**Mt. Pleasant Public Schools**

720 North Kinney Avenue
Mt. Pleasant, MI 48858

# 2013-2017
# Strategic Plan and Balanced Scorecard
# for Mt. Pleasant Public Schools

# March, 2013

**Prepared by:**
**Katherine Manley, Ed.D.**
**Consultant**
**Big Rapids, MI  49307**

# Mt. Pleasant Public Schools

## Table of Contents

# Executive Summary

*A Roadmap for Education in Mount Pleasant*

Education is a priority in Mount Pleasant, Michigan.  Students and families in Mount Pleasant deserve an educational system that creates a culture of high expectations for present and future generations.  This Strategic Plan offers a roadmap for Mount Pleasant's education community that shows where we are, where we want to be, and how we will get there.  The best interest of our children is at stake, and we must challenge them to reach higher and realize their full potential.

Setting objectives that will ensure the best access and opportunities for our diverse student population will increase educator effectiveness, raise standards, and deepen the level of school curriculum, are at the forefront of this ambitious education agenda.

Forty-eight key stakeholders of the Mount Pleasant Public Schools (MPPS) engaged in the strategic planning process during October, 2012 through February, 2013.  Participants were assigned to multi-level, cross-functional planning teams and used a structured framework in a logical progression of steps to identify what is really needed in the district at the working level.  The result is a series of strategic goals and objectives aligned to an operational plan with performance metrics to tell the story of the district's vision and strategies.  The participation was characterized by commitment, energy, and a wholehearted sense of personal and collective investment in the District.

**Strategic Committee Meeting Dates**:

**October 2, 2012**—Provided overview of district and developed environmental scan
**November 8, 2012**—Identified critical focus areas and began working on the Strategic Goals and Objectives
**January 10, 2013**—Finalized Strategic Goals and Objectives and began working on Operational Plan
**February 12, 2013**—Completed Operational Plan and Balanced Scorecard

## Mission Statement

*Mt. Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become an engaged citizen in a diverse, changing world.*

## Belief Statement

- *Education is the foundation of a successful life and community.*
- *All students can learn.*
- *The community has the responsibility to nurture and educate children.*
- *The school has the obligation to prepare each student for a diverse and changing world.*

*Our beliefs and values INSPIRE life long learning!*

## Value Statement

- *Innovation and continuous improvement.*
- *Nurturing the unique abilities of each student.*
- *System-wide collaboration, cooperation, and communication.*
- *Pride and safety in all aspects of our school and community*
- *Integrity, honesty, and fiscal responsibility.*
- *Respect for diversity in a learning environment.*
- *Excellence in education.*

## Vision Statement

Mount Pleasant Public Schools is committed to shaping the future of our schools and the community by creating a safe environment which encourages:

- risk taking,
- embraces diversity, and
- offers innovative programs supporting lifelong learners.

To meet this commitment we will support:

- A visionary staff which continually demonstrates growth and change
- Building a collaborative community with vested participation of families, students and staff
- An ever developing curriculum which incorporates technology, culture, and creative thinking
- Sound financial management driven by our priorities.

# Strategic Planning Committee Members

Manley, Katherine-Facilitator

Ganiard Elementary School
- Stout, Marcy-Principal
- Henning, Sarah-Teacher
- Ross, Erika-Parent

Pullen Elementary School
- Falsetta, Diane-Principal
- Baker, Judy-Teacher
- Binder, Maggie- Parent

Vowles Elementary School
- Bergman, Lisa-Principal
- Jablonski, Shannon-Teacher
- Funnell, Kim-Parent

Fancher Elementary School
- Boyd, Linda-Principal
- Rinke, Katie-Teacher
- Collins, Tracy-Parent

McGuire Elementary School
- Renaud, Susan-Principal
- Spayd, Shelly-Teacher
- Collett, Beth-Parent

West Intermediate School
- Calkins, Dana-Principal
- Maxon, Julie-Teacher
- Husbands, Elizabeth-Parent

Mt. Pleasant High School
- DeRath, Brian-Principal
- Davis, Lisa-Teacher
- Latoski, Keen-Parent

Mt. Pleasant Area Technical Center
- Benford, Diane-Director
- Driggers, Paul-Teacher
- Boyd, Lisa-Parent

Oasis/WAY
- Zeien, Stacie-Director
- Thayer, Karla-Team Leader

Mt. Pleasant Community Education
- Murphy, Mary- Director

Mt. Pleasant Board of Education Member
- Chiodo, Don
- Johnson, Rosa
- McKnight, Christine
- Murphy, Sheila
- McQueen, Brandon
- Odykirk, Tim
- Strong, Patty

Community Members
- Cloutier, Frank
- Dosenberry, Pam
- Wigand, Jeffrey
- Winslow, Wynn

Central Office
- Castellon, Joyce  (Instr'l Technology & Data Coach)
- Ervin, Debra (Admin. Asst. to Supt.)
- House, Stefanie (Special Educ. Director)
- Kenny, Dee (Transportation Director)
- Pung, Mike (Superintendent)
- Stowell, Ginger  (Chief Financial Officer)
- Verleger, Jennifer (Asst. Superintendent)

Association Presidents
- Cotter, Jamie
- Epple, Wendy

## Environmental Scan

<div align="center">

### <u>Strengths-Weaknesses-Opportunities-Threats<br>(S.W.O.T.) Analysis<br>October 2, 2012</u>

</div>

### Strengths

- Faculty and Staff
  - Highly competent and effective faculty and staff
  - District Leadership; specifically, Mike Pung, Superintendent
  - Strong, dedicated staff
- Innovative Programming
  - Special education programs (e.g., paraprofessionals, accommodate all types of special education students, START initiative, autism)—all teachers could implement universal strategies
  - Good support system for secondary students—counseling, health care
  - Up and coming educational foundation
  - Implementation and integration of school wide positive behavior support plans
  - Variety of extracurricular activities from sports to performing arts
  - Access to community-based and enhanced programs (e.g., CMU, vocational, WAY, variety of programs)
- External Support
  - After-school tutoring at high school with transportation provided (grant funding)
  - Strong relationships with local businesses—hiring graduates
  - Generational pride (families that have grown up with schools)
  - Tribal support (additional income for extra items and activities)
  - Corporate linkages who donate equipment, work with student
  - Articulation agreements and dual enrollment opportunities with colleges
  - Strong parent support for education
- Excellent Processes
  - Comprehensive PreK-20 system
  - High expectations for students, parents, teachers, etc.
  - Quality curriculum, assessment and pacing guide materials (variety and adequate for instructional purpose)
- Communication
  - Good communication with parents and parental access to the school (technology driven and face-to-face)
  - Good communication with students
- Physical Resources
  - Building and facilities, modern, up-to-date, clean, well maintained
  - Mt. Pleasant Area Technical Center (MPATC) attached to the high school
  - Large amount of technology in the facilities

## Weaknesses

- Relationships
  - Lack of diversity in cultural backgrounds of staff; open more communication with leadership to become involved with district
  - Could have better partnership and deeper relationship with CMU and MMCC and Saginaw/Chippewa Tribal college faculty and classrooms (CMU initiative to globalize and online)
- Student/Staff Support
  - MPPS has eliminated key positions (e.g., curriculum director, librarians, etc.)
  - Limited opportunities for gifted and talented students
  - Need for improved and additional wrap around services (e.g., transportation, child care, before and after school care, etc.)
  - Need for academic tutoring in the summer especially in reading, math (not Title I qualified students)
  - Support system for elementary students and families (e.g, mental health, health care, etc.)
- Finance
  - Age of building—some K-6 building in need of repair and not modern
  - Lack of school funding for extracurricular (e.g. sports and fine arts)
  - Operational funding for the schools come from elementary and not the middle and high school
  - Funding in certain areas is tight (professional development, conferences, classroom budgets, etc.)
- Communication and Culture
  - Communication from administration to faculty, building to building, and to the community, and board.  No marketing plan in place (Field of Dreams plan—build it and they will come)
  - Poor follow-thru on initiatives, too many goals
  - Educational innovation—as largest district, we could initiate first
  - Resistance to change; paradigm shifts are difficult (e.g., language)
- Curriculum and Professional Development
  - Class size (especially early elementary) with the variety of student needs in district
  - Opportunities for additional courses (e.g., languages, science camps, technology camps, etc.)
  - Elementary start and stop times/scheduling (late start for elementary and early start for some)
  - Professional development should be targeted to teachers and building needs
- Demographics
  - Current configuration of student populations may dictate revision of space and personnel (e.g., lack of music, art rooms)
  - Inclusion of special education students into community and in the schools
- Technology
  - Integration of effective use of technology—not on cutting edge of technology as students (e.g., cell phone)

## Opportunities

- Increase Partnerships
    - Corporate partnerships seeking money, intellectual opportunities, internships for students, experience, expertise
    - Given MPPS is in a university city, there could be opportunities to partner
    - Integration of the Children Museum and Cultural Ziibiwing Center
    - MPATC graduates have ability to enter workforce upon graduation
    - Tap into parents for resources (e.g., child care, doctor, counselor, business, etc.)
- Enhance/Expand Curriculum
    - Expand online and distance learning
    - Build a financial literacy curriculum (financial institutions in the community) training
- Enhance Technology
    - Technology can be used to network with educators globally
- Finances
    - Additional grant money and community foundation

## Threats

- Legislation
    - Threats of cut to funding
    - Threats on methods funds are distributed to schools
    - Potential new mandates
    - Risks of implementation of common core
    - Impact of new teacher evaluation process linked to student performance could impact teacher morale—loss of effective teachers
    - Changing future legislators could impact schools
- Changing demographics—
    - Increase in poverty in our district, and community not aware of student populations (e.g., subgroup impact on test scores)
    - At-risk students may have different needs that may put schools at risk
    - Increasing non-English speaking families and students
    - Homeless students increasing
- Image
    - Surrounding school districts and charter schools are competitors in both academic programs and extracurricular activities
    - Ineffective marketing to the public (lack of transparency of the accountability measures on the public perception of schools)
- Financial
    - Budget forecast (deficit spending in district)
    - Aging assets and equipment and technology in building
    - Unstable economy
    - Unstable budget process is out of sync with state funding cycle (per pupil costs and retirement contribution, etc.)
- Unstable world (violence); safety concerns for students

# STRATEGIC PLAN GOALS AND OBJECTIVES

## Critical Focus Areas

The Strategic Planning Committee identified eight critical focus areas for the next five years. The focus areas provide guidance to the district's leadership and could be used to set policy decisions as well as develop initiatives and strategies to achieve the district's vision.

## Strategic Goals

The Strategic Planning Committee identified eight strategic goal statements. These statements are the overarching desired outcome for the district over the next five years. Strategic goals refer to the future condition or performance level that the district intends or desires to attain.

## Strategic Objectives

The Strategic Planning Committee identified 23 Strategic Objectives. Strategic Objectives are broadly defined objectives that the district must achieve to meet its eight strategic goals. These statements refer to the district's articulated aims or responses to address major improvement, competitiveness or social issues. Strategic objectives set the district's longer-term directions and guide resource allocation and redistributions. Strategic objectives are turned into operational plans.

# CRITICAL FOCUS AREAS AND STRATEGIC GOALS

The following are the eight critical focus areas and Strategic Goals aligned to each focus area that the Strategic Planning Committee identified as having the greatest strategic importance for the long-term well-being of Mount Pleasant Public Schools. The Strategic Goals refer to a future condition or performance level that the district intends or desires to attain.

| | |
|---|---|
| 1. Innovation | •Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students. |
| 2. Cultural, Social and Opportunity Diversity | •Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other. |
| 3. Fiscal Stewardship | •Manage financial resources to support instruction and services that sustain a high quality educational experience. |
| 4. Student Achievement/Student Learning | •Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community. |
| 5. Curriculum Implementation and Assessment | •Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. |
| 6. Leadership | •Promote effective leadership at all levels of MPPS . |
| 7. Enhanced Engagement | •Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry, and communications in partnership with employees, parents, students, community members and organized groups. |
| 8. Safety, Health, and Caring School Environment | •Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline and personal responsibility. |

# STRATEGIC GOALS WITH STRATEGIC OBJECTIVES

**Strategic objectives refer to the district's articulated aims or responses to address the critical focus areas and strategic goals. These strategic objectives set the district's longer-term directions and guide resource allocations.**

| STRATEGIC GOAL | | STRATEGIC OBJECTIVES |
|---|---|---|
| **1**<br>**Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | 1.1 | Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities. |
| | 1.2 | Implement innovative strategies that fully utilize existing and emerging technology. |
| | 1.3 | Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs. |
| **2**<br>**Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | 2.1 | Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff. |
| | 2.2 | Curricular and Co-curricular Transformation--Promote respect and appreciation for differences. |
| | 2.3 | Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect. |
| | 2.4 | Institutional Leadership and Commitment--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect. |
| **3**<br>**Manage financial resources to support instruction and services that sustain a high quality educational experience.** | 3.1 | Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term. |
| | 3.2 | Leverage available resources to advance and support the mission, vision, goals and objectives of the district. |
| **4**<br>**Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community.** | 4.1 | Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative. |
| | 4.2 | Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels. |

| STRATEGIC GOAL | | STRATEGIC OBJECTIVES |
|---|---|---|
| **5**<br>**Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | 5.1 | Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education. |
| | 5.2 | Ensure consistent implementation of all curriculum district wide. |
| | 5.3 | Ensure student assessment data is used to guide instruction. |
| | 5.4 | Ensure systems are used to increase student growth and achievement. |
| | 5.5 | Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students). |
| **6**<br>**Promote effective leadership at all levels of MPPS.** | 6.1 | District leaders support learning for staff and students. |
| **7**<br>**Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | 7.1 | Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being. |
| | 7.2 | Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee. |
| | 7.3 | Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback. |
| **8**<br>**Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | 8.1 | Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs. |
| | 8.2 | Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff. |
| | 8.3 | Caring School Environment—Implement positive behavior expectations in all schools to create an inviting and supportive learning environment. |

# STRATEGIC PLAN OPERATIONAL PLAN AND PERFORMACE METRICS

## OPERATIONAL PLAN AND PERFORMANCE METRICS

### Operational Planning Items

The Strategic Planning Committee identified 93 operational planning items.  Each operational planning item refers to actions that respond to the strategic objectives.   These items represent the critical stage in planning when strategic objectives and goals are made specific so that effective, district-wide understanding and deployment are possible.

