

District Improvement Plan

School Year: 2010

District Name: Northville Public Schools

Intermediate School District: Wayne RESA

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Dr. Leonard Rezmierski

Building Code: 82390

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Northville Public Schools
ISD/RESA:	Wayne RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	82390
City:	Northville
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The Vision Statement describes what we hope to become and inspires us to stretch toward these possibilities.

We strive for a school community where:

- students exercise initiative and expect success
- graduates are prepared to meet life's challenges and to serve others
- families, staff and community work in close partnership
- teachers are educational leaders
- respect for individuals is demonstrated.

Mission Statement

The Mission of the Northville Public Schools, a district committed to excellence, is to ensure opportunities for students to demonstrate skills, knowledge and attitudes for achieving personal success and for becoming responsible citizens in partnership with parents, staff and community in a caring, challenging environment.

Additionally, Northville Public Schools has established an Overarching Goal with a focus on Student Learning that serves as a driving force in our work:

"All students will successfully complete each grade level and/or course taken, demonstrating proficiency on local and state assessments."

In order to help achieve the overarching District Goal, best practice, research and the following critical questions will guide curriculum, assessment, and intervention in every school and school improvement plan:

- * What is it we expect learners to learn/be able to do?
- * How will we know if they've learned it?
- * How will we respond if they haven't?
- * How will we respond if they've already learned it?

Beliefs Statement

We believe:

- Student learning is our highest priority,
- every person has unlimited potential for learning,
- people need to learn throughout their lives,
- people learn in different ways, at different rates and at different times,
- self-esteem is essential for success, and success builds self-esteem,
- in the value of the individual,
- educated citizens are essential to our democratic society,
- the quality of life in our community is directly related to the quality of our schools,
- community trust and support are required for quality education, and
- education is the shared responsibility of students, parents, staff and community.
- Learning begins at birth and quality early childhood experiences lay the foundation for academic success.

Goals

ID	Name	Development Status	Progress Status
10647	English Language Arts Proficiency	Approved	Open
17263	Mathematics Proficiency	Approved	Open
17280	Quality Contributor	Approved	Open

Goal 1: English Language Arts Proficiency

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in reading and writing.

Gap Statement : When considering the percent of students proficient in reading, approximately 16.5% of first graders have not achieved the 1st grade text level benchmark for reading at the independent level; and 16.5% of 2nd graders have not achieved the 2nd grade text level benchmark for reading at the independent level. A review of MEAP scores in grades 3-8 shows a gap between proficient and below proficient ranging from 2% to 5% of students below proficient. A review of the Spring '09 Michigan Merit Exam (11th grade) indicates that 13% of 11th graders are below proficiency in Reading.

When considering the percent of students proficient in writing for the last available MEAP writing scores (Fall '08), there is a gap between proficient and below proficient scores ranging from 13% to 25% of students below proficiency in grades 3-5 and a range of 7% to 9% below proficient in grades 6-8. A review of the Spring '09 Michigan Merit Exam (11th grade) indicates that 23% of students are below proficiency in writing.

Further, the January, 2010 Report of the Quality Assurance Team notes a recommendation to "Expand the current assessment system by incorporating additional formative and alternative methods for measuring student progress. The team recommends an initiative be put in place that promotes the value and credibility of formative methods, establishes a common language, and deepens understanding of how data can be used at all levels (e.g., district, department, school, teacher, student) to inform instructional practice and improve learning."

Cause for Gap : Additional analysis of assessment data indicates that informational reading is an area that is especially challenging. Schools have also reviewed their writing data, and have determined the following areas of challenge in writing: writing to a prompt vs. other forms of writing, a need for more direct instruction in prompt writing, improving editing and revising skills, use of 6 + 1 traits, and the use of graphic organizers during Writer's Workshop. On the Michigan Merit Exam, 11th graders had difficulty with the Writing Process and Purpose and Audience.

Additionally, instructional and intervention practices vary somewhat from building to building and/or classroom to classroom.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP data; Developmental Reading Assessment (DRA2); MME data;

Local writing assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We are implementing use of Northwest Evaluation Association (NWEA) Measures of Progress for assessment in grades 1-7 and will use this assessment, along with DRA, MEAP/MME data, to monitor progress with the goal of all students achieving their target growth in reading on the NWEA Measures of Progress (MAP) or MAP for Primary Grades (Grade 1).

In writing, in addition to local assessments at the building level and the MME and ACT + Writing assessments in 11 grade, the Fall '09 MEAP will provide baseline data for writing in 4th and 7th grade when the new MEAP writing assessment is administered.

Contact Name : Mary Kay Gallagher

List of Objectives:

ID	Objective
10425	All students will meet or exceed their individual growth target in reading as measured by the NWEA Measures of Progress (MAP or MAP for Primary Grades) by June, 2012.
20206	All students will be proficient in writing as measured by the MEAP writing assessment in grades 4 and 7, and the MME Writing assessment in Grade 11 by June, 2014.

1.1. Objective: Reading Proficiency Objective

Measurable Objective Statement to Support Goal : All students will meet or exceed their individual growth target in reading as measured by the NWEA Measures of Progress (MAP or MAP for Primary Grades) by June, 2012.

List of Strategies:

ID	Strategy	Locked By
10425	District Staff across grade levels will collaborate through content area committee work in ELA, Science, Social Studies, Technology, and World Language to increase understanding of grade level content standards, and instructional and formative assessment strategies for the GLCEs, including those that support reading of narrative and non-narrative text.	
10425	The district will implement use of NWEA assessment in reading (and math) three times per year in grades 1 (MAP for primary grades) and grades 2-7 (MAP). Additionally, the Language Arts assessment will be given at least once per year. In 8th grade, the District will administer the ACT/EXPLORE assessment in late November/early December.	
10425	Staff will evaluate and utilize grade level assessment data to identify individuals requiring interventions at tiers 1, 2, or 3, and implement research-based instruction at appropriate challenge levels for students based on assessment performance. Strategies for small group targeted reading instruction, based on individual student assessment data include: -Strategies from Foundation of Analysis, Synthesis, and Translation -F.A.S.T. training; Sheltered	

	Instruction Observation Protocol -SIOP: Making Content Comprehensible for English Language Learners; Readers' Workshop framework, guided reading, retelling, use of leveled reading materials, Read Naturally, fluency phrasing practice, Making Meaning. - This strategy includes the following activities: Push in and pull out targeted Tier 2 Reading Intervention provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher at Amerman, Moraine, Silver Springs, and Meads Mill schools (.5 of all Title I funding) Intervention support- support and refine Response to Intervention practices at the elementary and secondary level through Intervention Facilitators, restructuring of Child Study processes to better support targeted intervention.	
10425	The District will provide F.A.S.T. (Foundations of Analysis, Synthesis, and Translation) training to identified learning consultants special education teachers at the middle school level, as well as continuing to support implementation of F.A.S.T. strategies at the elementary and middle school levels.	
10425	The District will allocate resources for teachers to attend professional development workshops that support District and building level goals in the area of English/Language Arts to increase teachers' repertoire of research-based instructional and assessment strategies.	

1.1.1. Strategy: Cross Grade/District Collaborative Work

Strategy Statement: District Staff across grade levels will collaborate through content area committee work in ELA, Science, Social Studies, Technology, and World Language to increase understanding of grade level content standards, and instructional and formative assessment strategies for the GLCEs, including those that support reading of narrative and non-narrative text.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

Shared leadership and collaboration are essential if change is to be effectively implemented and sustained. (Fullan, 1991; Whitford, 2000, Corallo and McDonald, 2002; Rosenholts, 1989)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet in cross Grade and/or District Collaborative Content Area work related to instructional and assessment strategies focused on the GLCEs, HSCEs, and/or MMC in the following areas: ELA: Elem - 2 days x 12 teachers; Middle School - 3 days x 12 teachers; High School - 2 days x 12 teachers (Total of 70 sub days x \$100/day-\$7000) Science: Elem - 2 days x 13 teachers; Middle School - 4 days x 12 teachers; High School - 2 days x 9 teachers. (Total of 84 sub days - \$8400) Social Studies: Elem - 3 days x 15 teachers; Middle School - 3 days x 10 teachers; High School - 2 days x 9 teachers. (Total of 93 sub days - \$9300) Technology: Elem - 1 day x 6 teachers; Middle School - 2 days x 4 teachers; High School - 2 days x 6 teachers. (Total of 26 sub days - \$2600) World Language: Secondary: 3 days x 6 teachers (\$1800) Testing/Assessment Review Committee: 3 days x 5 teachers (\$1500)	08/31/2010	06/30/2011	Janice Henderson, Curriculum Coordinator Content Area/Content Advisory Team Committee Members
Michigan Environment Education Curriculum Support (MEECS) Science Unit professional development for 7th grade teachers.	11/03/2010	06/18/2011	Janice Henderson, Curriculum Coordinator Science Committee members Middle School Principals

1.1.1.1. Activity: Collaborative Content Area Work

Activity Description: Teachers will meet in cross Grade and/or District Collaborative Content Area work related to instructional and assessment strategies focused on the GLCEs, HSCEs, and/or MMC in the following areas:

ELA: Elem - 2 days x 12 teachers; Middle School - 3 days x 12 teachers; High School - 2 days x 12 teachers (Total of 70 sub days x \$100/day-\$7000)

Science: Elem - 2 days x 13 teachers; Middle School - 4 days x 12 teachers; High School - 2 days x 9 teachers. (Total of 84 sub days - \$8400)

Social Studies: Elem - 3 days x 15 teachers; Middle School - 3 days x 10 teachers; High School - 2 days x 9 teachers. (Total of 93 sub days - \$9300)

Technology: Elem - 1 day x 6 teachers; Middle School - 2 days x 4 teachers; High School - 2 days x 6 teachers. (Total of 26 sub days - \$2600)

World Language: Secondary: 3 days x 6 teachers (\$1800)

Testing/Assessment Review Committee: 3 days x 5 teachers (\$1500)

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator
Content Area/Content Advisory Team Committee Members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers for Collaborative Work	Title II Part A	30,600.00	0.00

1.1.1.2. Activity: MEECS Science Training - 7th grade

Activity Description: Michigan Environment Education Curriculum Support (MEECS) Science Unit professional development for 7th grade teachers.

