

District Goal Metrics/Target

GOAL	METRIC	BASELINE	TARGET	Semester Update	Quarter 3 Update	End of Year	
<p>I. All students will achieve proficiency in reading, writing and math while demonstrating growth as a quality contributor as detailed in the District Improvement Plan (DIP) and respective building School Improvement Plans (SIP). Student Outcomes are aligned to specific measurable goals as contained within the DIP and SIP.</p> <p>End of Year</p>							
a	All students will meet or exceed their individual growth target in reading as measured by the NWEA Measures of Progress (MAP or MAP for Primary Grades) by June, 2013.	NWEA MAP	Baseline data district wide by grade level for Fall and Spring 2010-2011 NWEA Results. (Ref: NWEA District Analysis)	Increase % of students meeting or exceeding their growth target by 5%. No grade level's growth should be below 55% of targeted growth over previous year's school results.			
b	All students will be proficient in writing as measured by the MEAP writing assessment in grades 4 and 7; and the MME Writing assessment in Grade 11 by June, 2014.	MEAP Writing; MME Writing;	Baseline: 2010-11 District and Building MEAP and MME Writing Scores. EXPLORE Scores to gauge College Readiness on ACT/MME. (Ref: MME/ACT, MEAP, and EXPLORE Analysis)	100% Proficiency. Any student not proficient should have an Rtl plan in place.			
c	All students will meet or exceed their individual growth target in math as measured by the NWEA Measures of Progress (MAP) or MAP for primary grades (Grade 1 & 2) by June, 2013.	NWEA MAP	Baseline data district wide by grade level for Fall and Spring 2010-2011 NWEA Results. (Ref: NWEA District Analysis)	Increase % of students meeting or exceeding their growth target by 5% with no grade level below 55% of targeted growth over previous year's school results.			
d	The percentage of students who respond positively to the protective factors for pro-social involvement in the school domain on the Michigan Profile for Healthy Youth Survey will increase by at least 5% in baseline areas below 70% by June, 2012. (Consider District Survey for Elementary Schools.)	MiPHY survey results (Grades 7, 9, 11)	Baseline (2009/10 MiPHY) % chances to decide on class activities and rules=48.9% (7 th), 34.7%hs; % chance to talk to teacher 1:1= 81.6% (7 th), 79.1%hs; % asked to work on special projects= 35.3% (7 th), 20.9%hs; % chance for clubs, extra curr= 93.6% (7 th), 90.6%hs; % part of class discussions= 86.9% (7 th), 85.6%hs; %whose teacher notice/communicate good job=69.8% (7 th), 53.5%hs; % whose school lets parents know good job= 44.7% (7 th), 25.1%hs; % feel safe at school= 89.0% (7 th), 88.7%hs; %whose teachers praise effort= 58.4% (7 th), 43.0%hs;	Five % increase in survey results from previous cycle on involvement in baseline areas below 70%.			

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II.	Increase innovative and responsive instructional opportunities and programs to students at all levels while aligning curriculum, increasing student achievement, and closing the achievement gap.					
a.	Implement classroom interventions that are research based for students with diverse needs (academic and behavioral).	1. Formative and Summative Assessments, Progress Report Grade, Report Card Grades.	MI-Star© Electronic Gradebook Data, Low Grade Reports.	Decrease in the number of students who receive a D or E or Non-Proficient on their progress report as compared to their term report card grade.		
		2. Monitor Suspension, Expulsion, and Attendance Data	Suspension Data, Expulsion Data, and Attendance Rates.	Decrease the number of suspensions and expulsions in each discipline category as compared to previous year/semester. Increase the number of students with 10 or less absences per semester.		
b.	Implement interventions that are research-based with the Response to Intervention (Rtl) framework at every school and in every classroom.	1. Implementation of Core Principles in every school (reference: Rubric to Measure Core Principles)	1. Fall rubric completed by building Intervention Teams	1. Full and consistent implementation across schools		
		2. <u>Ele</u> : NWEA MAP, DRA <u>MS</u> : NWEA MAP and EXPLORE, common assessments <u>HS</u> : Grades and common assessments	2. Baseline (all levels) Fall data (and previously collected student data) district wide by grade identified for tier 2 K-12. 3. Percent of students failing 2 or more courses per grade level 6-12.	2. Identify tier 2 intervention students. Increase % of those students identified to meet or exceed growth target by 5%. 3. Reduce the number of students failing multiple courses 6-12.		
c.	Continue the training and implementation of the International Baccalaureate (IB) Program of both High School and Middle School Staff.	Number of teachers trained, Administrators Trained, Completion of IB Application, Community Forum(s).	Coordinate with Staff, Administration, and Community to prepare for IB Program Implementation Plan	1. Community and Staff Forum(s). 2. IB Webpage Development. 3. IB Application Submission 4. Program Implementation. 5. Staff Training.		