### Performance Metric

The Strategic Planning Committee identified 87 performance metrics to create clarity around the strategic objectives of the strategic plan.  These metrics serve as the criterion for measuring success and will assess the district's progress toward achievement of its strategic intent and specific strategies.

# Mt. Pleasant Public Schools

## Focus Area: Innovation

| Strategic Goal 1: Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students. |
|---|

| Strategic Objective(s) | | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|---|
| 1.1 | Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities. | 1. Create a District Innovation Challenge Team to identify best practices.<br>2. Provide staff/faculty development on new best practices.<br>3. Allocate incentive funds for schools to implement innovative practices. | • 53. $ amount of carryover for professional development<br>• 54. Faculty/staff participation in PD |
| 1.2 | Implement innovative strategies that fully utilize existing and emerging technology. | 4. Develop a long term technology replacement and acquisition plan.<br>5. Identify appropriate funding sources for replacement and acquisition.<br>6. Create building/district level innovative/technology teams for integrating technology into learning.<br>7. Assess technology needs related to the hardware specifications and basic bandwidth requirements to evaluate which of their existing computers will support the administration of the assessment system for the CCSS in the 2014-15 school year. | • 59. Annual report of relevant technology inventory (multi-year)<br>• 60. Increased funds for technology replacement and acquisition |
| 1.3 | Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs. | 8. Initiate student learning fairs.<br>9. Buildings will implement and report on one innovative practice annually. | • 76. # of students participating in learning fairs<br>• 61. # of innovative practices compiled in the Annual School Report (ASR)<br>• 61. # building will publish at least one innovative practice yearly |

# Mt. Pleasant Public Schools

## Focus Area:  Cultural, Social and Opportunity Diversity

| **Strategic Goal 2:   Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** |
|---|

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 2.1  Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff. | 10.  Actively recruit a diverse staff for all areas of employment<br>11.  Develop a district plan for replacing/infusing diverse staff  into the district when vacancies arise.<br>12.  Expand job postings to include publications and organizations that target minority populations.<br>13.  Participate actively in job fairs that include or are more focused to minority populations.<br>14.  Develop a "Welcoming Committee" to help new recruits adapt/adjust to the community.<br>15.  Partner with the Chamber of Commerce to help promote the district. | • 44.  Demographic profile of workforce<br>• 45.  # and type of diversity complaints |
| 2.2  Curricular and Co-curricular Transformation--Promote respect and appreciation for differences. | 16.  Implement diversity curriculum, such as *the American Indian Boarding* School curriculum, across the district.<br>17.  Examine current curriculum for its value of diversity, mission and equity.<br>18.  Conduct building survey to evaluate the diversity impact (does the building physical appearance reflect diversity?).<br>19.  Adopt a curriculum that reflects an appreciation for cultural. diversity, an accurate portrayal of history, is inclusive in its language and reflects non-traditional gender roles. | • 68.  # of diversity related activities<br>• 64.  # schools implementing American Indian Boarding School Curriculum |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 2.3 Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect. | 20. Develop and implement a home visitation program for students new to the district and transition points.<br>21. Implement a district wide policy that supports holding meetings, events, and activities in the community and on the reservation.<br>22. Work toward creating a district wide atmosphere that values all students regardless of dimension of diversity by hosting regular diversity events throughout the district quarterly and providing staff with quarterly training opportunities. | • 73. Results from employee job satisfaction survey<br>• 55. # of diversity sponsored related activities and participation |
| 2.4 Institutional Leadership and Commitment- Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect. | 23. Allocate funds in the budget to support the implementation of a district wide diversity improvement plan including the hiring of a consultant to facilitate the process.<br>24. Identify a diversity champion for each building (district champions assist in the development of diversity goals for the district). | • 55. # district sponsored diversity related training activities<br>• 56. # diversity champions |

# Mt. Pleasant Public Schools

## Focus Area:  Financial Stewardship

| Strategic Goal 3: Manage financial resources to support instruction and services that sustain a high quality educational experience. |
| --- |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
| --- | --- | --- |
| 3.1 Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term. | 25. Continue to identify and develop collaborative partnerships to improve efficient use of funds.<br>26. Establish a target fund balance over a five year period to ensure financial stability of the district.<br>27. Develop and implement a comprehensive five year repair, maintenance and upgrade facilities plan.<br>28. Develop and maintain school vehicle replacement plan and monitor ongoing maintenance.<br>29. Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | • 47. General fund balance<br>• 48. Balanced budget<br>• 49. Increase grant revenue<br>• 51. $ allocated to facility and vehicle<br>• maintenance, repair and upgrade<br>• 60. $ allocated to technology upgrade and enhancement |
| 3.2 Leverage available resources to advance and support the mission, vision, goals and objectives of the district. | 30. Consider funding opportunities such as sinking fund, bond issues and enhancement millages.<br>31. Evaluate and enhance opportunities for grants, donations, contributions, and fees. | • 50. New funding opportunities |

# Mt. Pleasant Public Schools

## Focus Area:  Student Achievement/Student Learning

| Strategic Goal 4:   Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community. |
| --- |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
| --- | --- | --- |
| 4.1   Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative. | 32.   Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas.<br>33.   Each school will establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement and student achievement.<br>34.   Implement Positive Behavior Instructional Support (PBIS) system and Response to Intervention system for a proactive instructional approach to teaching and improving social behaviors and academic achievement. | Meeting Standards<br><ul><li>1. # of schools making AYP</li><li>2. Education Yes Grades</li></ul>Graduation Rates<br><ul><li>3. On-time graduation rates</li><li>4. Dropout rates</li></ul>Classroom Performance<br><ul><li>5. # students GPA > 4.0, 3.0, 2.0, 1,0</li></ul>College/Career Readiness<br><ul><li>6. ACT Composite Score</li><li>7. ACT College Readiness Benchmarks</li><li>8. AP enrollment and tests taken/passed</li><li>9. # students earning CTE credentials</li></ul>Performance on MEAP<br><ul><li>10. Mathematics (Grades 3,4,5,6,7,8)</li><li>11. Reading (Grades 3,4,5,6,7,8)</li><li>12. Writing (Grades 5,8)</li><li>13. Science (Grades 5,8)</li><li>14. Social Studies (grades 6, 9)</li></ul>Performance on MEAP-Access |

| | | |
|---|---|---|
| | | • 15. Mathematics (Grades 3,4,5,6,7,8)<br>• 16. Reading (Grades 3,4,5,6,7,8)<br>• 17. Writing (Grades 5,8)<br>• 18. Science (Grades 5,8)<br>• 19. Social Studies (grades 6, 9)<br>Performance on MME (Michigan Merit Exam)<br>• 20. Math (Grade 11)<br>• 21. Reading (Grade 11)<br>• 22. Writing (Grade 11)<br>• 23. Science (Grade 11)<br>• 24. Social Studies (Grade 11)<br>Performance on MI-Access<br>• 25. MI-Access Participation Language Arts<br>• 26. MI-Access Participation Mathematics<br>• 27. MI-Access Participation Science<br>• 28. MI-Access Supported Independence English Language Arts<br>• 29. MI-Access Supported Independence Mathematics<br>• 30. MI-Access Supported Independence Science<br>• 31. MI-Access Functional Independence English Language Arts<br>• 32. MI-Access Functional Independence Mathematics<br>• 33. MI-Access Functional Independence Science<br>Performance on Local Assessments<br>• 34. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)<br>• 35. Developmental Reading Assessment (DRA-2) |

| | | |
|---|---|---|
| | | <ul><li>36. Michigan Literacy Progress Profile (MLPP)</li><li>37. Standardized Test for the Assessment of Reading (STAR Reading)</li><li>38. Standardized Test for the Assessment of Math (STAR Math)</li><li>39. Math in Focus Chapter Tests</li><li>40. Writing (narrative & international)</li><li>41. Sitton Spelling and Word Skills</li><li>42. Kaufman Test of Educational Achievement (KTEA) (Title I)</li></ul> |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 4.2 Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels. | 35. Establish a system for identification and support of students with higher levels of need, internally and with community support agencies.<br>36. Provide transitional support from grade to grade and building to building and focus on communication between teacher to teacher and teacher to parent.<br>37. Continue to offer summer school at all levels.<br>38. Continue formative assessments that measure student progress and respond to intervention and diagnose student learning gaps.<br>39. Continue to offer programs such as AP courses, dual enrollment and tech center classes so all students can reach their full potential. | • 43. Achievement gaps by demographic variable |

# Mt. Pleasant Public Schools

## Focus Area:  Curriculum Implementation and Assessment

| Strategic Goal 5:   Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. |
|---|

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 5.1   Ensure district is linked/aligned with the Common Core State Standards (CCSS) Imitative as adopted by Michigan Department of Education. | 40.   Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level.<br>41.   Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards.<br>42.   Provide professional development opportunities for content-specific and grade-specific collaboration related to the implementation of the CCSS. | • 65.  % of schools implementing Common Core State Standards (CCSS)<br>• 66.  # subjects linked to CCSS |
| 5.2   Ensure consistent implementation of all curriculum district wide. | 43.   Provide support for the role of Professional Study Committee (PSC) to develop pacing guides.<br>44.   Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing.<br>45.   Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments.<br>46.   Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | • 67.  Ratio of pacing guides to subjects<br>• 68.  % schools using interim assessments for Smarter Balanced computer adaptive testing |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 5.3 Ensure student assessment data is used to guide instruction. | 47. Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test.<br>48 Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction. These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | • 70. Participation in (IEP) Individual Student Learning Educational Plan meetings<br>• 71. Academic learning gain for 1 year or two |
| 5.4 Ensure systems are used to increase student growth and achievement. | 49. Enhance rigorous implementation of the Response to Intervention (RtI) system to include a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based interventions.<br>50. Calculate and report one year gains of academic learning from the on-line computer assessment.<br>51. Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students.<br>52. Increase the number of AP courses and student participation.<br>53. Increase the articulation between MPPS and community college and universities to allow high school students to earn college credit.<br>54. Increase options for identifying and increasing the number of excellent courses. | • 63. Extent of Response to Intervention (RtI) implementation<br>• 71. Academic learning gain measure<br>• 8. # of students in advanced classes (AP, accelerated learning, college enrollment, etc.) |
| 5.5 Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students). | 55. Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan).<br>56. Provide professional development to teachers and staff for the consistent implementation and management of the "My Plan" system.<br>57. Implement "My Plan" program for all students. | • 74. # students with Individualized Education Plan ("My Plan") |

# Mt. Pleasant Public Schools

## Focus Area:  Leadership

| Strategic Goal 6: | Promote effective leadership at all levels of MPPS. |
| --- | --- |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
| --- | --- | --- |
| 6.1 District leaders support learning for staff and students. | 58. Create, publish and share a school improvement plan district wide. <br> 59. Increase the skills and knowledge of all district stakeholders, supporting appropriate staff development within and among schools. <br> 60. Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). <br> 61. Establish staff collaboration teams that meet monthly. <br> 62. Maintain a centralized calendar. <br> 63. Expand alliances with federal representatives, the Michigan legislature, Michigan DOE, and other local organizations or state agencies. | • 80. District leadership published data for community <br> • 86. Alliances with MDE <br> • 57. # and activity of staff collaboration teams <br> • 68. # and activity of building teams to discuss student achievement and behavior issues |

