

School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Northville High School

Grades Served: 9,10,11,12

Principal: Mr. Robert Watson

Building Code: 02772

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School 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 **School Improvement Plan template (SIP)** 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

School Information

School:	Northville High School
District:	Northville Public Schools
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	02772
City:	Northville
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We strive for a school community where:

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

Mission Statement

We, the staff of Northville High School, in partnership with students, parents and community, are committed to mutual responsibility for learning through effective teaching. Our mission is to challenge all students to reach their potential and to develop responsible citizens in a caring and supportive environment.

Beliefs Statement

We believe:

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

Goals

ID	Name	Development Status	Progress Status
8495	Mathematics Proficiency	Approved	Open
8497	Language Arts Proficiency	Approved	Open
15009	Implementation of School Wide Positive Behavior and Instruction Support	Approved	Open

Goal 1: Mathematics Proficiency

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students at Northville High School will be proficient in mathematics.

Gap Statement : Data from 2007-2010 MME indicates an average of 80.5% students scored proficient in mathematics, while 19.5% scored non-proficient.

From 2007-2010, 65.5% of students were college-ready in mathematics based on scoring 22 or higher on the mathematics portion of the ACT, while 34.5% of students were not college-ready in mathematics.

In 2010, 97% of students passed Algebra II, while 3% did not.

Cause for Gap : Analysis of 2010 and 2009 MME data indicates Northville High School students have increased difficulty (based on average mean/points possible) in Reasoning About Numbers, Calculatios/Algorithms, Math Reasoning/Logic & Proof, Families of Funtions and Figures & Properties.

Multiple measures/sources of data you used to identify this gap in student achievement : 2007-2010 MME School Summary Report for All Students, Mathematics.

2007-2010 ACT Profile Report.

Percentage of students passing NHS Algebra II in 2009-2010.

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? All students will score proficient (1's and 2's) on MME mathematics.

All students will pass Algebra II.

All students will be college-ready for mathematics (obtain an ACT Mathmatics score of at least 22).

Contact Name : Robert Watson

List of Objectives:

ID	Objective
8752	By the end of the 2010-2011 school year, the percentage of students scoring proficient on the MME in mathematics will increase from 80.5% to 85%,the percentage of students passing Algebra II will increase from 97% to 100% and the percentage of students college-ready in mathematics (scoring 22 or higher on the mathematics portion of the ACT) will increase from 65.5% to 70%.

1.1. Objective: All students will increase their proficiency in mathematics.

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school year, the percentage of students scoring proficient on the MME in mathematics will increase from 80.5% to 85%,the percentage of students passing Algebra II will increase from 97% to 100% and the percentage of students college-ready in mathematics (scoring 22 or higher on the mathematics portion of the ACT) will increase from 65.5% to 70%.

List of Strategies:

ID	Strategy	Locked By
8752	Faculty will analyze available data and collaboratively identify areas to improve planning, delivery and assessment of mathematics instruction.	
8752	All mathematics faculty will implement effective, research based strategies to increase mathematics performance for all learners.	

1.1.1. Strategy: Data Collection and Evaluation

Strategy Statement: Faculty will analyze available data and collaboratively identify areas to improve planning, delivery and assessment of mathematics instruction.

Selected Target Areas

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 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?

Seltz, J. (Sept., 2008). A focus on assessment. Educational Leadership, 66, 1.

Wellman, B. & Lipton, L. (2004). Data-driven dialogue: A facilitator's guide to collaborative inquiry. MiraVia, LLC.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff members will learn the Class A assessment tool. Once data is gathered, staff will collaborate to identify gaps in student learning and design/modify instructional materials and delivery.	09/01/2008	06/30/2011	Rob Watson
Staff and faculty will be introduced to and learn about the SMALSI, WRAT4 and BARSCH inventories.	08/31/2010	09/30/2010	Rob Watson

1.1.1.1. Activity: Class A - Staff Training

Activity Description: Staff members will learn the Class A assessment tool. Once data is gathered, staff will collaborate to identify gaps in student learning and design/modify instructional materials and delivery.

Activity Type: Revised

Planned staff responsible for implementing activity: Rob Watson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2008, 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
Class A hardware/software	General Funds	200.00	0.00

1.1.1.2. Activity: SMALSI/WRAT 4/BARSCH Staff Training

Activity Description: Staff and faculty will be introduced to and learn about the SMALSI, WRAT4 and

BARSCH inventories.

