





Maple Run Unified School District

Many Voices, One Community

MRUSD Many Voices. One Community.

Maple Run Unified School District

Mission

Maple Run ensures a meaningful, flexible, rigorous, and safe education for all to thrive and excel.

Vision

At Maple Run Unified School District, we are committed to cultivating a welcoming environment where our students and community can tap into their love of learning.



What We Know from Staff



Professional Growth & Commitment

- **130+ staff** completed summer professional development
- **75–80 staff members** leading Thursday PD sessions weekly
- **98% contract return rate** (highest in years)
  - 98% professional contracts returned
  - 97% ESP contracts returned

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Instruction & Curriculum

- Teachers created an MRUSD SEL curriculum and selected a new program
- New Literacy & Math PreK–8 programs to support curriculum
- Unified PreK–8 Report Card developed
- MTSS implementation across the district
- PLC alignment across the district

What We Know from Students





- **Supportive Relationships:** 89% of students report positive support at school
  - Grades 3-5: 90th percentile nationally
  - Grades 6-12: 9-80th percentile nationally
- **Emotional Regulation:** Grades 6–12 students are in the 90th percentile compared to national data
- **Opportunities:** 1,000+ students accessed free or low-cost summer programs
- **Academic Growth:** Student learning is improving across the district, with the greatest gains among those furthest from grade level



	Spring 2024	Fall 2024	Winter 2025	Spring 2025	Difference
Attendance (70%) % on track (9 or fewer absences)	50%	57%	49%	50%	0
Behavior (85%) % on track (4 majors or less)	91%	96%	94%	92%	+1
Literacy (45%) % on Grade Level	K-5 - 43% 6-12 - 31%	K-5 - 37% 6-12 - 37%	K-5 - 42% (+1.05) 6-12 - 38% (+.4)	K-5 - 49% (+1.35) 6-12 - 32 (+.88)	+6 +1
Math (50%) % on Grade Level	K-8 - 41% 9-12 - 5%	K-8 - 30%* 9-12 - 32%*	K-8 - 30%* (+1.44) 9-12 - 32%* (+.4)	K-8 - 30%* (+1.35) 9-12 - 32%* (+.54)	- 11* +28*
SEL (80%) % Favorable Response	83% (3- 12)	84% (PK – 12)		86% (PK – 12) 81% (3 – 12)	+3

- Please note that the local math assessments had measurement issues and are changing to new local assessments to be more accurate for the 2025-2026 school year.
- Grade-level growth is accurate.

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What We Know From Families

- Families say we do a great job celebrating success—both individual and collective (88–91%).
- There is high trust in leadership, with belief that leaders act in the best interest of students (88–91%).
- Schools partner with public safety to keep students safe (93%).
- Families describe schools as safe places (75%).
- This way, each point starts with a positive statement and flows more smoothly for presentation.

From the Leadership Team

- The team has grown to the point of trusting each other to develop a common process for:
  - Student Handbook
  - Supervision and Evaluation Implementation
  - Attendance expectations
  - Professional Learning Communities (PLC)
  - Inservice, Early Release Days, and Training.
- Ensure that each school has its fair share of resources based on student numbers and needs.
- We can use shared data to learn about promising practices in our schools so we can all learn and grow.
- We still allow for the uniqueness of each school based on student needs.



From Our Maple Run School Board

- Approved a budget that passed on the first vote during turbulent times

- Used community feedback to align mission & vision with district goals

- Developed and adopted a district-wide equity policy

- Monitored the strategic plan and saw positive progress toward each goal



What is great about BFA

- 85% of you said the most important topic was to eliminate the distraction of cell phones in the building.
    - 12 came together to develop a solution – Teacher Leadership
- 45 of you wanted to give input this summer on how to make the building better and were willing to be available to help shape the building procedures.
- Flexible pathways for students to learn are expanding due to staff work.
- 17 staff worked on embedding project-based learning into their classes.