# Mt. Pleasant Public Schools

## Focus Area:  Enhanced Engagement

| Strategic Goal 7:   Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry And communications in partnership with employees, parents, students, community members, and organized groups. |
| --- |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
| --- | --- | --- |
| 7.1    Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being. | 64.  Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. <br> 65.  For each school building, establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement, progress and achievement. <br> 66.  Implement a systematic approach to measure student satisfaction. | • Survey <br>  ▪ 75.  Survey of students regarding perception of quality <br> • Co-Curricular Activities <br> • 79.  # of activities/% participation (athletics, fine arts, and clubs) <br> •    #MPPS athletics <br> •    Fall sports <br>   o    Cross country <br>   o    Football <br>   o    Golf <br>   o    Sideline Cheer <br>   o    Soccer <br>   o    Swimming <br>   o    Tennis <br>   o    Volleyball <br> •    Winter Sports <br>   o    Basketball <br>   o    Competitive Cheer <br>   o    Bowling <br>   o    Hockey <br>   o    Ski <br>   o    Wrestling <br> •    Spring Sports <br>   o    Baseball <br>   o    Golf <br>   o    Soccer |

| | | |
|---|---|---|
| | | <ul><li>o Softball</li><li>o Tennis</li><li>o Track</li></ul><ul><li>Fine Arts</li><ul><li>o Clarion Choir</li><li>o Color Guard</li><li>o Concert Choir</li><li>o Plays</li><li>o Concert Band</li><li>o Jazz Band</li><li>o Chamber Singers</li><li>o Marching Band</li><li>o Musical Production</li><li>o Pep Band</li><li>o Play Production</li><li>o String Orchestra</li><li>o Symphonic Wind Ensemble</li></ul></ul><ul><li>Clubs</li><ul><li>o Art Club</li><li>o Business Professionals of America</li><li>o Chess club</li><li>o Key Club</li><li>o National Art Honor Society</li><li>o National Honor Society</li><li>o National Vocational-Technical Honor Society</li><li>o National Helpers</li><li>o Quiz Bowl</li><li>o H.O.S.A.</li><li>o M.I.T.E.S.</li><li>o Culinary Cooks</li><li>o Saginaw Ojibwe Anishabie Youth Leadership Council</li></ul></ul><ul><li>Data</li><ul><li>77. Student Attendance</li><li>78. # of disruptive actions and suspensions</li></ul></ul> |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 7.2  Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee. | 67.  Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks.<br>68.  Improve two-way communication and engagement among educators and other relevant stakeholders.<br>69.  Develop and launch a teacher and administrator evaluation plan. | • 73.  Survey employees regarding<br> ▪ Job satisfaction<br> ▪ Learning environment<br> ▪ Respect<br> ▪ Internal communication<br> ▪ Professional Development opportunities<br> ▪ Diversity<br>• 46.  Teacher and staff attendance rates |
| 7.3  Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback. | 70.  Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks.<br>71.  Increase number of education/business/agency/community partnership projects (including grants) that produce improved outcomes for participants.<br>72.  Explore the use of social media to collect, track and report comprehensive data regarding the emerging way of connecting and engaging with stakeholders.<br>73.  Convenes school stakeholder committee annually to assess progress and recommend changes.<br>74.  Communicate student achievement data to stakeholders—educators, administrators, parents, and community. | • 81.  Survey stakeholders regarding perception of<br> o Overall quality of education<br> o Community awareness<br> o Parent involvement<br> o Parent communication<br> o Board of Education<br> o Fiscal responsibility<br><br>• Parents<br> o 82.  PTA membership and participation<br>• Community<br> o 84.  Local Press Coverage (#stories/% favorable)<br>• Public Officials<br> o 85.  # of events/communication with public officials<br>• Business<br> o 87.  # of firms/agencies donating time and equipment |

# Mt. Pleasant Public Schools

## Focus Area: Safety, Health, and Caring School Environment

| Strategic Goal 8: Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility. |
|---|

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 8.1 Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs. | 75. Conduct annual needs assessment and publically share results, along with district measures and benchmarks. 76. Maintain drug prevention and intervention programs and services. 77. Provide staff and parent information regarding drug prevention/education, harassment, and bullying prevention. 78. Conduct training drills regarding fire, lockdown and natural disasters. 79. Provide professional development for all staff in an effective anti-bullying program. 80. Research & implement policies and procedures aligned with strengths and weaknesses identified by annual needs assessment. 81. Website-annual report to community with parents on substance abuse. 82. Research and implement best procedures related to public safety. 83. Create committee for transportation (student behavior). | • 78. Incidents of <ul><li>physical fighting</li><li>carrying a gun/knife or other weapon at school</li><li>Incidents of bullying, threats, insubordination</li><li>Students suspended (in-school and out-of-school)</li></ul> • 75. Student perception of safe environment • 81. % of stakeholders (student, teachers, parents, and community, etc.) whose perception of safety in MPPS was rated satisfactory and above on the quarterly stakeholder survey • 52. Number of worker's compensation claims and student accidents |

| Strategic Objective(s) | Operational Plan | Performance Metric (Number links to Balanced Scorecard) |
|---|---|---|
| 8.2 Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff. | 84. Improve school nutrition service.<br>85. Provide healthy meals for MPPS that meet state nutritional guidelines and increase participation.<br>86. Market school nutrition information.<br>87. Improve portions/nutrition value and equity for all lunches.<br>88. Work with health insurance agencies to develop wellness incentives for faculty and staff. | • 83. Parent satisfaction with food service<br>• 75. Student satisfaction with food service |
| 8.3 Caring School Environment—Implement positive behavior expectations in all schools to create an inviting and supportive learning environment. | 89. Conduct annual needs assessment and publically share results along with district measures and benchmarks.<br>90. Develop/adopt a survey to measure stakeholder perception of school environment.<br>91. Post positive behavior expectations in all buildings.<br>92. Provide students, families and staff information on positive behavior expectation plan.<br>93. Provide professional development for all adults working with students. | • 75. School climate survey with percent of students who rate the quality of the learning environment as Excellent or Good<br>• 72. School climate survey with percent of employees who rate the quality of the learning environment as Excellent or Good<br>• 81. School climate survey with percent of stakeholders who rate the quality of the learning environment as Excellent or good |

## Role of Superintendent's Office in Operational Plan

| Goal | Obj. | | Operational Plan | Superintendent's Office |
|---|---|---|---|---|
| 1 | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | 1.1 | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Create team |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Locate incentive funds |
| | 1.2 | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 5 | Identify appropriate funding sources for replacement and acquisition. | Assist with funding sources |
| | | 6 | Create building/district level innovative/technology teams for integrating technology into learning. | Create team |
| | 1.3 | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Require in ASR |
| 2 | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | 2.1 | | **Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff.** | |
| | | 10 | Actively recruit a diverse staff for all areas of employment. | Encourage wide recruitment in specific areas |
| | | 11 | Develop a district plan for replacing/infusing diverse staff into the district when vacancies arise. | Work with HR to develop plan |
| | | 15 | Partner with the Chamber of Commerce to help promote the district. | Schedule meeting with Chamber |
| | 2.2 | | **Curricular and Co-curricular Transformation--Promote respect and appreciation for differences.** | |
| | | 17 | Examine current curriculum for its value of diversity, mission and equity. | Request review |
| | | 18 | Conduct building survey to evaluate the diversity impact (does the building physical appearance reflect diversity?). | Request survey |
| | 2.3 | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Provide public relations related to visitations |

| | | | | Superintendent's Office |
|---|---|---|---|---|
| | **2.4** | | **Institutional Leadership and Commitment-Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 24 | Identify a diversity champion for each building (district champions assist in the development of diversity goals for the district). | Request buildings identify champions |
| **3** | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | **3.1** | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 25 | Continue to identify and develop collaborative partnerships to improve efficient use of funds. | Identify/develop partnerships |
| | | 26 | Establish a target fund balance over a five year period to ensure financial stability of the district. | Identify options |
| | | 27 | Develop and implement a comprehensive five year repair, maintenance and upgrade facilities plan. | Review and prioritize options |
| | | 28 | Develop and maintain school vehicle replacement plan and monitor ongoing maintenance. | Review and prioritize options |
| | | 29 | Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | Review and prioritize options |
| | **3.2** | | **Leverage available resources to advance and support the mission, vision, goals, and objectives of the district.** | |
| | | 30 | Consider funding opportunities such as sinking fund, bond issues and enhancement millages. | Review report from CFO; prioritize |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions, and fees. | Identify opportunities; provide leadership in soliciting |
| **4** | | | **Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community.** | |
| | **4.1** | | **Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative.** | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Request alignment |
| **5** | | | **Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | |
| | **5.1** | | **Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education.** | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Approve enhanced role |

| | | | | |
|---|---|---|---|---|
| | | 41 | Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards. | Request participation |
| | | 42 | Provide professional development opportunities for content-specific and grade-specific collaboration related to the implementation of the CCSS. | Request participation |
| | 5.2 | | **Ensure consistent implementation of all curriculum district wide.** | |
| | | 44 | Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing. | Approve |
| | | 45 | Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments. | Approve |
| | 5.3 | | **Ensure student assessment data is used to guide instruction.** | |
| | | 47 | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Request methodology |
| | | 48 | Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction. These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | Request implementation |
| | 5.4 | | **Ensure systems are used to increase student growth and achievement.** | |
| | | 51 | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Approve |
| | | 52 | Increase the number of AP courses and student participation. | Approve |
| | | 53 | Increase the articulation between MPPS and community college and universities to allow high school students to earn college credit. | Approve |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Request increase |

| | | | | |
|---|---|---|---|---|
| | **5.5** | | **Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students).** | **Superintendent's Office** |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Approve |
| | | 57 | Implement "My Plan" program for all students. | Approve |
| **6** | | | **Promote effective leadership at all levels of MPPS** | |
| | **6.1** | | **District leaders support learning for staff and students.** | |
| | | 58 | Create, publish and share a school improvement plan district wide. | Request plan |
| | | 59 | Increase the skills and knowledge of all district stakeholders, supporting appropriate staff development within and among schools. | Initiate and drive initiative |
| | | 60 | Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). | Provide support and funding |
| | | 62 | Maintain a centralized calendar. | Lead communication and collaborate with other districts |
| | | 63 | Expand alliances with federal representatives, the Michigan legislature, Michigan DOE, and other local organizations or state agencies. | Provide leadership |
| **7** | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | **7.1** | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Request needs assessment; share results |
| | | 66 | Implement a systematic approach to measure student satisfaction. | Request survey |
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Request needs assessment |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Provide vision and leadership |
| | | 69 | Develop and launch a teacher and administrator evaluation plan. | Request formal process |

| | | | | |
|---|---|---|---|---|
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | **Superintendent's office** |
| | | 70 | Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks. | Request needs assessment |
| | | 71 | Increase number of education/business/agency/community partnership projects (including grants) that produce improved outcomes for participants. | Request increase in projects |
| | | 72 | Explore the use of social media to collect, track and report comprehensive data regarding the emerging way of connecting and engaging with stakeholders. | Request exploration |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Request the meeting |
| **8** | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | **8.1** | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | 75 | Conduct annual needs assessment and publically share results along with district measures and benchmarks. | Request needs assessment |
| | | 77 | Provide staff and parent information regarding drug prevention/education, harassment and bullying prevention. | Approve document |
| | | 78 | Conduct training drills regarding fire, lockdown and natural disasters. | Request drills |
| | | 79 | Provide professional development for all staff in an effective anti-bullying program. | Request PD |
| | | 80 | Research & implement policies and procedures aligned with strengths and weaknesses identified by annual needs assessment. | Convene committee |
| | **8.2** | | **Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff.** | |
| | | 84 | Improve school nutrition service. | Request plan |
| | | 88 | Work with health insurance agency to develop wellness incentives for faculty and staff. | Request plan |
| | **8.3** | | **Caring School Environment—Implement positive behavior expectations in all schools to create an inviting and supportive learning environment.** | |
| | | 89 | Conduct annual needs assessment and publically share results along with district measures and benchmarks. | Request survey |
| | | 90 | Develop/adopt a survey to measure stakeholder perception of school environment. | Request survey |