Activity Type: None

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator
Science Committee members
Middle School Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 11/03/2010, End Date - 06/18/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MEECS Training	Title II Part A	380.00	0.00

1.1.2. Strategy: NWEA + ACT EXPLORE Assessment Implementation/Professional Development

Strategy Statement: The district will implement use of NWEA assessment in reading (and math) three times per year in grades 1 (MAP for primary grades) and grades 2-7 (MAP). Additionally, the Language Arts assessment will be given at least once per year. In 8th grade, the District will administer the ACT/EXPLORE assessment in late November/early December.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

(2007) Felding, L., Kerr, N. & Rosier, P. Annual Growth for All Students, Catch Up Growth for Those Who are Behind. New Foundation Press: Kennewick, WA.

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

(2007) National Study of School Evaluation, R & D Division of AdvancEd, Schaumburg, IL.

Core Task 1 - Ensure Desired Results- Monitoring Performance

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
NWEA Professional Development as noted under Reading Proficiency Goal: MAP administration and data analysis training provided by NWEA, two groups of 40 staff each will be training in MAP administration, as well as take part in the following workshops: August/September 2010 - Introductory training November, 2010: "Stepping Stones to Using Data" Attendees gain an understanding of the reports available after testing. This workshop provides an opportunity for staff members, including the District Leadership Team, to take a look at their data, learn to interpret data, and develop a common vocabulary to facilitate communication. Cost = \$3200 x 2 groups of 40 = \$6400; March,	08/31/2010	06/30/2011	Mary K. Gallagher, Asst. Supt. Janice Henderson, Curriculum Coordinator Building Principals Testing Committee

<p>2010: " Climbing the Data Ladder" - Attendees learn to apply the information available on reports to their instructional practices. Participants learn how to use the test results to differentiate instruction, form flexible groups, and develop strategies to ensure instruction meets the needs of every student, including those who need additional challenge and rigor. Cost = \$3200 x 2 groups of 40 = \$6400 Additionally, the core leadership team/training group will meet following this professional development to debrief and develop the plan for building level follow up and training for the balance of staff. ACT/EXPLORE professional development will be provided in November, 2010 for 8th grade teachers and other staff as appropriate, with a follow up one hour professional development session in late January to analyze results. (Included by ACT with the per student cost for testing.)</p>			<p>members</p>
<p>Revised screening processes for the Alternative Learning Program for Students (ALPS) and placement into advanced programming at the middle school level, given consideration to the NWEA assessment information.</p>	<p>07/01/2010</p>	<p>12/30/2010</p>	<p>Janice Henderson, Curriculum Coordinator Testing and Screen Committee members</p>

1.1.2.1. Activity: NWEA/ ACT EXPLORE Professional Development

Activity Description: NWEA Professional Development as noted under Reading Proficiency Goal:

MAP administration and data analysis training provided by NWEA, two groups of 40 staff each will be training in MAP administration, as well as take part in the following workshops:

August/September 2010 - Introductory training

November, 2010: "Stepping Stones to Using Data" Attendees gain an understanding of the reports available after testing. This workshop provides an opportunity for staff members, including the District Leadership Team, to take a look at their data, learn to interpret data, and develop a common vocabulary to facilitate communication.

Cost = \$3200 x 2 groups of 40 = \$6400;

March, 2010: " Climbing the Data Ladder" - Attendees learn to apply the information available on reports to their instructional practices. Participants learn how to use the test results to differentiate instruction, form flexible groups, and develop strategies to ensure instruction meets the needs of every student, including those who need additional challenge and rigor.

Cost = \$3200 x 2 groups of 40 = \$6400

Additionally, the core leadership team/training group will meet following this professional development

to debrief and develop the plan for building level follow up and training for the balance of staff.

ACT/EXPLORE professional development will be provided in November, 2010 for 8th grade teachers and other staff as appropriate, with a follow up one hour professional development session in late January to analyze results. (Included by ACT with the per student cost for testing.)

Activity Type: Revised

Planned staff responsible for implementing activity: Mary K. Gallagher, Asst. Supt.

Janice Henderson, Curriculum Coordinator

Building Principals

Testing Committee members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
NWEA Professional Development	Title II Part A	12,800.00	0.00

1.1.2.2. Activity: Revise Screening Process for Advanced Programming

Activity Description: Revised screening processes for the Alternative Learning Program for Students (ALPS) and placement into advanced programming at the middle school level, given consideration to the NWEA assessment information.

Activity Type: None

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator

Testing and Screen Committee members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 12/30/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers for Committee meetings	Already allocated	0.00	0.00

1.1.3. Strategy: Tiered Response to Intervention - Reading Support

Strategy Statement: Staff will evaluate and utilize grade level assessment data to identify individuals requiring interventions at tiers 1, 2, or 3, and implement research-based instruction at appropriate challenge levels for students based on assessment performance.

Strategies for small group targeted reading instruction, based on individual student assessment data include:

-Strategies from Foundation of Analysis, Synthesis, and Translation -F.A.S.T. training; Sheltered Instruction Observation Protocol -SIOP: Making Content Comprehensible for English Language Learners; Readers' Workshop framework, guided reading, retelling, use of leveled reading materials, Read Naturally, fluency phrasing practice, Making Meaning.

- This strategy includes the following activities:

Push in and pull out targeted Tier 2 Reading Intervention provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher at Amerman, Moraine, Silver Springs, and Meads Mill schools (.5 of all Title I funding)

Intervention support- support and refine Response to Intervention practices at the elementary and secondary level through Intervention Facilitators, restructuring of Child Study processes to better support targeted intervention.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Arlington, R. (2009) What Really Matters in Response to Intervention: Research-based Designs. Boston, MA: Pearson.

Arlington, R. (2006) What Really Matters in for Struggling Readers: Designing Research-based Designs. Boston, MA: Pearson.

Fountas, I. and Pinnell, G. (2006) Guided Reading. Portsmouth, NH: Heinemann.

Nunlev, K.F. (2004) Layered Curriculum, second edition. Kearney, NE: Morris Publishing.

DuFour, DuFour, Eaker (2008) Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. Bloomington, IN:Solution Tree Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
<p>Push in and pull out Tier 2 Reading Interventions provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher: Amerman Elementary: 2.3 hours per day allocated to math and reading: Salary = \$7076.00 + Benefits $\\$2976.00 = \\$10052.00 / 2 =$ total of \$5031 for Reading Interventions Moraine Elementary: 4.3 hours per day allocated to math and reading: Salary = \$10634.00 + Benefits $\\$4472.00 = \\$15106.00 / 2 =$ total of \$7553 for Reading Interventions Silver Springs Elementary: 1.3 FTE allocated to math and reading: Salary = \$25470.00 + Benefits $\\$10712.00 = \\$36182.00 / 2 =$ total of \$18091.00 for Reading Interventions Meads Mill Middle School: 1.0 FTE per day allocated to math and reading: Salary = \$22768.00 + Benefits $\\$9576.00 = \\$32344 / 2 =$ total of \$16172.00 for Reading Interventions</p>	09/07/2010	06/16/2011	Dr. Steve Anderson, Principal, Amerman Elementary School Ms. Denise Bryan, Principal, Moraine Elementary School Mr. Scott Snyder, Principal, Silver Springs Elementary School Dr. Sue Meyer, Principal, Meads Mill Middle School
<p>Continue to support and refine Response to Intervention practices at the elementary level through the continuation of regular district level Intervention Facilitator meetings. Support and refine Response to Intervention practices at the secondary level through collaborative work with building principals and staff focused on tiers of intervention, including the restructuring of existing child study practices.</p>	08/31/2010	06/30/2011	Building Principals Intervention Facilitators Lynne Mossoian, Director of Special Services Building Intervention Team members Mary K. Gallagher, Asst. Supt. for Instruction
<p>Provide training in the SIOP (Sheltered Instruction Observation Protocol) Model: Making Content Comprehensible for ELLs (English Language Learners) as well as to increase teachers' repertoire of reading strategies to meet the needs of all students.</p>	06/21/2010	09/30/2011	Rick Rojas, ELL Coordinator Building Principals Lynne Mossoian, Director of Special Services

1.1.3.1. Activity: Targeted Tier 2 Reading Intervention

Activity Description: Push in and pull out Tier 2 Reading Interventions provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher:

Amerman Elementary:

2.3 hours per day allocated to math and reading:

Salary = \$7076.00 + Benefits $\$2976.00 = \$10052.00 / 2 =$ total of \$5031 for Reading Interventions

Moraine Elementary:

4.3 hours per day allocated to math and reading:

Salary = \$10634.00 + Benefits \$4472.00=\$15106.00/2= total of \$7553 for Reading Interventions

Silver Springs Elementary:

1.3 FTE allocated to math and reading:

Salary = \$25470.00 + Benefits \$10712.00.00=\$36182.00/2= total of \$18091.00 for Reading Interventions

Meads Mill Middle School:

1.0 FTE per day allocated to math and reading:

Salary = \$22768.00 + Benefits \$9576.00=\$32344/2= total of \$16172.00 for Reading Interventions

Activity Type: Revised

Planned staff responsible for implementing activity: Dr. Steve Anderson, Principal, Amerman Elementary School

Ms. Denise Bryan, Principal, Moraine Elementary School

Mr. Scott Snyder, Principal, Silver Springs Elementary School

Dr. Sue Meyer, Principal, Meads Mill Middle School

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Highly Qualified Para-professional - Amerman	Title I Part A	5,026.00	0.00
Highly Qualified Para-professional - Moraine	Title I Part A	7,553.00	0.00
Highly Qualified Paraprofessional-Silver Springs	Title I Part A	18,091.00	0.00
Highly Qualified Paraprofessional - Meads Mill	Title I Part A	16,172.00	0.00

1.1.3.2. Activity: Intervention Support

Activity Description: Continue to support and refine Response to Intervention practices at the elementary level through the continuation of regular district level Intervention Facilitator meetings.

Support and refine Response to Intervention practices at the secondary level through collaborative work with building principals and staff focused on tiers of intervention, including the restructuring of existing child study practices.

Activity Type: None

Planned staff responsible for implementing activity: Building Principals

Intervention Facilitators
 Lynne Mossoian, Director of Special Services
 Building Intervention Team members
 Mary K. Gallagher, Asst. Supt. for Instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers as necessary	Special Education	2,000.00	0.00
Intervention Specialist - Secondary	Special Education	50,000.00	0.00

1.1.3.3. Activity: SIOP Model Professional Development

Activity Description: Provide training in the SIOP (Sheltered Instruction Observation Protocol) Model: Making Content Comprehensible for ELLs (English Language Learners) as well as to increase teachers' repertoire of reading strategies to meet the needs of all students.