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II.	Increase innovative and responsive instructional opportunities and programs to students at all levels while aligning curriculum, increasing student achievement, and closing the achievement gap.					
d.	Develop an implementation plan for Full Day Kindergarten (as an option or for all students) for the 2012-13 school year.	Implementation Plan; In place for the 12-13 School Year	Timeline: Develop charge;; parameters; and timeline by 11/8/11	Implementation of plan reflective of the needs of the community and district		
e.	Investigate the planning and implementation of enhanced programming options within the district's long term vision for academic and program excellence.	Create Long Range Plan for Enhanced Programming Options	Adopt programs to implement during the next 2 – 3 years.	Identify which programs and options to investigate.		

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III.	Enhance the collection, interpretation, and use of data to drive instructional and program decisions for teachers and administrators.					
a.	Increase the training, use, and deployment of the District's student data management program (CLASS A) so all teachers can access local, state, and national assessment information results during the 2011-2012 school year and beyond.	Training and Use during PD days and individual teacher access	Varied levels of staff involvement and access from across the district.	100% of staff will access student information from CLASS A.		
b.	Increase the number of formative and summative district/building/department/grade level assessments fully aligned and managed within CLASS A by 20%.	Number of Assessments in Core Classes entered into CLASS A.	Baseline: Secondary - 0 While common assessments are in place at the secondary level, none are fully integrated with CLASS A. Elementary – Several – Identify current assessments and upload into CLASS A.	Twenty-Eight Assessments for Secondary in Core areas. Focus on Mid-Term and Final. Nine additional Assessments at the K-5 Level.		
c.	Align and implement teacher and administrator evaluation tools to existing student data management systems in compliance with recent legislation.	Annual teacher and administrator evaluations successfully implemented for the 2011-12 school year based on consistent criteria across schools - levels. Gather feedback and input for possible improvements pending the outcome of the Governor's Council.	IDPs, Goals established for all teachers and administrators. Consistent dashboard criteria established through Ad Council. Roll-out sessions completed among all teacher groups.	Accurately completed evaluations for all teachers and administrators that fairly and honestly rate effectiveness and inform the employee for the purpose of continuous improvement.		

District Goal Metrics/Target

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IV.	Continue to stabilize the District's overall fiscal wellbeing within a fiscally transparent environment.					
a.	Implement strategies and improvements which will result in a positive General Fund Balance contribution during 2011-2012.	<ul style="list-style-type: none"> - General Fund balance - Revenues and Expenditures - Monitor identified cost drivers: sub costs, utilities, health insurance costs, etc. (see attached) 	2010-11 audited financial results as of 6/30/11	-Maintain two year positive fund balance		
b.	Develop and implement a process to strategically plan for the fiscal health of the district for the 2012-13 school year and beyond. <ul style="list-style-type: none"> • Non-Homestead Millage Renewal 	- Non Homestead Millage Renewal		<ul style="list-style-type: none"> -Develop informational materials - Coordinate an informational campaign - Passage of millage renewal 		

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V.	Upgrade and improve district buildings, infrastructure, and facilities.					
a	Efficiently design and launch Sinking Fund projects	% Completion of Anticipated Project List spending	None – Initial year of sinking fund revenues	Complete 20% of planned spending consistent with the Anticipated Project list		
b	Develop an implementation and funding plan for capital replacements <ul style="list-style-type: none"> • Technology • Copiers • Bus Replacement • Instructional Materials 	A comprehensive assessment of current technology and recommendations for investment acquisitions, upgrades, and changes including funding options that allow for a 5-6 year replacement cycle.	Initial meetings held with consultants to explore services and cost for consulting. Select a consultant and conduct initial phases of the infrastructure and usage assessment	Present the Board with a comprehensive review – assessment of the District’s current technology infrastructure, the usage and inefficiency impact, short-term and long terms operational and instructional needs, including cost projections, and capabilities. To be accomplished via collaboration among a private consultant, NPS Tech Dept., and NPS Cabinet		

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VI.	Enhance electronic resources and communication opportunities throughout all levels of the district. Use of <i>MiStar Parent Connect</i>® to increase teacher-to-home information on student progress.						
a	Web page, communication team, regular newsletter, communication protocols, Teleparent	1. Launch Teleparent Program. 2. New District Webpage and Elementary Websites. 3. Online Registration. Launch 4. Communications Plan	1. Use of Teleparent on a regular basis for district. 2. Launch of websites. 3. Launch of Online Registration Process. 4. Approval of Communications Plan.	1. Launch prior to Homestead Millage with one message to be sent home prior. 2. Launch of District Website prior to November 1 st and elementary prior to June 1 st . 3. Creation of Plan and Media/Communications training for Administrators and District Leaders.			
b	MiStar/Parent Connect	% of teachers maintaining grades within Parent Connect on a weekly basis.	100% use of Parent Connect by teachers by the end of October (training for K-3 needed). Continued monitoring to determine teacher updates.	100 % use and maintenance by teachers by end of 1 st quarter.			