## Role of Board of Education in Operational Plan

| Goal | Obj. | | Operational Plan | Board of Education |
|------|------|---|------------------|--------------------|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Provide oversight |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Approve funds |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 5 | Identify appropriate funding sources for replacement and acquisition. | Allocate funds |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Provide oversight |
| **2** | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | **2.1** | | **Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff.** | |
| | | 11 | Develop a district plan for replacing/infusing diverse staff into the district when vacancies arise. | Review diversity plan |
| | **2.2** | | **Curricular and Co-curricular Transformation--Promote respect and appreciation for differences.** | |
| | | 18 | Conduct building survey to evaluate the diversity impact (does the building physical appearance reflect diversity?). | Review report |
| | **2.3** | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Provide public relations related to visitations |
| | **2.4** | | **Institutional Leadership and Commitment-Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 24 | Identify a diversity champion for each building (district champions assist in the development of diversity goals for the district). | Approve champions |

| | | | | Board of Education |
|---|---|---|---|---|---|
| **3** | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | | **Board of Education** |
| | **3.1** | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | | |
| | | 25 | Continue to identify and develop collaborative partnerships to improve efficient use of funds. | | Identify partnerships |
| | | 26 | Establish a target fund balance over a five year period to ensure financial stability of the district. | | Establish fund balance |
| | **3.2** | | **Leverage available resources to advance and support the mission, vision, goals, and objectives of the district.** | | |
| | | 30 | Consider funding opportunities such as sinking fund, bond issues and enhancement millages. | | Review report; accept/reject proposals |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions, and fees. | | Acknowledge donations, contributions |
| **4** | | | **Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community.** | | |
| | **4.2** | | **Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels.** | | |
| | | 39 | Continue to offer programs such as AP courses, dual enrollment and tech center classes so all students can reach their full potential. | | Approval of AP courses |
| **5** | | | **Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | | |
| | **5.1** | | **Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education.** | | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | | Approve enhanced role |
| | **5.2** | | **Ensure consistent implementation of all curriculum district wide.** | | |
| | | 44 | Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing. | | Approve |
| | **5.4** | | **Ensure systems are used to increase student growth and achievement.** | | |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | | Approve |
| **6** | | | **Promote effective leadership at all levels of MPPS.** | | |
| | **6.1** | | **District leaders support learning for staff and students.** | | |
| | | 63 | Expand alliances with federal representatives, the Michigan legislature, Michigan DOE, and other local organizations or state agencies. | | Provide leadership and approval |

| 7 | | | Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups. | Board of Education |
|---|---|---|---|---|
| | 7.1 | | Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being. | |
| | | 66 | Implement a systematic approach to measure student satisfaction. | Review results |
| | 7.2 | | Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee. | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Review results |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Provide vision and leadership |
| | | 69 | Develop and launch a teacher and administrator evaluation plan. | Approve |
| | 7.3 | | Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback. | |
| | | 70 | Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks. | Receive and respond to results |
| | | 72 | Explore the use of social media to collect, track and report comprehensive data regarding the emerging way of connecting and engaging with stakeholders. | Approve the use of social media |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| 8 | | | Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility. | |
| | 8.2 | | Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff. | |
| | | 88 | Work with health insurance agency to develop wellness incentives for faculty and staff. | Approve any changes made to plan |

# Role of Building Level Administrators and Counselors in Operational Plan

| Goal | Obj. | | Operational Plan | Building Level Administrators and Counselors-- Principals and/or Staff |
|---|---|---|---|---|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Provide representative to team |
| | | 2 | Provide staff/faculty development on new best practices. | Provide oversight |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Write proposals for innovation options; include in ASR |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | | 6 | Create building/district level innovative/technology teams for integrating technology into learning. | Provide representative to team |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Provide leadership to organize learning fairs |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Include in ASR |
| **2** | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | **2.1** | | **Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff.** | |
| | | 10 | Actively recruit a diverse staff for all areas of employment. | Make recommendations on recruitment sources |
| | | 12 | Expand job postings to include publications and organizations that target minority populations. | Request expanded postings |
| | | 13 | Participate actively in job fairs that include or are more focused to minority populations. | Participate in job fairs |
| | | 14 | Develop a "Welcoming Committee" to help new recruits adapt/adjust to the community. | Organize Welcoming Committee |

| | | | | Building Level Administrators and Counselors-- Principals and/or Staff |
|---|---|---|---|---|
| | 2.2 | | **Curricular and Co-curricular Transformation-- Promote respect and appreciation for differences.** | |
| | | 16 | Implement diversity curriculum, such as the American Indian Boarding School curriculum, across the district. | Review/select options for diversity curriculum |
| | | 17 | Examine current curriculum for its value of diversity, mission and equity. | Organize review |
| | | 19 | Adopt a curriculum that reflects an appreciation for cultural diversity, an accurate portrayal of history, is inclusive in its language and reflects non-traditional gender roles. | Identify/ review options for diversity curriculum |
| | 2.3 | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Implement |
| | 2.4 | | **Institutional Leadership and Commitment-Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 24 | Identify a diversity champion for each building (district champions assist in the development of diversity goals for the district). | Identify champion |
| 3 | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | 3.1 | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 25 | Continue to identify and develop collaborative partnerships to improve efficient use of funds. | Identify/develop partnerships |
| | | 27 | Develop and implement a comprehensive five year repair, maintenance and upgrade facilities plan. | Make list of required repairs and upgrades |
| | | 29 | Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | Make list of required repairs and upgrades |
| | 3.2 | | **Leverage available resources to advance and support the mission, vision, goals, and objectives of the district.** | |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions, and fees. | Identify opportunities, coordinate grant development |

| 4 | | | Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community. | Building Level Administrators and Counselors-- Principals and/or Staff |
|---|---|---|---|---|
| | **4.1** | | **Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative.** | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Implement |
| | | 33 | Each school will establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement and achievement. | Identify measures and benchmarks |
| | | 34 | Implement Positive Behavior Instructional Support (PBIS) system and Response to Intervention system for a proactive instructional approach to teaching and improving social behaviors and academic achievement. | Coordinate implementation |
| | **4.2** | | **Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels.** | |
| | | 35 | Establish a system for identification and support of students with higher levels of need, internally and with community support agencies. | Identify high need students |
| | | 36 | Provide transitional support from grade to grade and building to building and focus on communication between teacher to teacher and teacher to parent. | Implement |
| | | 37 | Continue to offer summer school at all levels. | Coordinate |
| | | 38 | Continue formative assessments that measure student progress and respond to intervention and diagnose student learning gaps. | Identify formative assessments |
| | | 39 | Continue to offer programs such as AP courses, dual enrollment and tech center classes so all students can reach their full potential. | Provide leadership in dual enrollment |

| 5 | | | Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. | Building Level Administrators and Counselors-- Principals and/or Staff |
|---|---|---|---|---|
| | 5.1 | | Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education. | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Participate in work |
| | | 41 | Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards. | Participate in work |
| | | 42 | Provide professional development opportunities for content-specific and grade-specific collaboration related to the implementation of the CCSS. | Participate in work |
| | 5.2 | | Ensure consistent implementation of all curriculum district wide. | |
| | | 43 | Provide support for the role of Professional Study Committee (PSC) to develop pacing guides. | Participate |
| | | 44 | Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing. | Participate |
| | | 45 | Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments. | Participate |
| | | 46 | Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | Participate |
| | 5.3 | | Ensure student assessment data is used to guide instruction. | |
| | | 47 | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Participate |
| | | 48 | Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction.  These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | Participate |

| | | | Ensure systems are used to increase student growth and achievement. | Building Level Administrators and Counselors-- Principals and/or Staff |
|---|---|---|---|---|
| | 5.4 | | | |
| | | 51 | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Participate |
| | | 52 | Increase the number of AP courses and student participation. | Discuss increase |
| | | 53 | Increase the articulation between MPPS and community college and universities to allow high school students to earn college credit. | Participate |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate |
| | 5.5 | | Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students). | |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate |
| | | 56 | Provide professional development to teachers and staff for the consistent implementation and management of the "My Plan" system. | Participate |
| | | 57 | Implement "My Plan" program for all students. | Participate |
| 6 | | | Promote effective leadership at all levels of MPPS. | |
| | 6.1 | | District leaders support learning for staff and students. | |
| | | 58 | Create, publish and share a school improvement plan district wide. | Facilitate development of the SI plan |
| | | 59 | Increase the skills and knowledge of all district stakeholders, supporting appropriate staff development within and among schools. | Support and provide leadership |
| | | 60 | Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). | Support and provide leadership |
| | | 61 | Establish staff collaboration teams that meet monthly. | Coordinate teams |
| | | 62 | Maintain a centralized calendar. | Provide input |

| 7 | | | Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups. | Building Level Administrators and Counselors-- Principals and/or Staff |
|---|---|---|---|---|
| | 7.1 | | Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being. | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Administer the assessment |
| | | 65 | For each school building, establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement, progress and achievement. | Establish and publish measures and benchmarks |
| | 7.2 | | Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee. | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Provide leadership and participate |
| | | 69 | Develop and launch a teacher and administrator evaluation plan. | Develop for plan |
| | 7.3 | | Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback. | |
| | | 70 | Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks. | Coordinate public relations about assessment results |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| | | 74 | Communicate student achievement data to stakeholders—educators, administrators, parents, and community. | Communicate with their stakeholders |

| 8 | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | **Building Level Administrators and Counselors-- Principals and/or Staff** |
|---|---|---|---|---|
| | **8.1** | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | 75 | Conduct annual needs assessment and publically share results, along with district measures and benchmarks. | Coordinate assessments |
| | | 78 | Conduct training drills regarding fire, lockdown and natural disasters. | Coordinate drills |
| | | 80 | Research & implement policies and procedures aligned with strengths and weaknesses identified by annual needs assessment. | Implement policies and procedures |
| | **8.2** | | **Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff.** | |
| | | 88 | Work with health insurance agency to develop wellness incentives for faculty and staff. | Participate in results |
| | **8.3** | | **Caring School Environment—Implement positive behavior expectations in all schools to create an inviting and supportive learning environment.** | |
| | | 89 | Conduct annual needs assessment and publically share results along with district measures and benchmarks. | Implement survey |
| | | 90 | Develop/adopt a survey to measure stakeholder perception of school environment. | Develop and implement survey |
| | | 91 | Post positive behavior expectations in all buildings. | Report posting of positive behavior |
| | | 92 | Provide students, families and staff information on positive behavior expectations plan. | Provide results |

## Role of Classroom Faculty in Operation Plan

| Goal | Obj. | | Operational Plan | Classroom Level--Faculty |
|---|---|---|---|---|
| 1 | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | 1.1 | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Look for experts in best practices |
| | | 2 | Provide staff/faculty development on new best practices. | Participate in PD |
| | 1.2 | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | 1.3 | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Assist with planning |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Assist in the development and implementation for building |
| 2 | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | 2.1 | | **Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff.** | |
| | | 14 | Develop a "Welcoming Committee" to help new recruits adapt/adjust to the community. | Volunteer for Welcoming Committee |
| | 2.2 | | **Curricular and Co-curricular Transformation--Promote respect and appreciation for differences.** | |
| | | 16 | Implement diversity curriculum, such as the American Indian Boarding School curriculum, across the district. | Implement selected curriculum |
| | | 17 | Examine current curriculum for its value of diversity, mission and equity. | Provide feedback |
| | 2.3 | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Volunteer to participate in visitations |

| 3 | | | Manage financial resources to support instruction and services that sustain a high quality educational experience. | Classroom Level--Faculty |
|---|---|---|---|---|
| | 3.1 | | Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term. | |
| | | 27 | Develop and implement a comprehensive five year repair, maintenance and upgrade facilities plan. | Make list of required repairs and upgrades |
| | | 29 | Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | Make list of required repairs and upgrades |
| | 3.2 | | Leverage available resources to advance and support the mission, vision, goals and objectives of the district. | |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions and fees. | Identify opportunities, coordinate grant development |
| 4 | | | Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community. | |
| | 4.1 | | Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative. | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Implement |
| | | 33 | Each school will establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement and achievement. | Implement |
| | | 34 | Implement Positive Behavior Instructional Support (PBIS) system and Response to Intervention system for a proactive instructional approach to teaching and improving social behaviors and academic achievement. | Implement and reinforce |
| | 4.2 | | Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels. | |
| | | 35 | Establish a system for identification and support of students with higher levels of need, internally and with community support agencies. | Identify high need students |
| | | 36 | Provide transitional support from grade to grade and building to building and focus on communication between teacher to teacher and teacher to parent. | Implement |
| | | 38 | Continue formative assessments that measure student progress and respond to intervention and diagnose student learning gaps. | Identify formative assessments |

| 5 | | | Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. | Classroom Level--Faculty |
|---|---|---|---|---|
| | 5.1 | | Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education. | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Participate in work |
| | | 41 | Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards. | Participate in work |
| | | 42 | Provide professional development opportunities for content-specific and grade-specific collaboration related to the implementation of the CCSS. | Participate in work |
| | 5.2 | | Ensure consistent implementation of all curriculum district wide. | |
| | | 43 | Provide support for the role of Professional Study Committee (PSC) to develop pacing guides. | Participate |
| | | 44 | Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing. | Participate |
| | | 45 | Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments. | Participate |
| | | 46 | Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | Participate |
| | 5.3 | | Ensure student assessment data is used to guide instruction. | |
| | | 47 | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Participate |
| | | 48 | Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction. These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | Participate |

| | 5.4 | | **Ensure systems are used to increase student growth and achievement.** | **Classroom Level--Faculty** |
|---|---|---|---|---|
| | | 50 | Calculate and report one year gains of academic learning from the on-line computer assessment. | Participate |
| | | 51 | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Participate |
| | | 52 | Increase the number of AP courses and student participation. | Participate |
| | | 53 | Increase the articulation between MPPS and community college and universities to allow high school students to earn college credit. | Participate |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate |
| | 5.5 | | **Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students)** | |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate |
| | | 56 | Provide professional development to teachers and staff for the consistent implementation and management of the "My Plan" system. | Participate |
| | | 57 | Implement "My Plan" program for all students. | Participate |
| 6 | | | **Promote effective leadership at all levels of MPPS.** | |
| | 6.1 | | **District leaders support learning for staff and students.** | |
| | | 58 | Create, publish and share a school improvement plan district wide. | Serve on building and district SI teams |
| | | 60 | Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). | Participate |
| 7 | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | 7.1 | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of assessment |
| | | 65 | For each school building, establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement, progress and achievement. | Establish and administer the measures (SIP) |

| | | | | |
|---|---|---|---|---|
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | **Classroom Level--Faculty** |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | **Classroom Level--Faculty** |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| **8** | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | **8.2** | | **Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff.** | |
| | | 88 | Work with health insurance agency to develop wellness incentives for faculty and staff. | Participate in results |