What is great about Early Childhood Programs

- **Excellence Recognized:** All ECP programs (SACS, SATEC, NCTC, Fairfield, & East Fairfield) earned **5 Stars** from the Step Ahead Recognition System (STARS) for providing high-quality services that exceed licensing requirements.
- **Student Success (Panorama Data):**
  - 99% of PK students report having a **trusted adult at school**.
  - 79% of students are **on track in academics** (ELA & Math).
  - 89% of students are **on track in behavior**.
- **Staff Retention:** 100% of teachers, special educators, and related service providers **returned for the 2025–26 school year**.



What is great about Fairfield Center School



- **Academic Growth:**
  - From Benchmark 1 to Benchmark 3, Fairfield students achieved 2.22 years of growth in Math.
  - 56% of students are meeting literacy grade-level targets.
  - Overall, students grew 2.2 grade levels in Math last year.
- **Social & Emotional Learning:**
  - Embedding Restorative Practices into the “Zone.”
  - Featured student-created SEL video.
- **Innovation in Teaching & Learning:**
  - Fairfield is leading district work in Project-Based Learning.

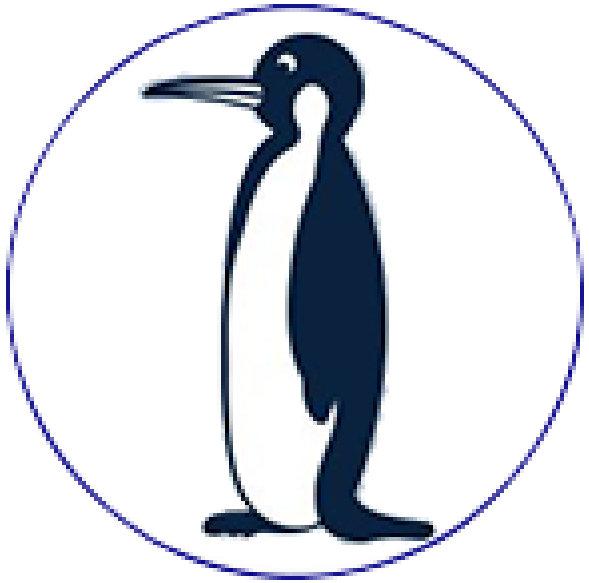
What is great about Northwest Career and Technical Center



- **Excellence in Academics**: Met every required federal academic accountability measure for FY24 (latest data).
- **Safe & Prepared**: 100% of out-of-district students report feeling safe at NCTC and knowing emergency procedures.
- **College & Career Ready**:
  - 150 students earned 450 college credits in FY25.
  - 279 students achieved Industry-Recognized Credentials (certifications, licenses, or other employer-endorsed credentials).
- **Rooted in Community**: 30% of staff are proud NCTC alumni.
- **Strong Partnership with BFA**: 1 in 4 BFA students also attend NCTC
- **Career Connections**:
  - Annual Job Interview Workshop 2025: 70 employers, 1,470 interviews in a single day.
- **Adult Learning**: 179 adults trained in welding, nurse assisting, phlebotomy, CPR, and more.

What is great about St. Albans City School

- **Academic Growth:** Tremendous improvement across all grade bands, with the highest growth among students furthest from grade level.
- **Student Behavior:** Behavior data remains steady, supported by new strategies.
- **Professional Learning:** 15 staff members attended the BEST Conference to strengthen BPIS and enhance student behavior supports.
- **Climate & Safety Improvements:**
    - Physical upgrades made in response to feedback.
    - Faculty room improved for better access to support staff.
    - Lobby and building refreshed to be cleaner and more welcoming.
    - Installed a new integrated alarm system, replacing the aging one



What is great about St. Albans Town Education Center



Positive School Culture: All four grade levels are meeting district behavior targets through strong Tier 1 interventions and consistent home–school communication.

Literacy Achievement:

- 44% of students are meeting grade-level expectations in literacy (+4% growth).
- 67% of grade levels met expected literacy growth.
- 7 grade levels exceeded expectations, showing more than one year's growth.

Student Belonging: 88% of students report a strong sense of belonging.