Activity Type: None

Planned staff responsible for implementing activity: Rick Rojas, ELL Coordinator
 Building Principals
 Lynne Mossoian, Director of Special Services

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/21/2010, End Date - 09/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Materials and Preparation	Allocation from 09-10 Title III	0.00	0.00

1.1.4. Strategy: F.A.S.T. Training

Strategy Statement: The District will provide F.A.S.T. (Foundations of Analysis, Synthesis, and

Translation) training to identified learning consultants special education teachers at the middle school level, as well as continuing to support implementation of F.A.S.T. strategies at the elementary and middle school levels.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Puma,J.; Tombari, M. F.A.S.T. Reading System: Summary of Research on Achievement Outcomes (2006) University of Denver

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Provide F.A.S.T. training to identified staff at the middle school level, for Tier II and Tier III reading interventions.	09/09/2010	09/30/2010	Lynne Mossoian, Director of Special Services Jim Cracraft, Hillside Principal Dr. Sue Meyer, Meads Mill Principal

1.1.4.1. Activity: F.A.S.T. Training

Activity Description: Provide F.A.S.T. training to identified staff at the middle school level, for Tier II and Tier III reading interventions.

Activity Type: None

Planned staff responsible for implementing activity: Lynne Mossoian, Director of Special Services
Jim Cracraft, Hillside Principal
Dr. Sue Meyer, Meads Mill Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/09/2010, End Date - 09/30/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Facilitator	Special Education	14,000.00	0.00

1.1.5. Strategy: ELA Proficiency - Professional Development

Strategy Statement: The District will allocate resources for teachers to attend professional development workshops that support District and building level goals in the area of English/Language Arts to increase teachers' repertoire of research-based instructional and assessment strategies.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 7.2 Engages stakeholders in the processes of continuous improvement
SAR 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
SAR 7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Professional Development: Core Task 3 - Foster a culture for improvement by developing a professional learning community and leading for improvement.

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

Research supporting workshops:

Meeting the Demands of Struggling Readers, grades 3-5: Heidi Hayes Jacobs, Robert Marzano, Kelly Gallagher, Cris Tovani et al.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
<p>Moraine Elementary School: "Meeting the Demands of Struggling Readers in Grades 3-5", \$150 registration fee for 3 day session, 2 staff (1 sub each day) \$600.00 Ridge Wood Elementary School: Michigan Reading Association Conference, March 11-14, 2011, "Pages of Tomorrow" Allocated funds = \$900.00 Silver Springs Elementary School: Michigan Reading Association Conference, March 11-14, 2011, "Pages of Tomorrow" Allocated funds = \$650.00 Thornton Creek Elementary School: "Meeting the Demands of Struggling Readers in Grades 3-5", \$150 registration fee for 3 day session, 2 staff (1 sub each day) \$600.00 Winchester Elementary School: "Meeting the Demands of Struggling Readers in Grades 3-5", \$150 registration fee for 3 day session, 2 staff (1 sub each day) \$600.00 Research base for Meeting the Demands of Struggling Readers, grades 3-5: Heidi Hayes Jacobs, Robert Marzano, Kelly Gallagher, Cris Tovani et al.</p>	09/07/2010	06/17/2011	Elementary Building Principals and Elementary Learning Consultants
<p>Hillside Middle School: Reading Apprenticeship: Instructional practices that support students' reading in all content areas. Apprenticeship instruction helps learners develop strategies to read complex text. \$175 reg. fee, 3 day series: 2 staff \$350 registration fee + 6 sub days (\$600) = \$950 Deeper Reading featuring Kelly Gallagher: Improving the Comprehension of Adolescent Learners, April 11, 2011, \$65 registration fee for 1 day workshop 2 staff + subs = \$130 + \$200 = \$330.00 Total for Hillside= \$1280.00 Meads Mill Middle School: Reading Apprenticeship-Instructional practices that support students' reading in all content areas. Apprenticeship instruction helps learners develop strategies to read complex text. \$175 reg. fee, 3 day series: 2 staff \$350 registration fee + 6 sub days (\$600) = \$950 Research: Shoenbach, Greenleaf, Cziko, Hurwitz; Reading Next Report, explicit comprehension instruction Deeper Reading featuring Kelly Gallagher: Improving the Comprehension of Adolescent Learners, April 11, 2011, \$65 registration fee for 1 day workshop 2 teachers + subs = \$130 + \$200 = \$330.00 Total for Meads Mill = \$1280.00</p>	08/31/2010	06/30/2011	Building Principals, ELA Teachers, Learning Consultants, Special Education staff
<p>Northville High School: "Close and Critical Reading" and "Close and Critical Reading Assessments" Teachers will learn the developmental steps to close and critical reading. Teachers will be able to access assessments through CLASS A. \$200 registration fee, 4 day workshop (1/month) 3 teachers (\$800 reg. fee); 4 days =12 sub days-\$1200) Total=\$2000.00 Deeper Reading featuring Kelly Gallagher: Improving the Comprehension of Adolescent Learners, April 11, 2011 3 teachers + subs = \$195 + \$300 = \$495.00 ELA Power Standards and CLASS A Become familiar with ELA Power Standards and common grade level assessments. \$50, 1 day workshop 4 teachers X \$50.00 + sub cost of \$100/teacher = \$600.00 Total for Northville High School:</p>	08/31/2010	06/30/2011	Building Principal, ELA teachers, Assisted Learning techers, Special Education teachers.

\$3095.00			
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1.1.5.1. Activity: Prof. Dev. Workshops to support ELA Proficiency Goal - Elementary Level

Activity Description: Moraine Elementary School:

"Meeting the Demands of Struggling Readers in Grades 3-5", \$150 registration fee for 3 day session, 2 staff (1 sub each day) \$600.00

Ridge Wood Elementary School:

Michigan Reading Association Conference, March 11-14, 2011, "Pages of Tomorrow" Allocated funds = \$900.00

Silver Springs Elementary School:

Michigan Reading Association Conference, March 11-14, 2011, "Pages of Tomorrow" Allocated funds = \$650.00

Thornton Creek Elementary School:

"Meeting the Demands of Struggling Readers in Grades 3-5", \$150 registration fee for 3 day session, 2 staff (1 sub each day) \$600.00

Winchester Elementary School:

"Meeting the Demands of Struggling Readers in Grades 3-5", \$150 registration fee for 3 day session, 2 staff (1 sub each day) \$600.00

Research base for Meeting the Demands of Struggling Readers, grades 3-5: Heidi Hayes Jacobs, Robert Marzano, Kelly Gallagher, Cris Tovani et al.

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Elementary Building Principals and Elementary Learning Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Registration Fees and Substitute Costs - Elem.	Title II Part A	3,350.00	0.00

1.1.5.2. Activity: Prof. Dev. to Support ELA Proficiency Goal - Middle Schools

Activity Description: Hillside Middle School:

Reading Apprenticeship: Instructional practices that support students' reading in all content areas. Apprenticeship instruction helps learners develop strategies to read complex text. \$175 reg. fee, 3 day series: 2 staff \$350 registration fee + 6 sub days (\$600) = \$950

Deeper Reading featuring Kelly Gallagher: Improving the Comprehension of Adolescent Learners, April 11, 2011, \$65 registration fee for 1 day workshop
2 staff + subs = \$130 + \$200 = \$330.00

Total for Hillside= \$1280.00

Meads Mill Middle School:

Reading Apprenticeship-Instructional practices that support students' reading in all content areas. Apprenticeship instruction helps learners develop strategies to read complex text. \$175 reg. fee, 3 day series: 2 staff \$350 registration fee + 6 sub days (\$600) = \$950

Research: Shoenbach, Greenleaf, Cziko, Hurwitz; Reading Next Report, explicit comprehension instruction

Deeper Reading featuring Kelly Gallagher: Improving the Comprehension of Adolescent Learners, April 11, 2011, \$65 registration fee for 1 day workshop
2 teachers + subs = \$130 + \$200 = \$330.00

Total for Meads Mill = \$1280.00

Activity Type: Revised

Planned staff responsible for implementing activity: Building Principals, ELA Teachers, Learning Consultants, Special Education staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Registration Fees and Sub Costs	Title II Part A	2,560.00	0.00

1.1.5.3. Activity: Prof. Dev. to Support ELA Proficiency Goal - High School

Activity Description: Northville High School:

"Close and Critical Reading" and "Close and Critical Reading Assessments" Teachers will learn the developmental steps to close and critical reading. Teachers will be able to access assessments through

CLASS A.

\$200 registration fee, 4 day workshop (1/month)

3 teachers (\$800 reg. fee); 4 days =12 sub days-\$1200) Total=\$2000.00

Deeper Reading featuring Kelly Gallagher: Improving the Comprehension of Adolescent Learners, April 11, 2011

3 teachers + subs = \$195 + \$300 = \$495.00

ELA Power Standards and CLASS A

Become familiar with ELA Power Standards and common grade level assessments. \$50, 1 day workshop

4 teachers X \$50.00 + sub cost of \$100/teacher = \$600.00

Total for Northville High School: \$3095.00

Activity Type: Revised

Planned staff responsible for implementing activity: Building Principal, ELA teachers, Assisted Learning techers, Special Education teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Registration Fees and Sub Costs	Title II Part A	3,095.00	0.00

1.2. Objective: Writing Proficiency

Measurable Objective Statement to Support Goal : All students will be proficient in writing as measured by the MEAP writing assessment in grades 4 and 7, and the MME Writing assessment in Grade 11 by June, 2014.

List of Strategies:

ID	Strategy	Locked By
20206	The District will support building level school improvement Writing goal work through ELA Committee work, district/school collaborative writing work, and work with buildings to support writing initiatives during allocated professional development days. Specific strategies/areas of focus include: Writing to a prompt as a genre; increase direct instruction in prompt writing; improving editing and revising skills; use of 6 + 1 traits; use of common graphic organizers; Writer's Workshop framework; increase use of formative writing	

assessment; writing for specific purposes; expository writing.

1.2.1. Strategy: Cross Grade/District Collaborative Writing Work/Sch Imp Support

Strategy Statement: The District will support building level school improvement Writing goal work through ELA Committee work, district/school collaborative writing work, and work with buildings to support writing initiatives during allocated professional development days.

