

2025/2026 NWCS D Superintendent Goals

Goal 1	<i>Improve Student Attendance and Reduce Chronic Absenteeism</i>
SMART Goal	By the end of the 2025–26 school year, the superintendent will lead the district in implementing a comprehensive attendance improvement initiative to reduce chronic absenteeism (students missing 10% or more of instructional days) across all schools.
Measurement and Data Collection	• Decrease the districtwide chronic absenteeism rate by at least 10% from the 2024–25 baseline. • Increase the percentage of students attending 90% or more of instructional days by at least 5 percentage points. • Ensure that each school site implements at least two targeted attendance improvement strategies (e.g., family outreach, attendance incentives, early warning system monitoring, establishment of school attendance teams).
Achievable	The district will establish school based Attendance Teams to review attendance data monthly, identify root causes, monitor progress, and establish outreach efforts. School leaders will receive regular data reports and coaching on evidence-based interventions.
Relevant	Improving student attendance supports all district priorities — academic success, equity, and student well-being. Consistent attendance is foundational to closing opportunity gaps and ensuring students are on track to meet learning goals.

Time-Bound

Baseline data: Collected October 2025

Mid-year review: February 2026

Final evaluation: June 2026

Goal 2	<i>Support and Strengthen Superintendent/Board Collaboration and Capacity to Understand and Use Educational Data for Informed Decision Making</i>
SMART Goal	By the end of the school year, the superintendent and staff will lead the school board through a structured learning plan to improve their understanding of key educational data, including student achievement, growth, attendance, and college/career readiness indicators.
Measurement and Data Collection	• At least three board work sessions (one per trimester) will be conducted focusing on specific data sets (e.g., state assessment results, early literacy data, graduation and on-track indicators, attendance trends, understanding programmatic decision-making, etc). • Board members will complete pre- and post-assessments measuring their comfort and accuracy in interpreting data reports. • Average board member self-assessed confidence in interpreting student data will increase by at least 30% from baseline to year-end.
Achievable	Sessions will be built into regular board study sessions or retreats, facilitated by the superintendent and/or district instructional leaders. Short, accessible data summaries will accompany each session to reinforce learning.
Relevant	Strengthening the board's data literacy directly supports the district's strategic goals of improving student outcomes and ensures governance decisions are informed by accurate, shared understanding of student performance.

Time-Bound	Goal period: November 2025 – June 2026 • Baseline Assessment - November 2025 • Progress Checks - February and April 2026 • End of Year Assessment - June 2026
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Goal 3	<i>Strengthen and Measure the Student Experience</i>
SMART Goal	By the end of the 2025–26 school year, the superintendent will lead the district in improving students’ overall school experience by measuring and increasing positive responses in three key areas: 1. Students report having at least one trusted adult at school. 2. Students perceive discipline practices as fair and equitable. 3. Students report that their classes are academically challenging and engaging.
Measurement and Data Collection	• Conduct a student experience survey (YouthTruth Survey - baseline spring 2025; follow-up spring 2026) for grades 3–12. • Increase the percentage of positive responses in each key area by at least 5 percentage points over baseline. • Ensure 100% of schools review their student experience data and identify at least one actionable strategy per area to improve.
Achievable	Each school will receive its own access to the YouthTruth dashboard and be supported through leadership coaching, professional learning, and sharing of best practices in building relationships, equitable discipline, and rigorous instruction.

Relevant	This goal aligns directly with district priorities of belonging, equity, and academic excellence. When students feel connected, respected, and appropriately challenged, they are more likely to attend regularly, engage deeply, and achieve at higher levels.
Time-Bound	Goal period: April 2025 – June 2026 • Baseline survey: April 2025 • Data reflection: October 2026 • Administer annual survey: April 2026 • Goal evaluation and reflection: June 2026