## Role of Academic Office including Curriculum and Assessment and Professional Study Committee in Operational Plan

| Goal | Obj. | | Operational Plan | Academic Office including Curriculum and Assessment and Professional Study Committee |
|------|------|---|------------------|--------------|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 2 | Provide staff/faculty development on new best practices. | Identify staff or contracted services |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | | 6 | Create building/district level innovative/technology teams for integrating technology into learning. | Provide representative |
| | | 7 | Assess technology needs related to the hardware specifications and basic bandwidth requirements to evaluate which of their existing computers will support the administration of the assessment system for the CCSS in the 2014-15 school year. | Work with MDE to identify technology requirements |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **2** | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | **2.2** | | **Curricular and Co-curricular Transformation--Promote respect and appreciation for differences.** | |
| | | 16 | Implement diversity curriculum, such as the American Indian Boarding School curriculum, across the district. | Identify options for diversity curriculum |
| | | 18 | Conduct building survey to evaluate the diversity impact (does the building physical appearance reflect diversity?). | Create and administer survey |
| | | 19 | Adopt a curriculum that reflects an appreciation for cultural diversity, an accurate portrayal of history, is inclusive in its language and reflects non-traditional gender roles. | Identify options for diversity curriculum |
| | **2.4** | | **Institutional Leadership and Commitment-Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 24 | Identify a diversity champion for each building (district champions assist in the development of diversity goals for the district). | Coordinate diversity champion meetings |

| 4 | | | Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community. | Academic Office including Curriculum and Assessment and Professional Study Committee |
|---|---|---|---|---|
| | 4.1 | | Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative. | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Coordinate and approve |
| | | 34 | Implement Positive Behavior Instructional Support (PBIS) system and Response to Intervention system for a proactive instructional approach to teaching and improving social behaviors and academic achievement. | Support and review approaches |
| | 4.2 | | Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels . | |
| | | 35 | Establish a system for identification and support of students with higher levels of need, internally and with community support agencies. | Offer programming and professional development |
| | | 36 | Provide transitional support from grade to grade and building to building and focus on communication between teacher to teacher and teacher to parent. | Identify current and potential transitional support options and provide programs |
| | | 37 | Continue to offer summer school at all levels. | Review summer school options |
| 5 | | | Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. | Academic Office including Curriculum and Assessment and Professional Study Committee |
| | 5.1 | | Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education. | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Participate in work |
| | | 41 | Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards. | Participate in work |
| | 5.2 | | Ensure consistent implementation of all curriculum district-wide. | |
| | | 43 | Provide support for the role of Professional Study Committee (PSC) to develop pacing guides. | Work with PSC |
| | | 45 | Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments. | Provide leadership for Smarter Balance |

| | | | | | |
|---|---|---|---|---|---|
| | **5.3** | | | **Ensure student assessment data is used to guide instruction.** | **Academic Office including Curriculum and Assessment and Professional Study Committee** |
| | | 47 | | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Identify methodology; calculate learning gains |
| | | 48 | | Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction. These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | Implement CCSS interim assessment |
| | **5.4** | | | **Ensure systems are used to increase student growth and achievement.** | |
| | | 49 | | Enhance rigorous implementation of the Response to Intervention (RtI) system to include a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based interventions. | RtI |
| | | 50 | | Calculate and report one year gains of academic learning from the on-line computer assessment. | Calculate gains |
| | | 51 | | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Provide evidence |
| | | 52 | | Increase the number of AP courses and student participation. | Identify options for increasing AP |
| | | 54 | | Increase options for identifying and increasing the number of excellent courses. | Discuss options |
| **7** | | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | **7.1** | | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Compile reports |
| | | 65 | | For each school building, establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement, progress and achievement. | Publish/guide measures |
| | | 66 | | Implement a systematic approach to measure student satisfaction. | Develop and coordinate survey analysis |

| | | | | |
|---|---|---|---|---|
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | **Academic Office including Curriculum and Assessment and Professional Study Committee** |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | |
| | | 70 | Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks. | Assist in development and analysis of results |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| | | 74 | Communicate student achievement data to stakeholders—educators, administrators, parents, and community. | Write report |
| **8** | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | **8.1** | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | 76 | Maintain drug prevention and intervention programs and services. | Report on programs |
| | | 79 | Provide professional development for all staff in an effective anti-bullying program. | Identify funding options |
| | | 80 | Research & implement policies and procedures aligned with strengths and weaknesses identified by annual needs assessment. | Coordinate review |
| | | 81 | Publish annual report on website for community and parents about substance abuse. | Create report |

## Role of Human Resources, including professional development, in Operational Plan

| Goal | Obj. | | Operational Plan | Human Resources including professional development |
|------|------|---|------------------|---------------------------------------------------|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Help identify staff with skills and training |
| | | 2 | Provide staff/faculty development on new best practices. | Identify topics |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | | 6 | Create building/district level innovative/technology teams for integrating technology into learning. | Provide representative |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **2** | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | **2.1** | | **Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff.** | |
| | | 10 | Actively recruit a diverse staff for all areas of employment. | Report diversity data for district and buildings |
| | | 11 | Develop a district plan for replacing/infusing diverse staff into the district when vacancies arise. | Create plan |
| | | 12 | Expand job postings to include publications and organizations that target minority populations. | Identify recruitment sources; report usage |
| | | 13 | Participate actively in job fairs that include or are more focused to minority populations. | Locate job fairs; participate as needs show |

| | | | | |
|---|---|---|---|---|
| | **2.2** | | **Curricular and Co-curricular Transformation--Promote respect and appreciation for differences.** | **Human Resources including professional development** |
| | | 18 | Conduct building survey to evaluate the diversity impact (does the building physical appearance reflect diversity?). | Create and administer survey? |
| | **2.3** | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Develop district model for visitation |
| **4** | | | **Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community.** | |
| | **4.1** | | **Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative.** | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Identify funding sources |
| | | 34 | Implement Positive Behavior Instructional Support (PBIS) system and Response to Intervention system for a proactive instructional approach to teaching and improving social behaviors and academic achievement. | Arrange PD |
| | **4.2** | | **Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels .** | |
| | | 37 | Continue to offer summer school at all levels. | Hire highly qualified teachers |
| **5** | | | **Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | |
| | **5.1** | | **Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education.** | |
| | | 41 | Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards. | Identify PD opportunities |
| | | 42 | Provide professional development opportunities for content-specific and grade-specific collaboration related to the implementation of the CCSS. | Identify PD opportunities |

| | | | | |
|---|---|---|---|---|
| | 5.2 | | **Ensure consistent implementation of all curriculum district wide.** | **Human Resources including professional development** |
| | | 46 | Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | Identify PD options |
| 6 | | | **Promote effective leadership at all levels of MPPS.** | |
| | 6.1 | | **District leaders support learning for staff and students.** | |
| | | 58 | Create, publish and share a school improvement plan district wide. | Serve on district SI team to create plan |
| | | 60 | Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). | Participate |
| | | 62 | Maintain a centralized calendar. | Coordinate development |
| 7 | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | 7.1 | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide professional development based on results |
| | 7.2 | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | **Human Resources including professional development** |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Create survey; coordinate administration and analysis |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |
| | | 69 | Develop and launch a teacher and administrator evaluation plan. | Coordinate development; implement and collect results |

| | | | | |
|---|---|---|---|---|
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | **Human Resources including professional development** |
| | | 70 | Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks. | Assist in development and analysis of results |
| | | 72 | Explore the use of social media to collect, track and report comprehensive data regarding the emerging way of connecting and engaging with stakeholders. | Deal with confidentiality issues |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| **8** | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | **8.1** | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | 79 | Provide professional development for all staff in an effective anti-bullying program. | Identify options for bullying PD |
| | | 82 | Research and implement best procedures related to public safety. | Coordinate research on best practices |
| | | 83 | Create committee for transportation (student behavior). | Coordinate committee |
| | **8.2** | | **Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff.** | |
| | | 88 | Work with health insurance agency to develop wellness incentives for faculty and staff. | Coordinate with insurance company |
| | **8.3** | | **Caring School Environment—Implement positive behavior expectations in all schools to create an inviting and supportive learning environment.** | |
| | | 93 | Provide professional development for all adults working with students. | Identify PD opportunities |

## Role of Business Office (including CFO) in Operational Plan

| Goal | Obj. | | Operational Plan | Business Office (including CFO) |
|---|---|---|---|---|
| 1 | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | 1.1 | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Create options for incentive funds |
| | 1.2 | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Create report |
| | | 5 | Identify appropriate funding sources for replacement and acquisition. | Identify options for funding |
| | | 6 | Create building/district level innovative/technology teams for integrating technology into learning. | Provide representative |
| | | 7 | Assess technology needs related to the hardware specifications and basic bandwidth requirements to evaluate which of their existing computers will support the administration of the assessment system for the CCSS in the 2014-15 school year. | Assess needs; create proposal |
| | 1.3 | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| 2 | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | 2.3 | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Allocate money for visitations |
| | 2.4 | | **Institutional Leadership and Commitment-Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 23 | Allocate funds in the budget to support the implementation of a district wide diversity improvement plan including the hiring of a consultant to facilitate the process. | Identify funding options |

| 3 | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | **Business Office (including CFO)** |
|---|---|---|---|---|
| | 3.1 | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 25 | Continue to identify and develop collaborative partnerships to improve efficient use of funds. | Identify/develop partnerships; compile list |
| | | 26 | Establish a target fund balance over a five year period to ensure financial stability of the district. | Identify options |
| | | 27 | Develop and implement a comprehensive five year repair, maintenance and upgrade facilities plan. | Identify funding options |
| | | 28 | Develop and maintain school vehicle replacement plan and monitor ongoing maintenance. | Identify funding options |
| | | 29 | Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | Identify funding options |
| | 3.2 | | **Leverage available resources to advance and support the mission, vision, goals and objectives of the district.** | **Business Office (including CFO)** |
| | | 30 | Consider funding opportunities such as sinking fund, bond issues and enhancement millages. | Create list of opportunities |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions and fees. | Identify opportunities; coordinate grant development |
| 4 | | | **Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community.** | |
| | 4.1 | | **Student achievement on national, state and local tests-- Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative.** | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Identify funding options |
| | 4.2 | | **Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels.** | |
| | | 36 | Provide transitional support from grade to grade and building to building and focus on communication between teacher to teacher and teacher to parent. | Identify funding sources |
| | | 37 | Continue to offer summer school at all levels. | Identify funding sources |
| | | 39 | Continue to offer programs such as AP courses, dual enrollment and tech center classes so all students can reach their full potential. | Provide funding |

| 5 | | | Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. | Business Office (including CFO) |
|---|---|---|---|---|
| | 5.1 | | Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education. | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Identify funding sources |
| | | 41 | Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards. | Identify funding sources |
| | | 42 | Provide professional development opportunities for content-specific and grade-specific collaboration related to the implementation of the CCSS. | Identify funding sources |
| | 5.2 | | Ensure consistent implementation of all curriculum district wide. | |
| | | 44 | Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing. | Participate |
| | | 45 | Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments. | Participate |
| | | 46 | Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | Participate |
| | 5.3 | | Ensure student assessment data is used to guide instruction. | |
| | | 47 | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Participate |
| | | 48 | Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction. These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | Participate |

| | | | | |
|---|---|---|---|---|
| | **5.4** | | **Ensure systems are used to increase student growth and achievement.** | **Business Office (including CFO)** |
| | | 51 | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Participate |
| | | 52 | Increase the number of AP courses and student participation. | Participate |
| | | 53 | Increase the articulation between MPPS and community college and universities to allow high school students to earn college credit. | Identify funding options |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate |
| | **5.5** | | **Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students).** | |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate |
| | | 56 | Provide professional development to teachers and staff for the consistent implementation and management of the "My Plan" system. | Participate |
| **7** | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders | Participate |
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | |
| | | 72 | Explore the use of social media to collect, track and report comprehensive data regarding the emerging way of connecting and engaging with stakeholders. | Identify social media data options |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| | | 74 | Communicate student achievement data to stakeholders— educators, administrators, parents, and community. | Publish on webpage |

| 8 | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | **Business Office (including CFO)** |
|---|---|---|---|---|
| | 8.1 | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | 79 | Provide professional development for all staff in an effective anti-bullying program. | Identify funding options |
| | | 81 | Publish annual report on website for community and parents about substance abuse. | Publish on webpage |
| | 8.2 | | **Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff.** | |
| | | 84 | Improve school nutrition service. | Identify funding sources |
| | | 86 | Market school nutrition information. | Request plan |
| | | 87 | Improve portions/nutrition value and equity for all lunches. | Request improvement |
| | | 88 | Work with health insurance agency to develop wellness incentives for faculty and staff. | Coordinate with insurance company |
| | 8.3 | | **Caring School Environment—Implement positive behavior expectations in all schools to create an inviting and supportive learning environment.** | |
| | | 93 | Provide professional development for all adults working with students. | Identify funding options for PD |

