming environment?”</li> <li>• Create four welcoming events based on feedback from the surveys listed above. (2 year implementation.) Events may be building specific.</li> <li>• Gain feedback after each event</li> <li>• Create a change that makes a daily impact on students throughout the year to help all feel welcome. (2 year implementation)</li> </ul>	<ul style="list-style-type: none"> <li>• Make survey part of the school day. Name 2 things you think would make us more welcoming. Have club advisors participate, do at class meetings, surveys with faculty, staff (non-teaching faculty) and community. Use social media when possible.</li> <li>• Create a 2 year process for the four welcoming events to make sure they are well thought out and have proper time for implementation.</li> </ul>	

<p><b>Educate</b></p>	<p><b>#2 – Teach skills related to real life</b></p> <p><b>HS</b></p> <ul style="list-style-type: none"> <li>● All 7-12 students will have access and know the courses available to them beyond graduation requirements. (Baseline for 19-20).</li> <li>● Increase the number of 9-12 grade students taking elective courses outside their graduation requirement by 5%. (20-21)</li> </ul> <p><b>ES</b></p> <ul style="list-style-type: none"> <li>● Each month a life skills topic will be offered for all UPK – 6<sup>th</sup> grade students.</li> </ul> <p><b>#3 – Results First Goals</b></p> <ol style="list-style-type: none"> <li>1. <b>Graduation Rates:</b> (7-12) Continue to have a building graduation rate that exceeds 90%.</li> <li>2. <b>Attendance:</b> (UPK-12) No more than 10% of the student body will be chronically absent within each building.</li> <li>3. <b>Course Failure:</b> (4-12) decrease the percentage of students who are failing one or more courses building wide by 10%.</li> <li>4. <b>State Test:</b></li> </ol>	<p><b>Thoughts</b></p> <ul style="list-style-type: none"> <li>● Send an electronic version of the course catalog home and add it to web page, put a hard copy in the library.</li> <li>● Measure by number/% fewer study halls students are taking. Getting kids to take less study halls by adding elective classes to their schedule.</li> <li>● Topics to include 911, identify potentially dangerous situations, CPR, and basic first aid.</li> <li>● HS - Possibly teach one life skill topic of the month 7-12 (10<sup>th</sup> period with outside people teaching- connection with the community), yearlong career day.</li> </ul>	
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	<p>a. Increase proficiency (65% or higher/level 3, 4 or 5) in each course by 10% within the given cohort.</p> <p>b. Increase mastery (85% or higher/college credit/level 4 or 5) in each course by 10% within the given cohort/exam.</p> <p>5. <b>ELA:</b> (UPK-6) increase the number of students within a cohort who are reading/writing at grade level or have made a year's worth of growth by 10% by the end of the school year (UPK-6)</p> <p>6. <b>Math:</b> (UPK-8<sup>th</sup>) increase mastery (85%) of math facts at each grade level by 10%.</p>		
<p><b>Empower</b></p>	<p><b>#4 - Supporting student's individual goals</b></p> <ul style="list-style-type: none"> <li>Students will understand and practice the process of individual goal setting, creating action steps, self-evaluation and re-aiming (if needed). Did all students complete the process at least once during the year?</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and staff will model the goal setting process and help students develop a growth mindset. As students gain more experience with goal setting, they will become more independent with the process. Goals will be reasonable, but something they have to work for. Look to explore the use of older students and community members as goal setting mentors.</li> </ul>	