Activity Type: Revised

Planned staff responsible for implementing activity: Rob Watson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, 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
SMALSI, WRAT4, BARSCH Presentation	Title II Part A	300.00	0.00

1.1.2. Strategy: Differentiated Mathematics Instruction

Strategy Statement: All mathematics faculty will implement effective, research based strategies to increase mathematics performance for all learners.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
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 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
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 3.4 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 3.5 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 Implements interventions to help students meet 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 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Johnson, E., Smith, L., & Harris, M. (2009). *How RTI works in secondary schools*. Thousand Oaks, CA: Corwin.

Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*, 2nd Ed. Alexandria, VA: ASCD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
This 4-day professional development session offered through WCRESA provides general and special education teachers with classroom resources, and new techniques and instructional strategies to meet the diverse needs of students in Algebra 2 classrooms.	06/30/2010	08/02/2010	Rob Watson
Staff and faculty will gain knowledge about the Key Train program/software.	08/31/2010	06/30/2011	All staff will be responsible for introducing the Key Train program to seminar students and communicating to counselors the need for a Key Train access code. The seminar teacher will then monitor and promote Key Train activity in their seminar class.
All staff will be introduced to NWEA. Additional training will occur for faculty and staff working directly with students at-risk academically in mathematics and English.	09/01/2010	06/30/2011	Rob Watson Diana Patterson Karin Pearson Monty Shambleau

1.1.2.1. Activity: Co-teaching Algebra 2

Activity Description: This 4-day professional development session offered through WCRESA provides general and special education teachers with classroom resources, and new techniques and instructional strategies to meet the diverse needs of students in Algebra 2 classrooms.

Activity Type: Revised

Planned staff responsible for implementing activity: Rob Watson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/30/2010, End Date - 08/02/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Co-teaching Algebra 2 Conference	Title II Part A	2,650.00	0.00

1.1.2.2. Activity: Key Train Instruction

Activity Description: Staff and faculty will gain knowledge about the Key Train program/software.

Activity Type: Revised

Planned staff responsible for implementing activity: All staff will be responsible for introducing the Key Train program to seminar students and communicating to counselors the need for a Key Train access code. The seminar teacher will then monitor and promote Key Train activity in their seminar class.

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
Key Train Presentation	Title II Part A	300.00	0.00

1.1.2.3. Activity: NWEA Training and Instruction

Activity Description: All staff will be introduced to NWEA. Additional training will occur for faculty and staff working directly with students at-risk academically in mathematics and English.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Rob Watson
Diana Patterson
Karin Pearson
Monty Shambleau

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, 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
NWEA Web-based program	Title II Part A	0.00	0.00

Goal 2: Language Arts Proficiency

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Northville High School students will be proficient in English Language Arts.

Gap Statement : From 2007 - 2010, the average percent of students proficient in the reading portion of the Michigan Merit Exam (MME) is 87; 13% of students scored not proficient.

From 2007 - 2010, the average percent of students meeting or exceeding the ACT College Readiness Benchmark for Reading (benchmark score of 21) is 68.5%; therefore, 31.5% of students are deemed not college-ready in reading.

From 2007-2010, 77.5% of students scored proficient in writing on the MME, with 22.5% scoring not proficient in writing.

Cause for Gap : Analysis of 2007-2010 MME data indicates that students scored lowest in the reading domain 'Depth of Understanding' with an average score of 4.5 out of 8 possible points (56%).

Analysis of ACT data indicates a trend with those students taking only the minimum core of social science courses (US History, World History and American Government) or less than 3 years of social sciences; only 51% of these students (n=31) met or exceeded the College Readiness Benchmark in Reading.

Because MME criteria for writing changes each year, our focus on writing has been developed based on data from local common assessments.

Multiple measures/sources of data you used to identify this gap in student achievement : Data used to identify these gaps include the MME (2007-2010), the ACT (2007-2010) and common 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? All students will be proficient (1's or 2's) in English Language Arts.

All students will meet the ACT College Readiness in Reading Benchmark.