Specific strategies/areas of focus include:

Writing to a prompt as a genre; increase direct instruction in prompt writing; improving editing and revising skills; use of 6 + 1 traits; use of common graphic organizers; Writer's Workshop framework; increase use of formative writing assessment; writing for specific purposes; expository writing.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals

SAR 2.5 Fosters a learning community

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

SAR 5.3 Ensures that all staff participate in a continuous program of professional development

SAR 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning

SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

SAR 7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

Shared leadership and collaboration are essential if change is to be effectively implemented and sustained. (Fullan, 1991; Whitford, 2000, Corallo and McDonald, 2002; Rosenholts, 1989)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ELA Committee work, building level collaborative work on writing goals as appropriate, including writing to a prompt vs. other forms of writing, considering more direct instruction in prompt writing, improving editing and revising skills, use of 6 + 1 traits, and graphic organizers during Writer's Workshop.	08/31/2010	06/18/2011	Janice Henderson, Curriculum Coordinator Elementary Learning Consultants Building Principals School Improvement Teams

1.2.1.1. Activity: School/Teacher Collaborative Work on Writing

Activity Description: ELA Committee work, building level collaborative work on writing goals as appropriate, including writing to a prompt vs. other forms of writing, considering more direct instruction in prompt writing, improving editing and revising skills, use of 6 + 1 traits, and graphic organizers during Writer's Workshop.

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator
Elementary Learning Consultants
Building Principals
School Improvement Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/18/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers for Collaborative/Committee work	Already allocated under Reading proficiency goal	0.00	0.00

Goal 2: Mathematics Proficiency

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in mathematics.

Gap Statement : When considering the percent of students proficient in math, A review of MEAP scores in grades 4-8 show a gap between proficient and not-proficient ranging from 0% to 5% of students not proficient in grades 3-5, while a range of 3% to 9% of students in grades 6-8 are not proficient in math. A review of the Michigan Merit Exam (11th grade) indicates that 22% of 11th graders are not proficient in mathematics, an increase over previous years. Additionally, there is a gap evident in the % of students with disabilities who are proficient in math when compared with students without disabilities.

Cause for Gap : Additional analysis of assessment data indicates that math calculations and algorithms and expressions & equations are areas that are especially challenging. Additionally, instructional and intervention practices vary somewhat from building to building and/or classroom to classroom.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP data, MME data, ITBS achievement data.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We are implementing use of NWEA for assessment in grades 1-7 and will use this assessment, along with MEAP/MME data, to monitor progress with the goal of all students achieving their target growth in math on the NWEA Measures of Progress (MAP) or MAP for Primary Grades (Grade 1).

Contact Name : Mary K. Gallagher

List of Objectives:

ID	Objective
19356	All students will meet or exceed their individual growth target in math as measured by the NWEA Measures of Progress (MAP) or MAP for primary grades (Grade 1) by June, 2012.

2.1. Objective: Math Proficiency Objective

Measurable Objective Statement to Support Goal : All students will meet or exceed their individual growth target in math as measured by the NWEA Measures of Progress (MAP) or MAP for primary grades (Grade 1) by June, 2012.

List of Strategies:

ID	Strategy	Locked By
19356	District Staff across grade levels will collaborate through content area committee work in math to increase understanding of grade level content standards, review data, refine instructional strategies and develop common assessments in math.	

19356	<p>Staff will evaluate and utilize grade level math assessment data to identify individuals requiring interventions at tiers 1, 2, or 3, and implement research-based instruction at appropriate challenge levels for students based on assessment performance. Strategies for small group targeted math instruction, based on individual student assessment data include: -Problem-solving strategies, increasing use of formative assessment, increasing computational fluency: efficiency, accuracy and flexibility; increasing use of Phase 1 and Phase 2 fluency strategies prior to assessing fluency in Phase 3. Phases include: Phase 1: Counting strategies-using object counting: one-to-one correspondence, use of pictures, number recognition and the ability to know that digits can be put together in different ways to make new numbers (place value), understanding of the symbols (eg. +, -), skip counting, more/less and using the number line, arrays; and Phase 2: Reasoning strategies-using known information to logically deduce the answer of an unknown combination: fact families, chunking numbers, rounding, estimating and reasoning to get an answer, using the relationships between addition, subtraction, multiplication and division, knowing some of the facts to learn others, etc. Phase 3: Mastery-efficient (fast and accurate) production of answers: Games, drills, Mad Minute, recitation - This strategy includes the following activities: Push in and pull out targeted Tier 2 Math Intervention provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher at Amerman, Moraine, Silver Springs, and Meads Mill schools (.5 of all Title I funding) Intervention support- support and refine Response to Intervention practices at the elementary and secondary level through Intervention Facilitators, restructuring of Child Study processes to better support targeted intervention.</p>	
19356	<p>The district will implement use of NWEA assessment in math (and reading) three times per year in grades 1 (MAP for primary grades) and grades 2-7 (MAP). Additionally, the NWEA Language Arts assessment will be given at least once per year. In 8th grade, the ACT EXPLORE assessment will be administered in late November/early December.</p>	
19356	<p>The District will allocate resources for teachers to attend professional development workshops that support District and building level goals in the area of Mathematics to increase teachers' repertoire of research-based instructional and assessment strategies.</p>	

2.1.1. Strategy: Math Collaborative Work

Strategy Statement: District Staff across grade levels will collaborate through content area committee work in math to increase understanding of grade level content standards, review data, refine instructional strategies and develop common assessments in math.

Selected Target Areas

- SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
- SAR 2.5 Fosters a learning community
- SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
- SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
- SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

SAR 3.9 Maintains a system-wide climate that supports student learning
 SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

Shared leadership and collaboration are essential if change is to be effectively implemented and sustained. (Fullan, 1991; Whitford, 2000, Corallo and McDonald, 2002; Rosenholts, 1989)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet in cross Grade and/or District Collaborative Content Area work related to instructional and assessment strategies focused on the GLCEs, HSCEs, and/or MMC in Math as follows: Math: Elem - 3 days x 15 teachers; Middle School - 3 days x 7 teachers; High School - 1 days x 10 teachers (Total of 76 sub days x \$100/day-\$7600)	08/31/2010	06/30/2011	Janice Henderson, Curriculum Coordinator Math Committee/Content Advisory Team Members

2.1.1.1. Activity: Math Collaborative Work

Activity Description: Teachers will meet in cross Grade and/or District Collaborative Content Area work related to instructional and assessment strategies focused on the GLCEs, HSCEs, and/or MMC in Math as follows:

Math: Elem - 3 days x 15 teachers; Middle School - 3 days x 7 teachers; High School - 1 days x 10 teachers (Total of 76 sub days x \$100/day-\$7600)

Activity Type: Maintenance

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator
Math Committee/Content Advisory Team Members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	7,600.00	0.00

2.1.2. Strategy: Response to Intervention

Strategy Statement: Staff will evaluate and utilize grade level math assessment data to identify individuals requiring interventions at tiers 1, 2, or 3, and implement research-based instruction at appropriate challenge levels for students based on assessment performance.

Strategies for small group targeted math instruction, based on individual student assessment data include:
 -Problem-solving strategies, increasing use of formative assessment, increasing computational fluency: efficiency, accuracy and flexibility; increasing use of Phase 1 and Phase 2 fluency strategies prior to assessing fluency in Phase 3. Phases include:

Phase 1: Counting strategies-using object counting: one-to-one correspondence, use of pictures, number recognition and the ability to know that digits can be put together in different ways to make new numbers (place value), understanding of the symbols (eg. +, -), skip counting, more/less and using the number line, arrays; and

Phase 2: Reasoning strategies-using known information to logically deduce the answer of an unknown combination: fact families, chunking numbers, rounding, estimating and reasoning to get an answer, using the relationships between addition, subtraction, multiplication and division, knowing some of the facts to learn others, etc.

Phase 3: Mastery-efficient (fast and accurate) production of answers: Games, drills, Mad Minute, recitation

- This strategy includes the following activities:

Push in and pull out targeted Tier 2 Math Intervention provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher at Amerman, Moraine, Silver Springs, and Meads Mill schools (.5 of all Title I funding)

Intervention support- support and refine Response to Intervention practices at the elementary and secondary level through Intervention Facilitators, restructuring of Child Study processes to better support targeted intervention.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Arlington, R. (2009) *What Really Matters in Response to Intervention: Research-based Designs*. Boston, MA: Pearson.

Nunlev, K.F. (2004) *Layered Curriculum*, second edition. Kearney, NE: Morris Publishing.

Zemelman, S., Daniels, H., Hyde, H. (2005) *Best Practice*, third edition. Portsmouth, NJ: Heinemann.

(2007) *Making the Mathematics Curriculum Count*. Reston, VA: National Association of Secondary School Principals.

DuFour, DuFour, Eaker (2008) *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN:Solution Tree Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
<p>Push in and pull out Tier 2 Math Intervention provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher: Amerman Elementary: 2.3 hours per day allocated to math and reading: Salary = \$7076.00 + Benefits \$2976.00=\$10052.00/2= total of \$5031 for Math Interventions Moraine Elementary: 4.3 hours per day allocated to math and reading: Salary = \$10634.00 + Benefits \$4472.00=\$15106.00/2= total of \$7553 for targeted Math Interventions Silver Springs Elementary: 1.3 FTE allocated to math and reading: Salary = \$25470.00 + Benefits \$10712.00.00=\$36182.00/2= total of \$18091.00 for targeted Math Interventions Meads Mill Middle School: 1.0 FTE per day allocated to math and reading: Salary = \$22768.00 + Benefits \$9576.00=\$32344/2= total of \$16172.00 for targeted Math Interventions</p>	09/07/2010	06/16/2011	<p>Dr. Steve Anderson, Principal, Amerman Elementary Ms. Denise Bryan, Principal, Moraine Elementary Mr. Scott Snyder, Principal, Silver Springs Elementary Dr. Sue Meyer, Principal, Meads Mill Middle School</p>
<p>Review secondary course offerings in math, giving consideration to offering Algebra I to more 8th grade students, refining math intervention efforts, and considering extended time in Algebra courses as necessary at the high school level in place of Algebra Concepts and Skills courses.</p>	07/01/2010	05/01/2011	<p>Janice Henderson, Curriculum Coordinator Secondary Principals Lynne Mossoian, Director of Special Services Mary K. Gallagher, Asst. Supt. for Instructional Services Math Content Advisory Team members Intervention Team members</p>

2.1.2.1. Activity: Targeted Math Intervention

Activity Description: Push in and pull out Tier 2 Math Intervention provided by a highly qualified paraprofessional with oversight provided by the building learning consultant and/or resource room teacher:

Amerman Elementary:

2.3 hours per day allocated to math and reading:

Salary = \$7076.00 + Benefits \$2976.00=\$10052.00/2= total of \$5031 for Math Interventions

Moraine Elementary:

4.3 hours per day allocated to math and reading:

Salary = \$10634.00 + Benefits \$4472.00=\$15106.00/2= total of \$7553 for targeted Math Interventions

Silver Springs Elementary:

1.3 FTE allocated to math and reading:

Salary = \$25470.00 + Benefits \$10712.00.00=\$36182.00/2= total of \$18091.00 for targeted Math Interventions

Meads Mill Middle School:

1.0 FTE per day allocated to math and reading:

Salary = \$22768.00 + Benefits \$9576.00=\$32344/2= total of \$16172.00 for targeted Math Interventions

Activity Type: Revised

Planned staff responsible for implementing activity: Dr. Steve Anderson, Principal, Amerman Elementary

Ms. Denise Bryan, Principal, Moraine Elementary

Mr. Scott Snyder, Principal, Silver Springs Elementary

Dr. Sue Meyer, Principal, Meads Mill Middle School

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/16/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Highly Qualified Para-professional - Amerman	Title I Part A	5,026.00	0.00
Highly Qualified Paraprofessional - Moraine	Title I Part A	7,553.00	0.00
Highly Qualified Paraprofessional - Silver Springs	Title I Part A	18,091.00	0.00
Highly Qualified Paraprofessional - Meads Mill Middle School	Title I Part A	16,172.00	0.00

2.1.2.2. Activity: Math Course Offerings

Activity Description: Review secondary course offerings in math, giving consideration to offering Algebra I to more 8th grade students, refining math intervention efforts, and considering extended time in Algebra courses as necessary at the high school level in place of Algebra Concepts and Skills courses.

Activity Type: None

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator
 Secondary Principals
 Lynne Mossoian, Director of Special Services
 Mary K. Gallagher, Asst. Supt. for Instructional Services
 Math Content Advisory Team members
 Intervention Team members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 05/01/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers as necessary	Already allocated	0.00	0.00

2.1.3. Strategy: NWEA + ACT EXPLORE Assessment Implementation/Prof. Dev.

Strategy Statement: The district will implement use of NWEA assessment in math (and reading) three times per year in grades 1 (MAP for primary grades) and grades 2-7 (MAP). Additionally, the NWEA Language Arts assessment will be given at least once per year. In 8th grade, the ACT EXPLORE assessment will be administered in late November/early December.

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student

learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.3 Ensures that all staff participate in a continuous program of professional development

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

(2007) Felding, L., Kerr, N. & Rosier, P. Annual Growth for All Students, Catch Up Growth for Those Who are Behind. New Foundation Press: Kennewick, WA.

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Shaumburg, IL

(2007) National Study of School Evaluation, R & D Division of AdvancEd, Shaumburg, IL.

Core Task 1 - Ensure Desired Results- Monitoring Performance

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
NWEA Professional Development as noted under Reading Proficiency Goal: MAP administration and data analysis training provided by NWEA, two groups of 40 staff each will be training in MAP administration, as well as take part in the following workshops: August/September 2010 - Introductory training November, 2010: "Stepping Stones to Using Data" March, 2010: " Climbing the Data Ladder" Additionally, the core leadership team/training group will meet following this professional development to debrief and develop the plan for building level follow up and training for the balance of staff. ACT/EXPLORE professional development will be provided in November, 2010 for 8th grade teachers and other staff as appropriate, with a follow up one hour professional development session in late January to analyze results. (Included by ACT with the per student cost for testing.)	08/31/2010	06/17/2011	Mary K. Gallagher, Asst. Supt. Janice Henderson, Curriculum Coordinator Building Principals Testing Committee members

2.1.3.1. Activity: NWEA + ACT EXPLORE Professional Development

Activity Description: NWEA Professional Development as noted under Reading Proficiency Goal:

MAP administration and data analysis training provided by NWEA, two groups of 40 staff each will be training in MAP administration, as well as take part in the following workshops:

- August/September 2010 - Introductory training
- November, 2010: "Stepping Stones to Using Data"
- March, 2010: "Climbing the Data Ladder"

Additionally, the core leadership team/training group will meet following this professional development to debrief and develop the plan for building level follow up and training for the balance of staff.

ACT/EXPLORE professional development will be provided in November, 2010 for 8th grade teachers and other staff as appropriate, with a follow up one hour professional development session in late January to analyze results. (Included by ACT with the per student cost for testing.)

Activity Type: Revised

Planned staff responsible for implementing activity: Mary K. Gallagher, Asst. Supt.
 Janice Henderson, Curriculum Coordinator
 Building Principals
 Testing Committee members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitators Provided by NWEA	Funding Allocated Under Reading Goal	0.00	0.00

2.1.4. Strategy: Math Proficiency Professional Development

Strategy Statement: The District will allocate resources for teachers to attend professional development workshops that support District and building level goals in the area of Mathematics to increase teachers' repertoire of research-based instructional and assessment strategies.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development

and ensures participation by all faculty and staff
 SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Professional Development: Core Task 3 - Foster a culture for improvement by developing a professional learning community and leading for improvement.

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

Research supporting workshops:

Bass & Bass (2000, 2001, 2003); Fuchs and Fuchs (1998, 2001); Fuchs, Fuchs and Karns (2001); Marzano; Tomlinson

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Amerman Elementary School: Wayne County RESA #3504, 12/2/2010 & 1/2/2011, "Building Early Numeracy Skills," 3 teachers x \$100 registration x 2 days sub @ \$100= \$900.	09/06/2010	06/15/2011	Dr. Steve Anderson, Principal Designated Staff Members

2.1.4.1. Activity: Professional Development - Math

Activity Description: Amerman Elementary School:

Wayne County RESA #3504, 12/2/2010 & 1/2/2011, "Building Early Numeracy Skills," 3 teachers x \$100 registration x 2 days sub @ \$100= \$900.

Activity Type: None

Planned staff responsible for implementing activity: Dr. Steve Anderson, Principal Designated Staff Members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2010, End Date - 06/15/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Registration and Sub Costs	Title II Part A	900.00	0.00

Goal 3: Quality Contributor

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate growth as Quality Contributors - who continually seek to achieve quality results through individual accountability, leadership and/or teamwork.

Gap Statement : Northville Public Schools seeks to develop graduates who demonstrate that they are "Quality Contributors." The January, 2010 Report of the NCA/AdvancEd Quality Assurance Review Team noted the following recommendation:

"Strengthen the alignment between the Northville Public Schools' vision and its Graduate Profile/Adult Role expectations (e.g., Analytical Thinker, Effective Communicator, Quality Contributor) by clearly defining student measurements or assessments to determine if students are meeting these high expectations." The focus on "Quality Contributor" will assist in responding to this recommendation.

Individual accountability - a review of discipline data by school suggests that there is a gap between desired positive behavior and actual behavior.

Michigan Profile for Health Youth Survey '09-'10 survey results suggest the following in the school domain: while the vast majority (95+%) report feeling safe at school, high percentages of students report that they have seen students pushed, hit or punched at school one or more times in the past year; or have heard students get called mean names or be put down one or more times in the past year.

In the Opportunities for Prosocial Involvement domain, 49% of 7th graders, 38% of 9th graders and 31% of 11th graders report having lots of chances to help decide things like class activities and rules at school; 80% of high schoolers who receive mostly A's and B's report that they have lots of chances to talk with a teacher one-on-one at school while 55% of students who receive mostly Ds and Fs report having lots of chances to talk one-on-one with a teacher. Likewise, 89% of students with As/Bs report having lots of chances to be a part of class discussions or activities while 55% of students with mostly Ds/Fs report having lots of chances to be a part of class discussions or activities. 54% of high school students report that their teachers notice when they are doing a good job and let them know about it, while 36% of students who report receiving mostly Ds/Fs report that their teachers notice when they are doing a good job.

Cause for Gap : Based on input from principals and a review of building level school improvement plans/areas of focus, there are inconsistencies in the application of positive behavior support systems, opportunities for student leadership, and engagement of students at the classroom and/or school level in forming learning communities.

Multiple measures/sources of data you used to identify this gap in student achievement : Discipline records, Michigan Profile of Healthy Youth survey data, building level school improvement surveys.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The criteria for success is improvement in discipline data and in the data showing commitment to school and opportunities for prosocial involvement on the Michigan Profile for Healthy Youth survey.

Contact Name : Mary K. Gallagher

List of Objectives:

ID	Objective
19517	The percentage of students who respond positively to the protective factors for prosocial involvement in the school domain on the Michigan Profile for Healthy Youth Survey will increase by at least 5% by June, 2012.

3.1. Objective: Quality Contributor - Prosocial Involvement

Measurable Objective Statement to Support Goal : The percentage of students who respond positively to the protective factors for prosocial involvement in the school domain on the Michigan Profile for Healthy Youth Survey will increase by at least 5% by June, 2012.

List of Strategies:

ID	Strategy	Locked By
19517	The District will engage in a Continuous Improvement process which includes convening the District School Improvement team to focus attention on school improvement processes, goals, progress and challenges. While this strategy appears under the goal "Quality Contributor," it applies to all School Improvement goals. Noted as a commendation in the report of the NCA/AdvancED Quality Assurance Report, the District School Improvement Team process brings together a cross-section of parents, teachers and principals from each building level school improvement team, along with the Central Office team to report on the progress of school improvement efforts. QAR Report: Annually, principals and their staffs develop school improvement plans that are aligned with district expectations and goals. The establishment and implementation of the District School Improvement Team (DSIT) process provides a vehicle for demonstrating continuous improvement progress throughout the system. This creative option focuses on system-wide communications and fosters a climate of collaboration and trust among stakeholders. School staffs share their progress with pride and request ideas and suggestions for furthering and expanding their improvement efforts. As early childhood, elementary, middle school, high school and center program teams report their progress on school improvement goals, share successes as well as challenges, and exchange ideas, stakeholders continue to learn with and from one another in very powerful ways - with many ideas adopted and implemented in other buildings. The '09 District School Improvement Team Feedback details the survey results from DSIT participants. The results demonstrate high degrees of agreement that NPS has a District-wide focus on continuous improvement, a collective focus on student learning that is evident in each school improvement plan, and the	