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District Goals

Objectives, Key Results, and Success (OKRS) Measures



District Goals

Rigorous Academics and Expectations

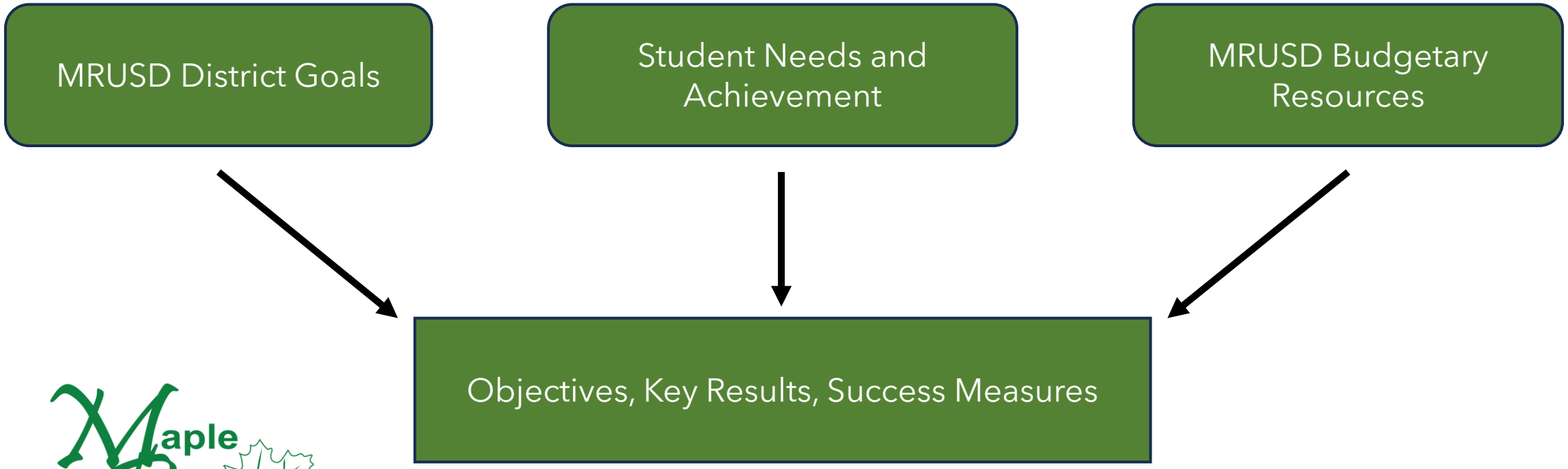
Consistent Policies to Address Bias and Behavior Issues

Support Services for Students and Families

Opportunities for Family and Community Engagement

Community Education and Action on Inclusion

Alignment of District Goals and OKRS



Objectives, Key Results and Success Measures (OKRS)





- **Objectives –**
  The goal for the year
- **Key Results –**
  Milestones we need
  to track to see if we are making progress
- **Success Measures –**
  Student and staff data that shows our impact

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Our Objectives for this year are:

- Objective 1 - Build a supportive school culture of high expectations for behavior, engagement and academics
- Objective 2 - Building a guaranteed and viable curriculum with a concentrated focus on literacy and math
- Objective 3 - Ensure consistent and aligned operational integrity and efficiency

Growth Opportunities: What the Data Tells Us

Belonging & Safety: Staff report lower levels of belonging and safety compared to families and students (12–14% difference).

Clarity of Expectations: Staff highlight the need for clearer rules and procedures.

Reporting Systems: Families, students, and staff call for an anonymous harassment and bias reporting system.

Recognition: Staff feel leaders could do more to recognize individual and team accomplishments.

Feedback & Voice: A simple, consistent process is needed for staff, students, and families to provide input on school operations.



Current Work
to Strengthen Growth Opportunities



Multi-Tiered Systems of Support (**MTSS**)

Professional Learning Communities (**PLCs**)

Academic & Behavioral **Interventions**

Supervision & Evaluation practices

Universal Design for Learning (UDL)