Contact Name : Diana Hoffman

List of Objectives:

ID	Objective
16941	All students will increase skills in reading and writing. The percentage of students proficient (1's and 2's) in MME Reading will increase from 87 ('07-'10 average) to 88.5 (2007-2011 average). The percentage of students proficient (1's and 2's) in MME Writing will increase from 77.5 ('07-'10 average) to 82.5 (2007-2011 average).The percentage of students meeting the ACT College Readiness in Reading benchmark will increase from 68.5 ('07-'10 average) to 73% ('07-'11 average).

2.1. Objective: Increased MME ELA Proficiency

Measurable Objective Statement to Support Goal : All students will increase skills in reading and writing. The percentage of students proficient (1's and 2's) in MME Reading will increase from 87 ('07-'10 average) to 88.5 (2007-2011 average). The percentage of students proficient (1's and 2's) in MME Writing will increase from 77.5 ('07-'10 average) to 82.5 (2007-2011 average).The percentage of students meeting the ACT College Readiness in Reading benchmark will increase from 68.5 ('07-'10 average) to 73% ('07-'11 average).

List of Strategies:

ID	Strategy	Locked By
16941	All Northville High School faculty will implement proven, research-based reading strategies to increase depth of understanding of content.	
16941	Faculty will analyze available data and collaboratively identify areas to improve planning, delivery and assessment of reading instruction.	

2.1.1. Strategy: Depth of Understanding

Strategy Statement: All Northville High School faculty will implement proven, research-based reading strategies to increase depth of understanding of content.

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 3.4 Supports instruction that is research-based and reflective of best practice
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy***What research did you review to support the use of this strategy and action plan?***

Echevarria, J., Vogt, M. & Short, D. (2010). Making Content Comprehensible for Secondary English Learners: The SIOP Model. Allyn & Bacon: Boston, MA.

University of Kansas Center for Research on Learning. Strategic Instruction Model (SIM) Overview. Accessed May 2010 from www.kucrl.org/sim.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Faculty will be presented with five SIOP-derived strategies for reading comprehension via staff development meeting. These strategies will be modeled.	09/01/2010	12/31/2010	Diana Patterson and Morgan Cox
This is a one-day workshop offered through WCRESA. Kelly Gallagher, a nationally renowned speaker, author and educator, will discuss how to move from assigning difficult texts to teaching students how to read difficult texts.	04/11/2011	04/11/2011	One teacher from each content area, up to 5 teachers.
The School Improvement Team will administer a survey to faculty members to assess what reading comprehension strategies and writing strategies each utilizes in their classrooms. Results of the survey will determine additional steps necessary to provide comprehensive strategies to all faculty.	10/01/2010	06/01/2011	Diana Hoffman and School Improvement Team (Reading) Co-Chairs
Faculty and staff	08/31/2010	06/30/2011	Diana....

2.1.1.1. Activity: SIOP Strategies

Activity Description: Faculty will be presented with five SIOP-derived strategies for reading comprehension via staff development meeting. These strategies will be modeled.

Activity Type: Revised

Planned staff responsible for implementing activity: Diana Patterson and Morgan Cox

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 12/31/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Making Content Comprehensible for Secondary English Learners: The SIOP Model	No Funds Required	0.00	0.00

2.1.1.2. Activity: Deeper Reading Conference

Activity Description: This is a one-day workshop offered through WCRESA. Kelly Gallagher, a nationally renowned speaker, author and educator, will discuss how to move from assigning difficult texts to teaching students how to read difficult texts.

Activity Type: Revised

Planned staff responsible for implementing activity: One teacher from each content area, up to 5 teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 04/11/2011, End Date - 04/11/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Deeper Reading Conference	Title II Part A	975.00	0.00

2.1.1.3. Activity: Faculty Survey

Activity Description: The School Improvement Team will administer a survey to faculty members to access what reading comprehension strategies and writing strategies each utilizes in their classrooms. Results of the survey will determine additional steps necessary to provide comprehensive strategies to all faculty.

Activity Type: Revised

Planned staff responsible for implementing activity: Diana Hoffman and School Improvement Team (Reading) Co-Chairs

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2010, End Date - 06/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Survey	General Funds	200.00	0.00

2.1.1.4. Activity: Key Train Presentation

Activity Description: Faculty and staff

Activity Type: Revised

Planned staff responsible for implementing activity: Diana....

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
Key Train presentation	No Funds Required	0.00	0.00

2.1.2. Strategy: Data Collection and Evaluation

Strategy Statement: Faculty will analyze available data and collaboratively identify areas to improve planning, delivery and assessment of reading instruction.