	fact that this process helps "spread" good ideas that have subsequently taken root in other schools.	
19517	Middle School staff will collaborate through health committee work in to increase understanding of grade level content standards in health, review and recommend materials to improve curriculum, while also gaining an understanding of the Health Advisory Board Process - with attention given to developing prosocial behaviors, skills and strategies related to health. Additionally, health assessments will be developed at the elementary and/or middle school level based on HAEP materials. Note: A focus on pro-social behaviors supports achievement in core content areas.	
19517	The District will provide opportunities for teachers to develop Teacher Leadership Capacity, as well as supporting building level efforts/goals to build leadership capacity with students (i.e. "Leader In Me", Covey's Seven Habits.)	
19517	The District will support teacher collaborative work focused on building level school improvement goals (which are based on building data) as detailed in each building level School Improvement Plan and summarized under Activities, as well as incorporating work on District and Building level school improvement goals/initiatives into scheduled Professional Development Days. Engaging in Professional Development work focused on District and School level improvement goals supports the expectation that all staff/stakeholders serve as Quality Contributors. Likewise, it is expected that staff participating in District committee work, school improvement work and/or professional development experiences outside of the district share this work/learning at the building and district level to broaden the impact of this important work, which also increase the impact on student learning.	
19517	The District will allocate resources for elementary humanities teachers (Art, Music, Physical Education, World Language, and Media Specialists) to attend content-area specific professional development workshops/annual conferences to increase support and integration with core content areas, and to update their repertoire of instructional strategies with current information in the field - resources provided on a rotating basis with \$250 allocated toward the cost of the registration fee, mileage, and sub costs. Note: The workshops/annual conferences in each area include a focus on increasing student achievement in core content areas through the arts and through physical education.	
19517	The District will support refinement of the Educational Development Process, which provides an opportunity for students to consider their career plans beginning in 7th grade as they develop their 4-5 year course plan, with consideration given to incorporating evidence of achieving the Graduate Profile/Adult Roles identified by the district: Analytical Thinker, Effective Communicator, Quality Contributor, Continuous Learner, and World Class Citizen.	

3.1.1. Strategy: District School Improvement Team Process

Strategy Statement: The District will engage in a Continuous Improvement process which includes convening the District School Improvement team to focus attention on school improvement processes, goals, progress and challenges. While this strategy appears under the goal "Quality Contributor," it applies to all School Improvement goals.

Noted as a commendation in the report of the NCA/AdvancED Quality Assurance Report, the District School Improvement Team process brings together a cross-section of parents, teachers and principals from each building level school improvement team, along with the Central Office team to report on the progress

of school improvement efforts.

QAR Report: Annually, principals and their staffs develop school improvement plans that are aligned with district expectations and goals. The establishment and implementation of the District School Improvement Team (DSIT) process provides a vehicle for demonstrating continuous improvement progress throughout the system. This creative option focuses on system-wide communications and fosters a climate of collaboration and trust among stakeholders. School staffs share their progress with pride and request ideas and suggestions for furthering and expanding their improvement efforts.

As early childhood, elementary, middle school, high school and center program teams report their progress on school improvement goals, share successes as well as challenges, and exchange ideas, stakeholders continue to learn with and from one another in very powerful ways - with many ideas adopted and implemented in other buildings.

The '09 District School Improvement Team Feedback details the survey results from DSIT participants. The results demonstrate high degrees of agreement that NPS has a District-wide focus on continuous improvement, a collective focus on student learning that is evident in each school improvement plan, and the fact that this process helps "spread" good ideas that have subsequently taken root in other schools.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 4.5 Communicates the results of student performance and school effectiveness to all stakeholders
SAR 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
SAR 7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Shaumburg, IL

(2007) National Study of School Evaluation, R & D Division of AdvancEd, Shaumburg, IL.

Organizational Conditions for improving school systems / three core tasks: 1. Ensure Desired Results; 2. Improve teaching and learning; 3. Foster a Culture for Improvement - "improve individual and collective performance by coming together regularly for learning, decision-making, problem-solving and

celebration."

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District will convene two meetings of the District School Improvement Teams, with half of the schools presenting on Day 1 and the balance of schools presenting on Day 2 (Central Office presents District goals on both days.) Sub allocation to provide for teacher participation: (total participants each day = 60) 20 subs per day x 2 days x \$100/sub = \$4000.00 Food Service (morning refreshments and lunch provided for all participants) \$1600 Supplies: \$500 Total= \$6100	11/15/2010	02/28/2011	Mary K. Gallagher, Asst. Supt. Karen Waltz, Admin. Asst. Cabinet School Improvement Teams

3.1.1.1. Activity: DSIT Meetings

Activity Description: The District will convene two meetings of the District School Improvement Teams, with half of the schools presenting on Day 1 and the balance of schools presenting on Day 2 (Central Office presents District goals on both days.)

Sub allocation to provide for teacher participation: (total participants each day = 60)
 20 subs per day x 2 days x \$100/sub = \$4000.00
 Food Service (morning refreshments and lunch provided for all participants) \$1600
 Supplies: \$500
 Total= \$6100

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mary K. Gallagher, Asst. Supt.
 Karen Waltz, Admin. Asst.
 Cabinet
 School Improvement Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 11/15/2010, End Date - 02/28/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	4,000.00	0.00
Food Services	Title II Part A	1,300.00	0.00
Professional Development Supplies	Title II Part A	500.00	0.00

3.1.2. Strategy: Health Curriculum Study/Assessment

Strategy Statement: Middle School staff will collaborate through health committee work in to increase understanding of grade level content standards in health, review and recommend materials to improve curriculum, while also gaining an understanding of the Health Advisory Board Process - with attention given to developing prosocial behaviors, skills and strategies related to health. Additionally, health assessments will be developed at the elementary and/or middle school level based on HAEP materials.

Note: A focus on pro-social behaviors supports achievement in core content areas.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Characteristics of Effective Curriculum-Based Programs, Douglas Kirby, Ph.D. (November, 2007) from Emerging Answers 2007: Research findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases

Michigan State Board of Education's "Policy to Promote Health and Prevent Disease and Pregnancy."

Michigan Tools for Healthy Schools (8/12/08)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet in cross Grade and/or District Collaborative Content Area work related to instructional and assessment strategies focused on the GLCEs and HSCEs in Health, with a focus on the reproductive health/HIV/Aids component of the curriculum at the middle school level and assessment at the elementary level. 6 substitute days x \$100/day	08/31/2010	06/16/2011	Janice Henderson, Curriculum Coordinator Building Principals Health committee members

3.1.2.1. Activity: Health Curriculum Prof. Dev./Curriculum and Assessment

Activity Description: Teachers will meet in cross Grade and/or District Collaborative Content Area work related to instructional and assessment strategies focused on the GLCEs and HSCEs in Health, with a focus on the reproductive health/HIV/Aids component of the curriculum at the middle school level and assessment at the elementary level.

6 substitute days x \$100/day

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator Building Principals Health committee members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/16/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers for Teacher Collaborative Work	Title II Part A	600.00	0.00

3.1.3. Strategy: Fostering Leadership Capacity

Strategy Statement: The District will provide opportunities for teachers to develop Teacher Leadership Capacity, as well as supporting building level efforts/goals to build leadership capacity with students (i.e. "Leader In Me", Covey's Seven Habits.)

Selected Target Areas

SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Lambert, Linda. (2003) Leadership Capacity for Lasting School Improvement. AS CD ISBN: 0-87120-778-8

Marzano, R., Waters, T., McNulty, B. (2005) School Leadership That Works: From Research to Results.

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District will continue to participate in the Galileo Teacher Leadership academy, designed to develop teacher leadership capacity - which in turn helps to increase opportunities for student leadership. The Galileo '09 cohort of four NPS teachers will be in their second year of the two year leadership academy.	07/01/2010	06/30/2011	Mary K. Gallagher, NPS Galileo Liaison Administrator Dr. Joyce Fouts, Galileo Leadership Academy Galileo '09 Cohort Building principals ('09 Cohort)
Galileo Alumni (NPS teachers) will continue to facilitate the T3 (Teacher to Teacher) after-school book and leadership study group - designed to support teacher leadership capacity and to increase/expand the impact of the Galileo leaders in promoting systemic change.	08/31/2010	06/30/2011	Galileo Alumni Jay Hillard, Donna Case and Greg Bergin
Provide opportunities for teachers at the middle and high school level to participate in International Baccalaureate symposiums and workshops with the goal of building capacity for future IB "Middle Years" and eventual "Diploma Program" implementation.	08/31/2010	06/30/2011	Janice Henderson, Curriculum Coordinator Secondary Building Principals

3.1.3.1. Activity: Galileo '09 Cohort

Activity Description: The District will continue to participate in the Galileo Teacher Leadership academy, designed to develop teacher leadership capacity - which in turn helps to increase opportunities for student leadership.

The Galileo '09 cohort of four NPS teachers will be in their second year of the two year leadership academy.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mary K. Gallagher, NPS Galileo Liaison Administrator
 Dr. Joyce Fouts, Galileo Leadership Academy
 Galileo '09 Cohort
 Building principals ('09 Cohort)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Galileo Tuition and Substitute Teacher Costs	Northville Educational Foundation	6,334.00	0.00

3.1.3.2. Activity: Teacher to Teacher (T3) Study Group (Galileo Alumni Initiative)

Activity Description: Galileo Alumni (NPS teachers) will continue to facilitate the T3 (Teacher to Teacher) after-school book and leadership study group - designed to support teacher leadership capacity and to increase/expand the impact of the Galileo leaders in promoting systemic change.

Activity Type: None

Planned staff responsible for implementing activity: Galileo Alumni Jay Hillard, Donna Case and Greg Bergin

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplies and Refreshments	Title II Part A	595.00	0.00

3.1.3.3. Activity: Building Capacity for International Baccalaureate Program Implementation

Activity Description: Provide opportunities for teachers at the middle and high school level to participate in International Baccalaureate symposiums and workshops with the goal of building capacity for future IB "Middle Years" and eventual "Diploma Program" implementation.

Activity Type: Revised

Planned staff responsible for implementing activity: Janice Henderson, Curriculum Coordinator
Secondary Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Registrations, mileage costs for IB Symposiums	Northville Educational Foundation	3,000.00	0.00

3.1.4. Strategy: Collaborative Teacher Work focused on School and District Improvement Goals

Strategy Statement: The District will support teacher collaborative work focused on building level school improvement goals (which are based on building data) as detailed in each building level School Improvement Plan and summarized under Activities, as well as incorporating work on District and Building level school improvement goals/initiatives into scheduled Professional Development Days.

Engaging in Professional Development work focused on District and School level improvement goals supports the expectation that all staff/stakeholders serve as Quality Contributors.