## Role of Information Technology in Operational Plan

| Goal | Obj. | | Operational Plan | Information Technology |
|------|------|------|------------------|------------------------|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Provide representative |
| | | 2 | Provide staff/faculty development on new best practices. | Provide representative |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Provide representative |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | | 6 | Create building/district level innovative/technology teams for integrating technology into learning. | Provide representative |
| | | 7 | Assess technology needs related to the hardware specifications and basic bandwidth requirements to evaluate which of their existing computers will support the administration of the assessment system for the CCSS in the 2014-15 school year. | Provide representative |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Assist with planning |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **3** | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | **3.1** | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 29 | Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | Make list of required repairs and upgrades |

| 5 | | | Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. | Information Technology |
|---|---|---|---|---|
| | 5.1 | | Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education. | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Participate |
| | 5.2 | | Ensure consistent implementation of all curriculum district wide. | |
| | | 44 | Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing. | Participate |
| | | 45 | Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments. | Participate |
| | | 46 | Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | Participate |
| | 5.3 | | Ensure student assessment data is used to guide instruction. | Information Technology |
| | | 47 | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Participate |
| | | 48 | Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction.  These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | Participate |
| | 5.4 | | Ensure systems are used to increase student growth and achievement. | |
| | | 50 | Calculate and report one year gains of academic learning from the on-line computer assessment. | Participate |
| | | 51 | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Participate |
| | 5.5 | | Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students). | |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate |

| 6 | | | **Promote effective leadership at all levels of MPPS.** | **Information Technology** |
|---|---|---|---|---|
| | 6.1 | | **District leaders support learning for staff and students.** | |
| | | 58 | Create, publish and share a school improvement plan district wide | Participate as needed |
| | | 59 | Increase the skills and knowledge of all district stakeholders, supporting appropriate staff development within and among schools. | Participate as needed |
| | | 60 | Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). | Participate as needed |
| | | 61 | Establish staff collaboration teams that meet monthly. | Participate as needed |
| | | 62 | Maintain a centralized calendar. | Participate as needed |

## Role of Special Education in Operational Plan

| Goal | Obj. | | Operational Plan | Special Education |
|---|---|---|---|---|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Provide representative |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Create options for funding |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Assist with planning |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **4** | | | **Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community.** | |
| | **4.1** | | **Student achievement on national, state and local tests-- Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative.** | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Implement |
| | | 33 | Each school will establish and publish school wide measures and benchmarks that focus on conditions for learning and teaching, as well as measures of academic engagement and achievement. | Provide programs |
| | **4.2** | | **Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels.** | |
| | | 35 | Establish a system for identification and support of students with higher levels of need, internally and with community support agencies. | Offer programming |
| | | 36 | Provide transitional support from grade to grade and building to building and focus on communication between teacher to teacher and teacher to parent. | Provide programs |

| 5 | | | **Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | **Special Education** |
|---|---|---|---|---|
| | 5.1 | | **Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education.** | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Participate in work |
| | | 41 | Provide opportunities for faculty and staff to participate in national and state CCSS professional development activities related to the implementation of the Common Core State Standards. | Participate in work |
| | | 42 | Provide professional development opportunities for content-specific and grade-specific collaboration related to the implementation of the CCSS. | Participate in work |
| | 5.2 | | **Ensure consistent implementation of all curriculum district wide.** | **Special Education** |
| | | 43 | Provide support for the role of Professional Study Committee (PSC) to develop pacing guides. | Participate |
| | | 44 | Implement formative computer adaptive assessments district wide in order to capitalize on the required CCSS testing. | Participate |
| | | 45 | Prepare for implementation of the Smarter Balanced Assessment System for mandatory summative assessments and the optional interim assessments. | Participate |
| | | 46 | Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | Participate |
| | 5.3 | | **Ensure student assessment data is used to guide instruction.** | |
| | | 47 | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Participate |
| | | 48 | Leverage the interim assessments provided by the Smarter Balanced Assessment System using the computerized testing system to monitor student progress and make adjustments to instruction.  These interim assessments will provide parents, students and teachers a clearer window on whether students are on track to graduate. | Participate |
| | 5.4 | | **Ensure systems are used to increase student growth and achievement.** | |
| | | 50 | Calculate and report one year gains of academic learning from the on-line computer assessment. | Participate |
| | | 51 | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Participate |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate |

| | | | | Special Education |
|---|---|---|---|---|
| | **5.5** | | **Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students).** | **Special Education** |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate |
| | | 57 | Implement "My Plan" program for all students. | Participate |
| **6** | | | **Promote effective leadership at all levels of MPPS.** | |
| | **6.1** | | **District leaders support learning for staff and students** | |
| | | 60 | Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). | Participate |
| | | 61 | Establish staff collaboration teams that meet monthly. | Participate |
| **7** | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | **7.1** | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |

## Role of Career & Technical Education in Operational Plan

| Goal | Obj. | | Operational Plan | Career & Technical Education |
|---|---|---|---|---|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Provide representative |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Create options for funding |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | | 7 | Assess technology needs related to the hardware specifications and basic bandwidth requirements to evaluate which of their existing computers will support the administration of the assessment system for the CCSS in the 2014-15 school year. | Provide representative |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Assist with planning |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **3** | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | **3.1** | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 25 | Continue to identify and develop collaborative partnerships to improve efficient use of funds. | Identify/develop partnerships |
| | | 29 | Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | Make list of required repairs and upgrades |
| | **3.2** | | **Leverage available resources to advance and support the mission, vision, goals and objectives of the district.** | |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions and fees. | Identify opportunities, coordinate grant development |
| **4** | | | **Ensure all students are achieving academic and social success so they are prepared to achieve a quality life, career and to be a valued member of our community.** | |
| | **4.1** | | **Student achievement on national, state and local tests--Support teachers in the effective implementation of new Common Core State Standards (CCSS) Initiative.** | |
| | | 32 | Align professional development areas with curriculum instruction, technology, state/federal mandates, and staff identified areas. | Implement |

| | | | | | |
|---|---|---|---|---|---|
| | **4.2** | | **Academic underperformance or progress among subgroups of students--Increase emphasis on improving reading and writing across the curriculum at all grade levels.** | **Career & Technical Education** | |
| | | 39 | Continue to offer programs such as AP courses, dual enrollment and tech center classes so all students can reach their full potential. | Supportive programs | |
| **5** | | | **Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | | |
| | **5.1** | | **Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education.** | | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Participate in work | |
| | **5.4** | | **Ensure systems are used to increase student growth and achievement.** | | |
| | | 51 | Ensure that there are systems and programs to support the entire spectrum of students in the district – high achievers to struggling students. | Participate | |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate | |
| | **5.5** | | **Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students).** | | |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate | |
| **7** | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | | |
| | **7.1** | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey | |
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey | |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate | |

| | 7.3 | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | **Career & Technical Education** |
|---|---|---|---|---|
| | | 71 | Increase number of education/business/agency/community partnership projects (including grants) that produce improved outcomes for participants. | Report current and projected options |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |

# Role of Food Service in Operational Plan

| Goal | Obj. | | Operational Plan | Food Service |
|---|---|---|---|---|
| 1 | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | 1.1 | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 2 | Provide staff/faculty development on new best practices. | Provide menu |
| | 1.3 | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| 2 | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | 2.3 | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 22 | Work toward creating a district wide atmosphere that values all students regardless of dimension of diversity by hosting regular diversity events throughout the district quarterly and providing staff with quarterly training opportunities. | Integrate food days |
| 3 | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | 3.1 | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 29 | Develop a plan to implement and maintain technology throughout the district to enhance communication and student achievement. | Make list of required repairs and upgrades |
| 7 | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | 7.1 | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | 7.2 | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |

| | | | | |
|---|---|---|---|---|
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | **Food Service** |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| **8** | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | **8.2** | | **Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff.** | |
| | | 84 | Improve school nutrition service. | Create plan for improvement |
| | | 85 | Provide healthy meals for MPPS that meet state nutritional guidelines and increase participation. | Report on nutrition information |
| | | 86 | Market school nutrition information. | Report school nutrition and menu |
| | | 87 | Improve portions/nutrition value and equity for all lunches. | Create plan for improvement |

## Role of Transportation in Operational Plan

| Goal | Obj. | | Operational Plan | Transportation |
|---|---|---|---|---|
| 1 | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | 1.1 | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 2 | Provide staff/faculty development on new best practices. | Visit with other districts |
| | 1.3 | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| 2 | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | 2.3 | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Implement |
| 3 | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | 3.1 | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 28 | Develop and maintain school vehicle replacement plan and monitor ongoing maintenance. | Identify needs; make recommendations |
| 7 | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | 7.1 | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | 7.2 | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |

| | 7.3 | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | **Transportation** |
|---|---|---|---|---|
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| 8 | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | 8.1 | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | 82 | Research and implement best procedures related to public safety. | Identify best practices |
| | | 83 | Create committee for transportation (student behavior). | Participate in survey development |

# Role of Maintenance in Operational Plan

| Goal | Obj. | | Operational Plan | Maintenance |
|---|---|---|---|---|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **3** | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | **3.1** | | **Make decisions based on sustainable practices that will enhance the capacity of the district to thrive over the long term.** | |
| | | 27 | Develop and implement a comprehensive five year repair, maintenance and upgrade facilities plan. | Identify needs; make recommendations |
| **7** | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | **7.1** | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |

## Role of Athletics in Operational Plan

| Goal | Obj. | | Operational Plan | Athletics--including Boosters |
|---|---|---|---|---|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **2** | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | **2.3** | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Implement |
| **6** | | | **Promote effective leadership at all levels of MPPS.** | |
| | **6.1** | | **District leaders support learning for staff and students.** | |
| | | 62 | Maintain a centralized calendar. | Participate in discussions |
| **7** | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | **7.1** | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |
| | **7.3** | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |

## Role of Students in Operational Plan

| Goal | Obj. | | Operational Plan | Students |
|---|---|---|---|---|
| 1 | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | 1.2 | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | 1.3 | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Secondary students participate |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| 5 | | | **Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | |
| | 5.1 | | **Ensure district is linked/aligned with the Common Core State Standards (CCSS) Initiative as adopted by Michigan Department of Education.** | |
| | | 40 | Enhance role of Professional Study Committee (PSC) to discuss curriculum-related work needed in response to the CCSS and make recommendations for appropriate policy and program curriculum changes including developing or adopting new assessments, modifying curriculum materials, and offering professional development for teachers to ensure that the standards are fully implemented at the classroom level. | Participate |
| | 5.4 | | **Ensure systems are used to increase student growth and achievement.** | |
| | | 52 | Increase the number of AP courses and student participation. | Participate |
| | | 53 | Increase the articulation between MPPS and community college and universities to allow high school students to earn college credit. | Participate |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate |
| | 5.5 | | **Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students).** | |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate |
| | | 57 | Implement "My Plan" program for all students. | Participate |
| 6 | | | **Promote effective leadership at all levels of MPPS.** | |
| | 6.1 | | **District leaders support learning for staff and students.** | |
| | | 60 | Establish a purpose and monthly schedule for district to discuss and address student centered development (achievement, safety behavior, etc.). | Participate |

| 7 | | | Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups. | Students |
|---|---|---|---|---|
| | 7.1 | | Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being. | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | | 66 | Implement a systematic approach to measure student satisfaction. | Survey students |
| | 7.2 | | Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee. | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |
| | 7.3 | | Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback. | |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |

# Role of Parents in Operational Plan

| Goal | Obj. | | Operational Plan | Parents--including PTA/PTO and Boosters |
|---|---|---|---|---|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Provide representative |
| | | 2 | Provide staff/faculty development on new best practices. | Provide representative |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Provide representative |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Assist with planning |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **2** | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | **2.2** | | **Curricular and Co-curricular Transformation--Promote respect and appreciation for differences.** | |
| | | 17 | Examine current curriculum for its value of diversity, mission and equity. | Provide feedback on curriculum |
| | **2.3** | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Implement |
| **3** | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | **3.2** | | **Leverage available resources to advance and support the mission, vision, goals and objectives of the district.** | |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions and fees. | Participate in planning sessions |

| | | | | Parents--including PTA/PTO and Boosters |
|---|---|---|---|---|
| 5 | | | Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students. | Parents--including PTA/PTO and Boosters |
| | 5.4 | | Ensure systems are used to increase student growth and achievement. | |
| | | 52 | Increase the number of AP courses and student participation. | Participate |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate |
| | 5.5 | | Provide individualized student learning experience plans ("My Plan") (high achievers and struggling students). | |
| | | 55 | Develop a system, including processes and tools, to providing individualized student learning experience plans (My Plan). | Participate |
| | | 57 | Implement "My Plan" program for all students. | Participate |
| 6 | | | Promote effective leadership at all levels of MPPS. | |
| | 6.1 | | District leaders support learning for staff and students. | |
| | | 58 | Create, publish and share a school improvement plan district wide. | Serve on SI team to create plan |
| | | 59 | Increase the skills and knowledge of all district stakeholders, supporting appropriate staff development within and among schools. | Participate through PTA/PTO and Boosters |
| | | 63 | Expand alliances with federal representatives, the Michigan legislature, Michigan DOE, and other local organizations or state agencies. | Share information and participate |
| 7 | | | Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups. | |
| | 7.1 | | Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being. | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | 7.2 | | Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee. | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |

| | | | | | |
|---|---|---|---|---|---|
| | **7.3** | | | **Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback.** | **Parents--including PTA/PTO and Boosters** |
| | | | 70 | Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks. | Provide input into development |
| | | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| **8** | | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | **8.1** | | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | | 77 | Provide staff and parent information regarding drug prevention/education, harassment and bullying prevention. | Serve on committee |
| | **8.2** | | | **Health and Wellness--Develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical and emotional development of all students and staff.** | |
| | | | 84 | Improve school nutrition service. | Serve on committee |
| | | | 87 | Improve portions/nutrition value and equity for all lunches. | Work with food service |

## Role of Stakeholders in Operational Plan

| Goal | Obj. | | Operational Plan | Stakeholders--Public Officials and Business, Community |
|---|---|---|---|---|
| **1** | | | **Create an agile and innovative culture of continuous school improvement through the integration of best practices leading to increased achievement for all students.** | |
| | **1.1** | | **Implement and maintain a district professional development plan that integrates 21st century skills into all learning communities.** | |
| | | 1 | Create a District Innovation Challenge Team to identify best practices. | Provide representative |
| | | 2 | Provide staff/faculty development on new best practices. | Provide representative |
| | | 3 | Allocate incentive funds for schools to implement innovative practices. | Provide representative |
| | **1.2** | | **Implement innovative strategies that fully utilize existing and emerging technology.** | |
| | | 4 | Develop a long term technology replacement and acquisition plan. | Assist in the development of a plan |
| | **1.3** | | **Support and invest in opportunities for all stakeholders to identify, research and pilot quality (cutting edge) programs.** | |
| | | 8 | Initiate student learning fairs. | Assist with planning |
| | | 9 | All MPPS buildings and departments will implement and report on one innovative practice annually. | Identify, implement and report on at least one innovative practice |
| **2** | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | **2.1** | | **Representative Diversity--Establish an effective system for recruiting, equipping and retaining a qualified, diverse staff.** | |
| | | 15 | Partner with the Chamber of Commerce to help promote the district. | Identify diversity options |
| | **2.3** | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Implement |
| **3** | | | **Manage financial resources to support instruction and services that sustain a high quality educational experience.** | |
| | **3.2** | | **Leverage available resources to advance and support the mission, vision, goals and objectives of the district.** | |
| | | 30 | Consider funding opportunities such as sinking fund, bond issues and enhancement millages. | Participate in planning sessions |
| | | 31 | Evaluate and enhance opportunities for grants, donations, contributions and fees. | Participate in planning sessions |

| | | | | Stakeholders--Public Officials and Business Community |
|---|---|---|---|---|
| **5** | | | **Provide a comprehensive educational program that encompasses curriculum, instruction and assessment that challenges all students.** | |
| | **5.2** | | **Ensure consistent implementation of all curriculum district wide.** | |
| | | 46 | Provide professional development for teachers, principals, and parents to diagnose and interpret student achievement and growth results from the formative and summative computer adaptive testing. | Participate |
| | **5.3** | | **Ensure student assessment data is used to guide instruction.** | |
| | | 47 | Determine methodology to calculate academic learning gain by measuring beginning of the year test to the end of the year test. | Participate |
| | **5.4** | | **Ensure systems are used to increase student growth and achievement.** | |
| | | 52 | Increase the number of AP courses and student participation. | Participate |
| | | 53 | Increase the articulation between MPPS and community college and universities to allow high school students to earn college credit. | Participate |
| | | 54 | Increase options for identifying and increasing the number of excellent courses. | Participate |
| **6** | | | **Promote effective leadership at all levels of MPPS.** | |
| | **6.1** | | **District leaders support learning for staff and students.** | |
| | | 63 | Expand alliances with federal representatives, the Michigan legislature, Michigan DOE, and other local organizations or state agencies. | Share information and participate |
| **7** | | | **Cultivate a dynamic learning environment for the whole child, focused on growth, inquiry and communications in partnership with employees, parents, students, community members, and organized groups.** | |
| | **7.1** | | **Customer (student) Engagement--Develop strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.** | |
| | | 64 | Conduct annual needs assessment regarding student engagement and publically share results along with district measures and benchmarks. | Provide input in development of survey |
| | **7.2** | | **Workplace Engagement--Create a workplace environment that fosters collaboration and values contributions of every employee.** | |
| | | 67 | Conduct annual needs assessment of workforce engagement and publically share results along with district measures and benchmarks. | Give input in development of survey |
| | | 68 | Improve two-way communication and engagement among educators and other relevant stakeholders. | Participate |

| | | | Stakeholder Engagement--Create opportunities for the district and school to proactively present information to the community while soliciting valuable input and feedback. | Stakeholders--Public Officials and Business Community |
|---|---|---|---|---|
| | 7.3 | | | |
| | | 70 | Conduct annual needs assessment of stakeholder engagement and publically share results along with district measures and benchmarks. | Provide input into development |
| | | 71 | Increase number of education/business/agency/community partnership projects (including grants) that produce improved outcomes for participants. | Participate; initiate networking |
| | | 73 | Convenes school stakeholder committee annually to assess progress and recommend changes. | Participate in meeting |
| 8 | | | **Provide a safe & healthy environment that promotes resilience, responsible citizenship, self-discipline, and personal responsibility.** | |
| | 8.1 | | **Safety—In order for students to learn and excel, they must feel safe in an environment that is supportive of their needs.** | |
| | | 77 | Provide staff and parent information regarding drug prevention/education, harassment and bullying prevention. | Serve on committee |

## Role of Consultant in Operational Plan

| Goal | Obj. | | Operational Plan | Consultant |
|---|---|---|---|---|
| 2 | | | **Create a school climate/environment where students, staff and community recognize and appreciate the diverse attributes and individuality of each other.** | |
| | 2.2 | | **Curricular and Co-curricular Transformation--Promote respect and appreciation for differences.** | |
| | | 18 | Conduct building survey to evaluate the diversity impact (does the building physical appearance reflect diversity?). | Provide professional development and integrate diversity plan |
| | 2.3 | | **Campus Climate--Focus student and staff attention on addressing diversity issues and assuming personal responsibility for promoting respect.** | |
| | | 20 | Develop and implement a home visitation program for students new to the district and transition points. | Provide input on plan |
| | | 22 | Work toward creating a district wide atmosphere that values all students regardless of dimension of diversity by hosting regular diversity events throughout the district quarterly and providing staff with quarterly training opportunities. | Develop integrated plan |

# BALANCED SCORECARD

This Strategic Plan outlines a five year vision to support students from kindergarten through high school that they may achieve success in their careers and life. Progress toward this vision will be measured through performance metrics included in this plan and outlined in a Balanced Scorecard. The balanced scorecard is a strategic planning and management system that is used extensively in business and industry, government and nonprofit organizations worldwide to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals. It was originated by Drs. Robert Kaplan (Harvard Business School) and David Norton as a performance measurement framework that gives administrators strategic performance measures to view a more 'balanced' view of the district's performance. It provides a framework that not only provides performance measurements, but helps the district identify what should be done and measured. It enables administrators and leaders to truly execute their strategies.

When developing a Balanced Scorecard, it is recommended to use a combination of Leading and Lagging Indicators. Kaplan and Norton call these "Performance Drivers" and "Outcome Measures". The lagging indicator, or outcome measure, for the district is student achievement.

## Student Achievement (Lagging Indicator)

Student achievement represents the outcome measurements that define the success of the district. These metrics are typically summative in nature and provide information to diagnose a trend that has started.

"Leading indicators" are powerful, timely, actionable, benchmarked indicators that provide early signals of progress toward the lagging indicator of student achievement. The leading indicators on the scorecard are categorized into four perspectives—(1) the innovation and learning perspective; (2) the internal processes; (3) the resource allocation perspective; and (4) the student/stakeholder perspective. The balanced scorecard suggests that we view the organization from these four perspectives, and to develop metrics, collect data and analyze it relative to each of these perspectives.

| **The Resource Allocation Perspective** | **The Internal Process Perspective** |
|---|---|
| To be successful how do we manage and allocate our human and financial resources? | To satisfy our student/stakeholders, what processes must we excel in? |
| **The Innovation and Learning Perspective** | **The Student/Stakeholder Perspective** |
| To achieve our vision, how will we sustain our ability to change and improve? | To achieve our vision, how do we appear to our customers? |

## The Resource Allocation Perspective

This perspective focuses on creating and maintaining a high performance work environment and toward engaging the workforce to enable it and the district to adapt to change and to succeed. Timely and accurate funding data are a priority.

### The Innovation and Learning Perspective

Innovation is making meaningful change to programs, services, processes, or organizational effectiveness in order to create new value for students and stakeholders. This perspective includes professional development related to both individual and district improvement.  In a knowledge-based organization, people are the main resource.  In a climate of rapid technological change, it is becoming necessary for knowledge workers to be in a continuous learning mode.

### The Internal Processes (Teaching/Learning) Perspective

The key work processes are the most important internal value-creation processes and include educational program and service design and delivery, student and other stakeholder support, and business process.  It refers to the critical internal processes of teaching and learning.  Metrics based on this perspective identify for the district's leadership how well the district and buildings are running.  The metrics center around the essential process related to curriculum and assessments.

### The Student/Stakeholder Perspective

This perspective refers to student and stakeholder satisfaction, dissatisfaction, engagement and relationship building.  It is very important that the district listen to the voice of the customer.  It refers to how the district captures student and stakeholder information.  It is intended to be proactive and continuously innovative so that they capture students' and other stakeholders stated, unstated, and anticipated requirements, expectations and desires.  The goal is a measure of customer and stakeholder engagement.