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision
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?

Seltz, J. (Sept/, 2008). A focus on assessment. Educational Leadership, 66, 1.

Wellman, B. & Lipton, L. (2004). Data-driven dialogue: A facilitator's guide to collaborative inquiry. MiraVia, LLC.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Faculty and staff will utilize the CLASS A assessment system and collaboratively identify areas to improve planning and delivery of reading instruction.	08/31/2010	06/30/2011	Diana Patterson
Faculty and staff will gain knowledge about the SMALSI, WRAT4 and BARSCH assessments.	08/31/2010	06/30/2011	Diana Patterson
Faculty and staff will be introduced to NWEA. Additional training will occur for faculty and staff directly involved in assisting students who are academically at-risk in ELA.	09/07/2010	06/30/2011	Diana Patterson

2.1.2.1. Activity: Class A Training

Activity Description: Faculty and staff will utilize the CLASS A assessment system and collaboratively identify areas to improve planning and delivery of reading instruction.

Activity Type: Revised

Planned staff responsible for implementing activity: Diana Patterson

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
Class A Presentation	No Funds Required	0.00	0.00

2.1.2.2. Activity: SMALSI, WRAT4, BARSCH Presentation

Activity Description: Faculty and staff will gain knowledge about the SMALSI, WRAT4 and BARSCH assessments.

Activity Type: Revised

Planned staff responsible for implementing activity: Diana Patterson

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
SMALSI, WRAT4, BARSCH Presentation	Title II Part A	0.00	0.00

2.1.2.3. Activity: NWEA Presentation and Training

Activity Description: Faculty and staff will be introduced to NWEA. Additional training will occur for faculty and staff directly involved in assisting students who are academically at-risk in ELA.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Diana Patterson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, 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 Program	Title II Part A	0.00	0.00

Goal 3: Implementation of School Wide Positive Behavior and Instruction Support

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Northville High School students will participate in a school-wide behavioral and instructional management system to maximize academic and social success as well as attendance, and minimize office discipline referrals (ODR's).

Gap Statement : NHS will use baseline data (2009-2010 school year) for attendance and discipline. Our goals have been developed based on analysis of this data.

Data from a 2009-2010 school improvement survey suggests 42% of students feel "all students at NHS treat each other with respect, regardless of race, religion, gender, or gender preference".

Cause for Gap : A comparison of 2010-2011 data to baseline data (2009-2010) will allow us to determine causes for specific gaps.

Multiple measures/sources of data you used to identify this gap in student achievement : 2009-2010 School Climate Survey, created by the School Improvement Team, given to staff and students.

Zangle PBS Reports for Attendance and Discipline

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? School Climate Data will reflect an increased perception of student body unity from both faculty/staff and students.

PBS reports will show a decrease in monthly Office Discipline Referrals (ODR's), absenteeism, and tardiness.

Contact Name : Karin Pearson

List of Objectives:

ID	Objective
16094	By the end of 2011-2012 school year NHS will have a 20% reduction in discipline referrals.
24302	The percentage of students reporting that "all students at NHS treat each other with respect, regardless of race, religion, gender, or gender preference" will increase from 42% to 62%, as measured by the NHS School Improvement School Climate Survey, 2012.

3.1. Objective: Decrease discipline referrals

Measurable Objective Statement to Support Goal : By the end of 2011-2012 school year NHS will have a 20% reduction in discipline referrals.

List of Strategies:

ID	Strategy	Locked By
16094	Members of the Northville High School PBIS School Improvement Team will collect and review discipline, attendance, and school climate data.	
16094	Members of the PBIS Team will gain knowledge of PBIS as well as other system wide approaches to positive behavior management.	
16094	Members of the PBIS Team will produce school-wide resources for positive behavior support both building wide as well as in the classroom.	
16094	Information from the PBIS school-wide program will contribute to the development of the Intervention Team Model and process for RTI.	
16094	For the 2010-2011 school year all NHS students, faculty and staff will be introduced to the concepts and framework of PBIS.	

3.1.1. Strategy: Data Collection and Review

Strategy Statement: Members of the Northville High School PBIS School Improvement Team will collect and review discipline, attendance, and school climate data.