Likewise, it is expected that staff participating in District committee work, school improvement work and/or professional development experiences outside of the district share this work/learning at the building and district level to broaden the impact of this important work, which also increase the impact on student learning.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)
SAR 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
SAR 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

Shared leadership and collaboration are essential if change is to be effectively implemented and sustained. (Fullan, 1991; Whitford, 2000, Corallo and McDonald, 2002; Rosenholts, 1989)

DuFour, DuFour, Eaker (2008) Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. Bloomington, IN:Solution Tree Press.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Amerman Elementary School: Collaborative work focused on Reading (assessment/screening, use of CLASS A, data analysis, Tier I and II interventions, parent involvement), Mathematics (assessment/screening, early intervention, parent involvement) and Spelling goals: 20 total substitute days x \$100.00/day =	08/31/2010	06/16/2011	Building Principals and School Improvement team members at

<p>\$2000.00 Moraine Elementary School: Collaborative work focused on targeted instruction in reading- informational text, positive behavior support, Tier II and Tier II response to intervention, professional learning community/7 habits focus. 20 total substitute days x \$100.00/day=\$2000.00 Ridge Wood Elementary School: Collaborative work focused on analyzing data and determining school, grade level, and classroom SMART goals in writing (voice, writer's workshop, organization, conventions, presentation); focused instruction and program alignment with the 7 Habits. 30 sub days x \$100.00/day = \$3000.00 Silver Springs Elementary School: Collaborative work focused on reading proficiency goal, reader's workshop, think alouds, writing proficiency, and math proficiency goal. 14 total substitute days x \$100.00/day=\$1400.00 Thornton Creek Elementary School: Collaborative work focused on writing goal (metacognition - develop grade level metacognitive rubric, self-reflection, quality of writing to a prompt, 6+1 traits, authentic writing opportunities) math fluency and problem-solving, Reading Proficiency, and Developing a Culture to Support the Whole Child (Bucket Fillers, Movement Breaks, Brain Gym, Habits of Mind) Total of 13 sub days x \$100/day = \$1300.00 Winchester Elementary School: Collaborative work focused on formative writing assessment; developing and using graphic organizers; math fluency. Total of 20 sub days = \$2000.00 Hillside Middle School: Collaborative work focused on math proficiency goal (assessment, targeted intervention), Making Caring Fashionable goal (positive behavior support, student recognition, Challenge Day) and Lifelong Wellness goal (increased movement, parent communication, awareness of wellness choices, MiPHY survey data analysis.) Total of 10 sub days = \$1000.00 Meads Mill Middle School: Collaborative work focused on Reading Proficiency goal (reading content, vocabulary development, formative assessment), Math Proficiency goal (understanding of concepts, timely intervention, formative assessment, and Positive Behavioral and Instructional Support goal. Total of 10 sub days = \$1000.00 Northville High School: Collaborative work focused on Reading Proficiency Goal (research based strategies to increase depth of understanding of content, SIOP derived reading strategies), Math Proficiency goal (comprehensive assessment system, data analysis, identification of research based instructional strategies), and School Wide Positive Behavior and Instructional Support goal. Total of 10 sub days = \$1000.00</p>			<p>each building.</p>
<p>Collaborative work on District and Building level school improvement goals/initiatives focused on the overarching Student Learning Goal, with the theme of "Collaborating for Student Success" will take place during each of the scheduled professional days.</p>	<p>08/31/2010</p>	<p>06/30/2011</p>	<p>Office of Instruction Office of Special Services Administrative Council Teacher leaders School Improvement</p>

			team members District Committee members
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3.1.4.1. Activity: Teacher Collaborative Work focused on Bldg. School Improvement Goals

Activity Description: Amerman Elementary School:

Collaborative work focused on Reading (assessment/screening, use of CLASS A, data analysis, Tier I and II interventions, parent involvement), Mathematics (assessment/screening, early intervention, parent involvement) and Spelling goals:

20 total substitute days x \$100.00/day = \$2000.00

Moraine Elementary School:

Collaborative work focused on targeted instruction in reading- informational text, positive behavior support, Tier II and Tier II response to intervention, professional learning community/7 habits focus.

20 total substitute days x \$100.00/day=\$2000.00

Ridge Wood Elementary School:

Collaborative work focused on analyzing data and determining school, grade level, and classroom SMART goals in writing (voice, writer's workshop, organization, conventions, presentation); focused instruction and program alignment with the 7 Habits.

30 sub days x \$100.00/day = \$3000.00

Silver Springs Elementary School:

Collaborative work focused on reading proficiency goal, reader's workshop, think alouds, writing proficiency, and math proficiency goal.

14 total substitute days x \$100.00/day=\$1400.00

Thornton Creek Elementary School:

Collaborative work focused on writing goal (metacognition - develop grade level metacognitive rubric, self-reflection, quality of writing to a prompt, 6+1 traits, authentic writing opportunities) math fluency and problem-solving, Reading Proficiency, and Developing a Culture to Support the Whole Child (Bucket Fillers, Movement Breaks, Brain Gym, Habits of Mind)

Total of 13 sub days x \$100/day = \$1300.00

Winchester Elementary School:

Collaborative work focused on formative writing assessment; developing and using graphic organizers; math fluency.

Total of 20 sub days = \$2000.00

Hillside Middle School:

Collaborative work focused on math proficiency goal (assessment, targeted intervention), Making Caring Fashionable goal (positive behavior support, student recognition, Challenge Day) and Lifelong Wellness goal (increased movement, parent communication, awareness of wellness choices, MiPHY survey data analysis.)

Total of 10 sub days = \$1000.00

Meads Mill Middle School:

Collaborative work focused on Reading Proficiency goal (reading content, vocabulary development, formative assessment), Math Proficiency goal (understanding of concepts, timely intervention, formative assessment, and Positive Behavioral and Instructional Support goal.

Total of 10 sub days = \$1000.00

Northville High School:

Collaborative work focused on Reading Proficiency Goal (research based strategies to increase depth of understanding of content, SIOP derived reading strategies), Math Proficiency goal (comprehensive assessment system, data analysis, identification of research based instructional strategies), and School Wide Positive Behavior and Instructional Support goal.

Total of 10 sub days = \$1000.00

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Building Principals and School Improvement team members at each building.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/16/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers (total of all schools)	Title II Part A	14,700.00	0.00

3.1.4.2. Activity: Scheduled Professional Development Days

Activity Description: Collaborative work on District and Building level school improvement goals/initiatives focused on the overarching Student Learning Goal, with the theme of "Collaborating for Student Success" will take place during each of the scheduled professional days.

Activity Type: None

Planned staff responsible for implementing activity: Office of Instruction
Office of Special Services
Administrative Council
Teacher leaders
School Improvement team members
District Committee members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Refreshments for All Staff Prof. Days	Title II Part A	3,000.00	0.00

3.1.5. Strategy: Annual Conference Allocation-Elem. Humanities

Strategy Statement: The District will allocate resources for elementary humanities teachers (Art, Music, Physical Education, World Language, and Media Specialists) to attend content-area specific professional development workshops/annual conferences to increase support and integration with core content areas, and to update their repertoire of instructional strategies with current information in the field - resources provided on a rotating basis with \$250 allocated toward the cost of the registration fee, mileage, and sub costs.

Note: The workshops/annual conferences in each area include a focus on increasing student achievement in core content areas through the arts and through physical education.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Professional Development: Core Task 3 - Foster a culture for improvement by developing a professional learning community and leading for improvement.

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Annual Conferences: \$225 per area/\$450 for PE Michigan Association of Media in Education (M.A.M.E.) October 28-29, 2010, and/ or MACUL: Michigan Association for Computer Uses in Learning (March, 2011) MAHPERD: Michigan Association for Health, Physical Education, Recreation, and Dance (Nov. 11-13, 2010) MAEA: Michigan Art Education Association, "The Industry of Art", Nov. 4-7, 2010 Michigan Music Educators Association, 6th Annual Michigan Music Conference, Jan. 20-22, 2011 Michigan World Language Association, "Practically Speaking", Oct. 21-22, 2010.	08/31/2010	06/17/2011	Elementary Principals, Humanities Chairpersons

3.1.5.1. Activity: Annual Conferences in Humanities Content Area

Activity Description: Annual Conferences: \$225 per area/\$450 for PE

Michigan Association of Media in Education (M.A.M.E.) October 28-29, 2010, and/ or MACUL: Michigan Association for Computer Uses in Learning (March, 2011)

MAHPERD: Michigan Association for Health, Physical Education, Recreation, and Dance (Nov. 11-13, 2010)

MAEA: Michigan Art Education Association, "The Industry of Art", Nov. 4-7, 2010

Michigan Music Educators Association, 6th Annual Michigan Music Conference, Jan. 20-22, 2011

Michigan World Language Association, "Practically Speaking", Oct. 21-22, 2010.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Elementary Principals, Humanities Chairpersons

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Reg., Sub Costs, Mileage	Title II Part A	1,350.00	0.00

3.1.6. Strategy: Student Educational Development Plan (EDP) Process

Strategy Statement: The District will support refinement of the Educational Development Process, which provides an opportunity for students to consider their career plans beginning in 7th grade as they develop their 4-5 year course plan, with consideration given to incorporating evidence of achieving the Graduate Profile/Adult Roles identified by the district: Analytical Thinker, Effective Communicator, Quality Contributor, Continuous Learner, and World Class Citizen.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
SAR 7.2 Engages stakeholders in the processes of continuous improvement
SAR 7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Lambert, Linda. (2003) Leadership Capacity for Lasting School Improvement. AS CD ISBN: 0-87120-778-8

Marzano, R., Waters, T., McNulty, B. (2005) School Leadership That Works: From Research to Results.

AdvancED (2007) Technical Guide to School and District Factors Impacting Student Learning. Schaumburg, IL

Accreditation for Quality School Systems: A Practitioners' Guide (AdvancED, 2007)

Additionally, the January, 2010 Report of the NCA/AdvancEd Quality Assurance Review Team noted the following recommendation:

"Strengthen the alignment between the Northville Public Schools vision and its Graduate Profile/Adult Role expectations (e.g., Analytical Thinker, Effective Communicator, Quality Contributor) by clearly defining student measurements or assessments to determine if students are meeting these high expectations."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Convene a study group comprised of counselors at the middle and high school, principals, teachers as appropriate to further develop this idea and to explore it's potential. Involve students and parents as appropriate early in the process.	01/15/2011	06/30/2012	Mary K. Gallagher, Asst. Supt. Administrative Council Staff involved in the EDP process

3.1.6.1. Activity: Convene an EDP study group

Activity Description: Convene a study group comprised of counselors at the middle and high school, principals, teachers as appropriate to further develop this idea and to explore it's potential. Involve students and parents as appropriate early in the process.