# Resource Allocation

- Demographic profile of district staff for diversity
- # and type of diversity complaints
- Teacher and staff attendance rates
- General fund balance
- Balanced budget
- Grant Revenue
- New funding opportunities
- $ allocated to facility and vehicle repair, upgrade, maintenance
- # of worker's compensation claims and student accidents

# Internal Processes (Teaching and Learning)

- % schools implement Common Core State Standards (CCSS) Curriculum
  - # subjects linked to CCSS
  - Ratio of pacing guides to subjects
  - # diversity integrated activities
  - % schools using interim assessments for Smarter Balanced Computer adaptive testing
  - Participation in (IEP) Individualized Student Learning Educational Plan meetings
  - Academic learning gains for one year

# Student Achievement

- # of schools making AYP
- EducationYes Grade
- On-time graduation rates
- Dropout Rates
- % students GPA > 4.0, 3.0, 2.0, 1,0
- College/Career Readiness
- Students Proficient on MEAP
- Students Proficient on MEAP-Access
- Students Proficient on MME (Michigan Merit Exam)
- Students Proficient on MI Access
- Students Performance on Local Assessments
- Gaps by demographic variable
- $ allocated to facility and vehicle repair, upgrade and maintenance
- # of worker's compensation claims and student accidents

# Innovation and Learning Perspective

- $ amount of carryover for professional development
- Faculty/staff participation in PD
- # district sponsored diversity related training activities
- # and activity of diversity building champions
- # and activity of staff collaboration teams
- # and activity of building teams to discuss student achievement and behavior issues
- Annual report of relevant technology inventory
- $ Funds for technology replacement and acquisition
- # innovative practices and buildings implementing innovative programs
- # innovative programs implemented by school

# Student/ Stakeholder Perspective

- % employees perception of climate and environment via survey
- Employee job satisfaction
- # students with Individualized Learning Plans ("My Plan")
- Student survey engagement, environment,, food service and safety
- # student participating in learning fairs
- Student attendance
- # disruptive and suspensions
- Co-Curricular (athletics, fine arts, clubs) participation and diversity
- District leadership published data for community
- Survey results of stakeholder engagement, environment, food service, and safety
- PTA membership and participation
- Parent and student satisfaction food service
- Local press # stories; % favorable
- # events with public officials
- Alliances with MDE
- # firms/agencies donating equipment and time

## Balanced Scorecard Metrics Linked to Strategic Objectives

| | | | Student Achievement | Link to Strategic Objectives |
|---|---|---|---|---|
| **I** | | | **Student Results** | **4.1** |
| | **1** | | **Meeting Standards** | **4.1** |
| | | 1 | # of schools making AYP | 4.1 |
| | | 2 | EducationYes Grade | 4.1 |
| | **2** | | **Graduation and Dropout Rates** | **4.1** |
| | | 3 | On-time graduation rates | 4.1 |
| | | 4 | Dropout Rates | 4.1 |
| | **3** | | **Classroom Performance** | **4.1** |
| | | 5 | % students GPA > 4.0, 3.0, 2.0, 1,0 | 4.1 |
| | **4** | | **College/Career Readiness** | **4.1** |
| | | 6 | ACT Composite Score | 4.1 |
| | | 7 | ACT College Readiness Benchmarks | 4.1 |
| | | 8 | AP enrollment and tests taken/passed | 4.1, 5.4 |
| | | 9 | # students earning CTE credentials | 4.1 |
| | **5** | | **Students Proficient on MEAP** | **4.1** |
| | | 10 | Mathematics (Grades 3,4,5,6,7,8) | 4.1 |
| | | 11 | Reading (Grades 3,4,5,6,7,8) | 4.1 |
| | | 12 | Writing (Grades 5,8) | 4.1 |
| | | 13 | Science (Grades 5,8) | 4.1 |
| | | 14 | Social Studies (grades 6, 9) | 4.1 |
| | **6** | | **Students Proficient on MEAP-Access** | **4.1** |
| | | 15 | Mathematics (Grades 3,4,5,6,7,8) | 4.1 |
| | | 16 | Reading (Grades 3,4,5,6,7,8) | 4.1 |
| | | 17 | Writing (Grades 5,8) | 4.1 |
| | | 18 | Science (Grades 5,8) | 4.1 |
| | | 19 | Social Studies (grades 6, 9) | 4.1 |
| | **7** | | **Students Proficient on MME (Michigan Merit Exam)** | **4.1** |
| | | 20 | Math (Grade 11) | 4.1 |
| | | 21 | Reading (Grade 11) | 4.1 |
| | | 22 | Writing (Grade 11) | 4.1 |
| | | 23 | Science (Grade 11) | 4.1 |
| | | 24 | Social Studies (Grade 11) | 4.1 |
| | **8** | | **Students Proficient on MI--Access** | **4.1** |
| | | 25 | MI-Access Participation English Language Arts | 4.1 |
| | | 26 | MI-Access Participation Mathematics | 4.1 |
| | | 27 | MI-Access Participation Science | 4.1 |
| | | 28 | MI-Access Supported Independence English Language Arts | 4.1 |
| | | 29 | MI-Access Supported Independence Mathematics | 4.1 |
| | | 30 | MI-Access Supported Independence Science | 4.1 |
| | | 31 | MI-Access Functional Independence English Language Arts | 4.1 |
| | | 32 | MI-Access Functional Independence Mathematics | 4.1 |
| | | 33 | MI-Access Functional Independence Science | 4.1 |

| | 8 | | Students Performance on Local Assessments | 4.1 |
|---|---|---|---|---|
| | | 34 | Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | 4.1 |
| | | 35 | Developmental Reading Assessment (DRA-2) | 4.1 |
| | | 36 | Michigan Literacy Progress Profile (MLPP) | 4.1 |
| | | 37 | Standardized Test for the Assessment of Reading (STAR Reading) | 4.1 |
| | | 38 | Standardized Test for the Assessment of Math (STAR Math) | 4.1 |
| | | 39 | Math in Focus Chapter Tests | 4.1 |
| | | 40 | Writing (narrative & international) | 4.1 |
| | | 41 | Sitton Spelling and Word Skills | 4.1 |
| | | 42 | Kaufman Test of Educational Achievement (KTEA) (Title I) | 4.1 |
| II | | | Performance Gaps | 4.2 |
| | | 43 | Gaps by demographic variable | 4.2 |

| RESOURCE ALLOCATION PERSPECTIVE | | | | Link to Strategic Objectives |
|---|---|---|---|---|
| I | | | Human Resources | 2.1, 7.2 |
| | | 44 | Demographic profile of district staff for diversity | 2.1 |
| | | 45 | # and type of diversity complaints | 2.1 |
| | | 46 | Teacher and staff attendance rates | 7.2 |
| II | | | Financial  Resources | 3.1, 8.1 |
| | | 47 | General fund balance | 3.1 |
| | | 48 | Balanced budget | 3.1 |
| | | 49 | Grant Revenue | 3.1 |
| | | 50 | New funding opportunities | 3.2 |
| | | 51 | $ allocated to facility and vehicle repair, upgrade, maintenance | 3.1 |
| | | 52 | # of worker's compensation claims and student accidents | 8.1 |

| | | | INNOVATION AND LEARNING PERSPECTIVE | Link to Strategic Objectives |
|---|---|---|---|---|
| **I** | | | **Faculty and Staff Learning** | |
| | **1** | | **District Professional Development** | **1.1; 2.4; 6.1** |
| | | 53 | $ amount of carryover for professional development | 1.1 |
| | | 54 | Faculty/staff participation in PD | 1.1 |
| | | 55 | # district sponsored diversity related training activities | 2.4 |
| | | 56 | # and activity of diversity building champions | 2.4 |
| | | 57 | # and activity of staff collaboration teams | 6.1 |
| | | 58 | # and activity of building teams to discuss student achievement and behavior issues | 6.1 |
| **II** | | | **Innovation** | **1.2; 1.3; 5.4; 2.2** |
| | **2** | | **Technology** | **1.2** |
| | | 59 | Annual report of relevant technology inventory | 1.2 |
| | | 60 | $ funds for technology replacement  and acquisition | 1.2; 3.1 |
| | **3** | | **Innovative Practices** | **1.3, 5.4, 2.2** |
| | | 61 | # innovative practices and buildings implementing innovative programs | 1.3 |
| | | 62 | # innovative programs implemented by school | 1.3 |
| | | 63 | Extent of Response to Intervention(RtI) implementation | 5.4 |
| | | 64 | # schools implementing diversity curriculum, such as, American Indian Boarding School Curriculum | 2.2 |

| | | | INTERNAL PROCESSES (Teaching/Learning) PERSPECTIVE | Link to Strategic Objectives |
|---|---|---|---|---|
| **I** | | | **Curriculum** | **2.2, 5.1, 5.2, 6.2** |
| | | 65 | % schools implement Common Core State Standards (CCSS) curriculum | 5.1 |
| | | 66 | # subjects linked to CCSS | 5.1 |
| | | 67 | Ratio of pacing guides to subjects | 5.2 |
| | | 68 | # diversity integrated activities | 2.2; 6.2 |
| **II** | | | **Assessment** | **5.2; 5.3** |
| | | 69 | % schools using interim assessments for Smarter Balanced computer adaptive testing | 5.2 |
| | | 70 | Participation in (IEP) Individualized Student Learning Educational Plan meetings | 5.3 |
| | | 71 | Academic learning gains for one year | 5.3 |
| | | | **STUDENT/STAKEHOLDER PERSPECTIVE** | **Link to Strategic** |

| | | | | Objectives |
|---|---|---|---|---|---|
| **I** | | | **Employee Climate and Environment** | **2.3; 7.2; 8.3** |
| | | 72 | % employees perception of climate and environment via survey | 2.3; 8.3 |
| | | 73 | Employee job satisfaction | 2.3; 7.2 |
| **II.** | | | **Student Engagement and Environment** | **1.3; 2.2; 5.5; 7.1; 8.1; 8.2; 8.3** |
| | | 74 | # students with Individualized Learning Plans ("My Plan") | 5.5 |
| | | 75 | Student survey engagement, environment, food service, and safety | 7.1; 8.1; 8.2; 8.3 |
| | | 76 | # student participating in learning fairs | 1.3 |
| | | 77 | Student attendance | 7.1 |
| | | 78 | # disruptive and suspensions | 7.1, 8.1 |
| | | | ▪ physical fighting | |
| | | | ▪ carrying a gun/knife or other weapon at school | |
| | | | ▪ Incidents of bullying, threats, insubordination | |
| | | | ▪ Students suspended (in-school and out-of-school) | |
| | | 79 | Co-Curricular (athletics, fine arts, clubs) participation and diversity | 7.1; 2.2 |
| | | | **#MPPS athletics** | **7.1** |
| | | | Fall Sports | 7.1 |
| | | | Cross country | 7.1 |
| | | | Football | 7.1 |
| | | | Golf | 7.1 |
| | | | Sideline Cheer | 7.1 |
| | | | Soccer | 7.1 |
| | | | Swimming | 7.1 |
| | | | Tennis | 7.1 |
| | | | Volleyball | 7.1 |
| | | | Winter Sports | 7.1 |
| | | | Basketball | 7.1 |
| | | | Competitive Cheer | 7.1 |
| | | | Bowling | 7.1 |
| | | | Hockey | 7.1 |
| | | | Ski | 7.1 |
| | | | Wrestling | 7.1 |
| | | | Spring Sports | 7.1 |
| | | | Baseball | 7.1 |
| | | | Golf | 7.1 |
| | | | Soccer | 7.1 |
| | | | Softball | 7.1 |
| | | | Tennis | 7.1 |
| | | | Track | 7.1 |
| | | | Fine Arts | 7.1 |
| | | | Clarion Choir | 7.1 |
| | | | Color Guard | 7.1 |
| | | | Concert Choir | 7.1 |

| | | | | |
|---|---|---|---|---|
| | | | Plays | 7.1 |
| | | | Concert Band | 7.1 |
| | | | Jazz Band | 7.1 |
| | | | Chamber Singers | 7.1 |
| | | | Marching Band | 7.1 |
| | | | Musical Production | 7.1 |
| | | | Pep Band | 7.1 |
| | | | Play Production | 7.1 |
| | | | String Orchestra | 7.1 |
| | | | Symphonic Wind Ensemble | 7.1 |
| | | | **Clubs** | **7.1** |
| | | | Art Club | 7.1 |
| | | | Business Professionals of America | 7.1 |
| | | | Chess Club | 7.1 |
| | | | Culinary Cooks | 7.1 |
| | | | H.O.S.A. | 7.1 |
| | | | Key Club | 7.1 |
| | | | M.I.T.E.S. | 7.1 |
| | | | National Art Honor Society | 7.1 |
| | | | National Honor Society | 7.1 |
| | | | National Vocational-Technical Honor Society | 7.1 |
| | | | National Helpers | 7.1 |
| | | | Quiz Bowl | 7.1 |
| | | | Saginaw Ojibwe Anishnabe Youth Leadership Council | 7.1 |
| **III.** | | | **Stakeholder Engagement** | |
| | **1** | | **Stakeholder Engagement** | **6.1; 7.3; 8.1; 8.2; 8.3** |
| | | 80 | District leadership published data for community | 6.1 |
| | | 81 | Survey results of stakeholder engagement, environment, food service, and safety | 7.3; 8.1; 8.2; 8.3 |
| | **2** | | **Parent Engagement** | **7.3; 8.2** |
| | | 82 | PTA membership and participation | 7.3 |
| | | 83 | Parent and student satisfaction food service | 8.2 |
| | **3** | | **Community Engagement** | **7.3** |
| | | 84 | Local press # stories; % favorable | 7.3 |
| | **4** | | **Public Officials and MDE Engagement** | **6.1; 7.3** |
| | | 85 | # events with public officials | 7.3 |
| | | 86 | Alliances with MDE | 6.1 |
| | **5** | | **Business Engagement** | **7.3** |
| | | 87 | # firms/agencies donating equipment and time | 7.3 |