Math Curriculum development & implementation

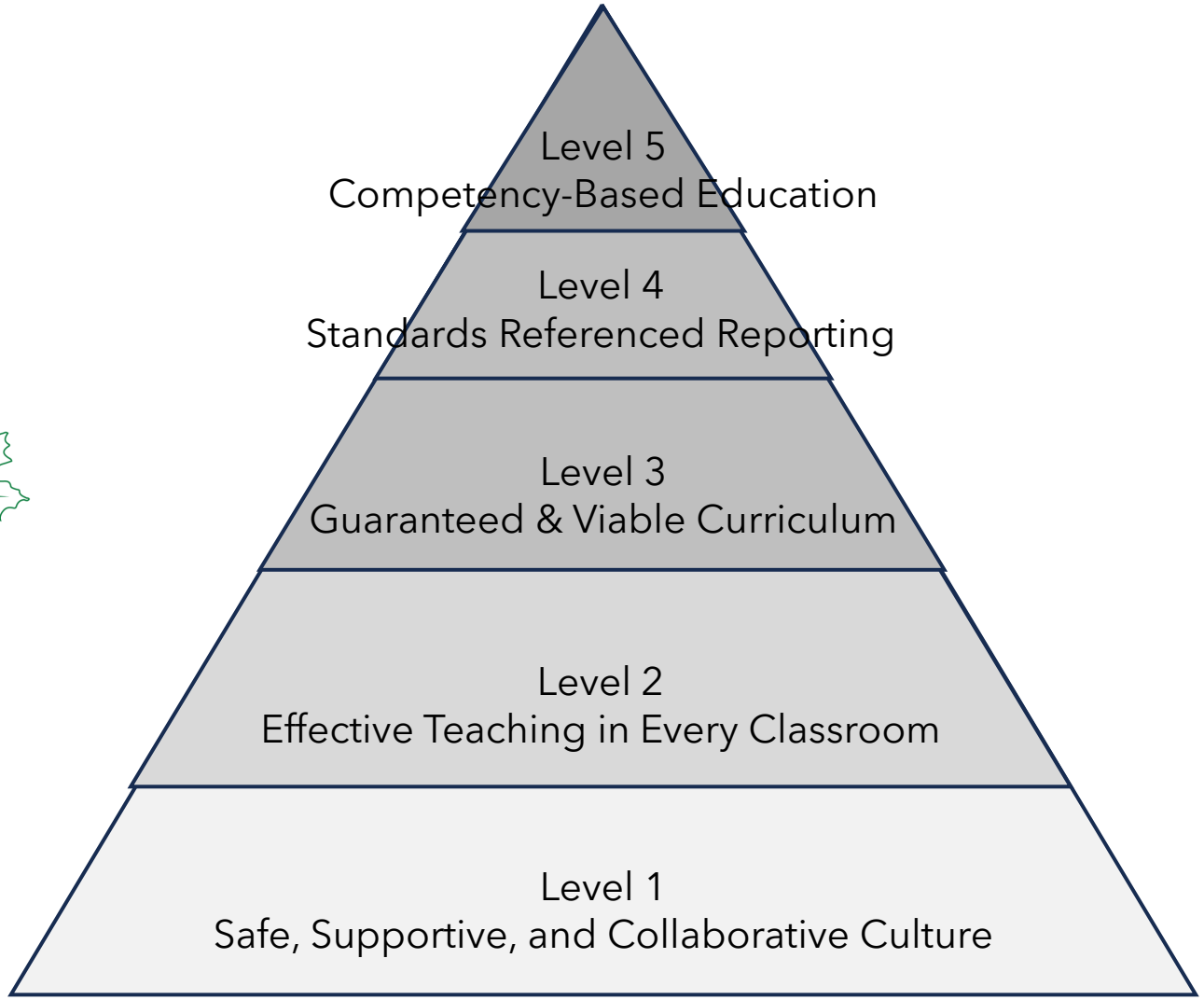
Literacy Curriculum development & implementation