Activity Type: Revised

Planned staff responsible for implementing activity: Mary K. Gallagher, Asst. Supt. Administrative Council Staff involved in the EDP process

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 01/15/2011, End Date - 06/30/2012

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
EDP Stakeholders	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Special Education	\$66,000.00	\$0.00
Title I Part A	\$93,684.00	\$0.00
Title II Part A	\$87,330.00	\$0.00
Other	\$0.00	\$0.00
Other	\$0.00	\$0.00
Other	\$0.00	\$0.00
Other	\$0.00	\$0.00
Other	\$9,334.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Mary Kay	Gallagher	Asst. Supt. for Instructi	gallagma@northville.k12.mi.us
Ms.	Lynne	Mossoian	Dir. of Special Services	mossoily@northville.k12.mi.us
Dr.	Steve	Anderson	Principal - Amerman Elem.	andersst@northville.k12.mi.us
Ms.	Denise	Bryan	Principal-Moraine Elem.	bryande@northville.k12.mi.us
Ms.	Alicia	Parsons	Principal, Ridge Wood Ele	parsonal@northville.k12.mi.us
Mr.	Scott	Snyder	Principal, Silver Springs	snydersc@northville.k12.mi.us
Mrs.	Sharon	Irvine	Principal, Thornton Creek	irvinesh@northville.k12.mi.us
Ms.	Patricia	Messing	Principal, Winchester Ele	messinpa@northville.k12.mi.us
Mr.	James	Cracraft	Principal, Hillside Middl	cracraji@northville.k12.mi.us
Dr.	Leonard	Rezmierski	Superintendent	RezmieLe@northville.k12.mi.us
Ms.	Amy	Storm	Northville Ed Foundation,	astorm@tds.net
Dr.	Karen	Paciorek	Board of Ed Member	kpaciorek@emich.edu
Ms.	Janice	Henderson	Curriculum Coordinator	henderja@northville.k12.mi.us
Ms.	Mary	Meldrum	Supervisor, Cooke School	meldruma@northville.k12.mi.us
Mr.	Art	Fischer	Supervisor, Old Village S	fischear@northville.k12.mi.us
Mr.	Robert	Watson	Principal, Northville Hig	watsonro@northville.k12.mi.us
Dr.	Susan	Meyer	Principal, Meads Mill Mid	meyersu@northville.k12.mi.us
Ms.	Teresa	Smith	Parent	jmasmith@wowway.com
Ms.	Susan	Evans	Parent	smerme@yahoo.com

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this

institution improvement plan.

In the late 1980's, Northville Public Schools poured a great deal of time, energy and resources into a strategic planning process that included large committees and huge binders filled with information. Over time, what emerged among district leaders was a realization that the strategic planning process was to a great extent removed from the classroom and from a focus on student learning. It also became clear that individual school improvement teams were not only more connected to student learning, but were also the source of a great deal of innovation.

In 1998, after no small amount of dialog with various stakeholder groups and the willingness on the part of the school district community to take a leap of faith, Northville Public Schools moved to a District Continuous Improvement Cycle with building-based school improvement teams serving as the building blocks for this process. Now in its 12th cycle, the District School Improvement processes continues to grow and evolve into a powerful, district-wide initiative that enhances and sustains student learning with the ultimate goal ensuring success for all students, at all levels and abilities.

The district's annual school improvement process begins at the individual school level where school improvement teams, comprised of the principal, teachers, parents and students meet throughout the school year to identify student learning and school climate goals specific to the school, review data, establish plans, implement interventions and document results. Then, once a year the school improvement teams come together over a two-day period in November and December to present their school improvement plans, share successes, grapple with challenges and exchange ideas. The process of bringing all the school improvement teams together through the District School Improvement Team meetings is extraordinarily positive, and has been a catalyst for improvement efforts across the district.

The Northville Public Schools school improvement process includes an annual review of goals at the building and district level to ensure that improvement goals are aligned with the district's Mission, Vision, and Graduate Profile/Adult Roles. Each school aligns its school improvement goals closely to the district's overarching goal of student learning, based on the school level data, with a focus on responding to the four guiding questions -- What is it we expect learners to learn/be able to do?, How will we know if they've learned it?, How will we respond if they haven't?, and How will we respond if they've already learned it? Data collected from common assessments, standardized tests and surveys is used to develop, monitor and enhance individual building level school improvement initiatives related to student learning.

Schools are responsible for demonstrating alignment of their goals with student data, and with the district overarching goal, in their presentations to the District School Improvement Team each year. Likewise, action plans must reflect best practice and research-based strategies. School presentations are followed by an opportunity for questions and dialog with District School Improvement Team participants. District School Improvement team members also complete a written feedback form, with feedback specific to each school, in addition to written reflections to provide feedback on the process and suggestions for improvement.

Opportunities for stakeholder feedback occur at the building level in their school improvement process, and at the District level through the District School Improvement Team. Annually, a District School Improvement report is presented to the Board of Education, which provides another opportunity for stakeholder awareness and feedback. Additionally, the District web page includes information about the District Continuous Improvement process, the Standards Assessment Report and Quality Assurance Report at <http://www.northville.k12.mi.us/district/nps-accreditation.asp>

As NPS incorporates use of the new MDE required template for School Improvement Plans (SIP) at each building, and a District Improvement Plan (DIP) at the District level, building principals have worked closely with the Office of Instruction and Office of Special Services to coordinate efforts and to ensure that goals are in alignment from building to District back to building.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Curriculum recommendations come from curriculum committees and/or Content Advisory teams comprised of a cross-section of teachers and administrators, with next step in the review process being Cabinet/Administrative Council which is comprised of building principals and Central Office administrators.

As a part of the Curriculum Review Process, Northville Public Schools has established a District Curriculum Council, which reviews curriculum recommendations made by curriculum committees that are supported by the District's Cabinet and Administrative Council to move forward in the process. Curriculum Council representation includes parents, teachers, and administrators.

Following review by District Curriculum Council, recommendations are reviewed and discussed by the Board of Education Instructional Services subcommittee, prior to going forward for full Board consideration.

The Curriculum Review process is also available on the District website at <http://www.northville.k12.mi.us/parents/district-committees.asp>, which also details a variety of opportunities for parent stakeholders to be involved in District committees.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Northville Public Schools is responsive to its community and stakeholders in a multitude of ways. Key in this effort is building trust among all constituencies by being consistent and predictable in communicating information. At the building level, principals and district administrators (most often the superintendent) regularly attend PTA/PTSA meetings to give reports, answer questions and ask for input on issues. Each year, individual schools also host gatherings, often in partnership with PTAs/PTSA or other community groups, for students and school families including curriculum nights, open houses and parent education programs. In addition to many opportunities for parents to be involved at the school level on school improvement teams and PTA/PTSA committees, there are often opportunities for participation on district initiatives. Standing district committees include District Curriculum Council, Health Advisory Board and the Parent Advisory Council for Special Services, in addition to periodic committees focused on a specific area or task, which may vary from year to year. Additionally, use of survey instruments (i.e. Zoomerang), focus groups, and study committees provide additional sources of feedback and input to the district.

Northville Public Schools uses a variety of methods to communicate to our stakeholders the effectiveness of our school system and its schools as well as its student performance results. Monthly newsletters to school families from individual schools (available on-line and in school offices) and a quarterly newsletter, Connections, from the district (mailed to all community members and available on-line) provide important school and district news. The district Zangle web application (Student/Parent Connect) provides students and parents with direct access to student data via the Internet including individual student progress reports, attendance records, report cards and transcripts. Over the past three years, the district has effectively used its LISTSERV e-mail service to provide parents and community members with essential district, building and program level information (including school closings, safety alerts, school newsletters and event calendars, as well as providing notification of various parent and student opportunities) via e-mail. To date, LISTSERV has more than 5,000 subscribers. Individual school and district websites also contain important information about the administration of the schools, upcoming events, financial information and overall district and school student performance data.

Each year Northville Public Schools issues an annual report for the school district and each individual school, which is also available on the district website. Board of Education meetings, parent teacher conferences,

committee work, and building meetings are used effectively to convey each school's and the district's position on issues related to student performance, curriculum, and financial matters. One of our most effective communication methods for staff has been the District School Improvement Team meetings which take place each year. During these sessions each school presents its school improvement plan to district leaders and the other school improvement teams. Most valuable in this process is the opportunity to share successes, grapple with challenges, exchange ideas and learn from each other. The opportunity to see the progression from the center program, as well as early childhood, through high school graduation is a powerful one for educators and district leaders, as are the common themes that emerge across programs.

The Superintendent presents an annual "State of the School System" address to community and business officials, in conjunction with the Northville Chamber of Commerce State of the Community event. This is yet another avenue for communicating information about the success of the Northville Public Schools as an integral part of the Northville community.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Director of Human Resources

Address:

501 W. Main Street, Northville, MI 48167

Telephone Number:

248.344.8451

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Professional Learning needs include an ongoing commitment to creating true professional learning communities, building capacity for the meaningful use of data to inform instruction and challenge all students, refining intervention processes so that they are more systematic and timely, and developing a more comprehensive formative assessment system.

Each year, professional development at both the district and individual school levels has a strong focus on the district's overarching goal to support student learning, with the theme of Collaborating for Student Success. Professional development budgets and conference opportunities are provided to teachers and staff at the building and district level to support improvement goals.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Available Title I, Title IIA, General Funds, and grant funding sources have been identified and applied directly to School Improvement goals, strategies, and activities. Additionally, all building level goals were given consideration as the District Improvement Plan was developed, and building allocations for workshop/professional development opportunities and collaborative work on improvement goals were provided.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Technical support and software (CLASS A, for example) is available to provide assistance with data interpretation, and there is a system-wide focus on building capacity for the meaningful use of data to inform instruction, and guide intervention and enrichment efforts, as well as to evaluate progress toward school improvement goals.

Additionally, this plan includes technology committee collaborative work at each level to more fully integrate the Michigan Educational Technology Standards into curriculum and instruction across content areas.

Finally, the NWEA assessment, which is noted in this District Improvement Plan, is an adaptive, online assessment being implemented this year in grades 1-7, and is supported by significant professional development in use of the adaptive assessment, interpretation of results, and strategies for differentiating instruction based on assessment results.