Restorative Practices integration



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Highly Reliable Schools

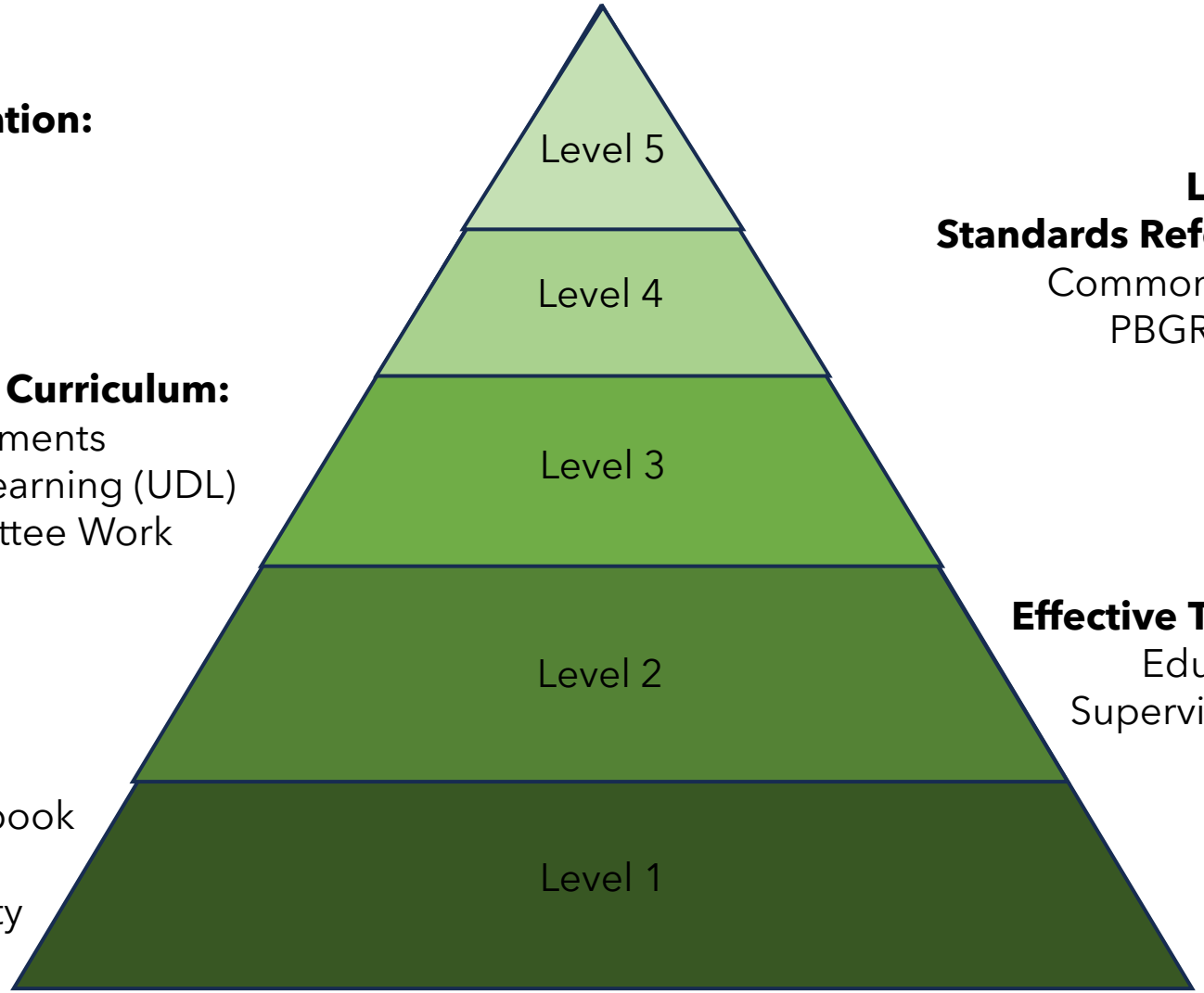


Highly Reliable Schools

Level 5
Competency Based Education:
Flexible Pathways
PBL Capstone

Level 3
Guaranteed & Viable Curriculum:
Aligned Assessments
Universal Design for Learning (UDL)
Curriculum Committee Work

Level 1
Safe, Supportive and Collaborative Culture:
Safety Team Common Handbook
Restorative Practices
Giving Voice to Community
Professional Learning Communities (PLCs)



Level 4
Standards Referenced Reporting:
Common Report Cards
PBGR Reporting

Level 2
Effective Teaching in Every Classroom:
Educator Support Systems
Supervision & Professional Growth

Our focus this year is Level 1 work

1.1 - The faculty and staff perceive the school environment as safe and orderly.

1.2 - Students, parents, and the community perceive the school environment as safe and orderly.

1.3 - Teachers have formal roles in the decision-making process regarding school initiatives.

1.6 - Students, parents, and the community have formal ways to provide input regarding the optimal functioning of our school.

1.7 - The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

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