Selected Target Areas

SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

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

Cushman, K. (2005). Sent to the principal. Next Generation Press: Providence, RI.

Johnson, E., Smith, L. & Harris, M. (2009). How RTI works in secondary schools. Corwin: Thousand Oaks, CA.

Sprick, R. (2006). Discipline in the secondary classroom. Jossey-Bass: San Francisco, CA.

Michigan Department of Education (2008). School-Wide Positive Behavior Support.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Members of the PBIS team will review the Zangle Behavior Reports, School Climate Survey (from both staff and students) and determine areas of concentration for the team's work throughout the 2010-2011 school-year.	08/31/2010	10/15/2010	Karin Pearson Monty Shambleau

3.1.1.1. Activity: Zangle Behavior Reports and School Surveys

Activity Description: Members of the PBIS team will review the Zangle Behavior Reports, School Climate Survey (from both staff and students) and determine areas of concentration for the team's work throughout the 2010-2011 school-year.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson
Monty Shambleau

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 10/15/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Zangle Reports and Zoomerang School Climate Survey	No Funds Required	0.00	0.00

3.1.2. Strategy: PBIS Knowledge

Strategy Statement: Members of the PBIS Team will gain knowledge of PBIS as well as other system wide approaches to positive behavior management.

Selected Target Areas

SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 2.1 Establishes policies and procedures that provide for the effective operation of the school
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 2.8 Controls curricular and extracurricular activities that are sponsored by the school

SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

Other Required Information for Strategy

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

Sprick, R. (2006). Discipline in the secondary classroom. Jossey-Bass: San Francisco, CA.

PBIS Manual - Michigan Department of Education (2006).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Members of the PBIS School Improvement Team will read, "Discipline in the Classroom" by Randall Sprick.	09/07/2010	10/31/2010	Karin Pearson Monty Shambleau
The PBIS Team will attend the national PBIS Leadership Forum in Rosemont, IL on October 14 and 15, 2010.	10/14/2010	10/15/2010	Karin Pearson Monty Shambleau

3.1.2.1. Activity: Classroom Discipline Book Study

Activity Description: Members of the PBIS School Improvement Team will read, "Discipline in the Classroom" by Randall Sprick.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson Monty Shambleau

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 10/31/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Discipline in the Classroom (book)	Title II Part A	322.00	0.00

3.1.2.2. Activity: PBIS National Conference

Activity Description: The PBIS Team will attend the national PBIS Leadership Forum in Rosemont, IL on October 14 and 15, 2010.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson
Monty Shambleau

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/14/2010, End Date - 10/15/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PBIS Conference	Title II Part A	2,049.00	0.00

3.1.3. Strategy: PBIS Resource Development

Strategy Statement: Members of the PBIS Team will produce school-wide resources for positive behavior support both building wide as well as in the classroom.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
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 2.8 Controls curricular and extracurricular activities that are sponsored by the school
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)

Other Required Information for Strategy

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

Sprick, R. (2006). Discipline in the secondary classroom. Jossey-Bass: San Francisco, CA.

PBIS Manual - Michigan Department of Education (2006).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The PBIS Team will create and present a "Teacher Toolbox" of interventions for faculty and staff to utilize.	09/07/2010	06/15/2011	Karin Pearson Monty Shambleau PBIS Team
Members of the PBIS team will create a PBIS matrix, plan how to communicate it out to the student body and staff, and present it to be in effect for 2nd semester 2010/2011 school year.	09/07/2010	12/01/2010	Karin Pearson Monty Shambleau PBIS Team
Members of the PBIS team will revise the current discipline referral form used for behavior and attendance issues. Once revised they will plan how to communicate the information to students and staff for implementation at the start of 2nd semester for the 2010/2011 school year.	09/07/2010	12/01/2010	Karin Pearson Monty Shambleau PBIS Team
Members of the PBIS team will create a list of consequences and reinforcements to reinforce the message and vision of the NHS PBIS Model.	09/07/2010	12/01/2010	Karin Pearson Monty Shambleau PBIS Team

3.1.3.1. Activity: Teacher Toolbox

Activity Description: The PBIS Team will create and present a "Teacher Toolbox" of interventions for faculty and staff to utilize.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson
Monty Shambleau
PBIS Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, 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
Teacher Toolbox	No Funds Required	0.00	0.00

3.1.3.2. Activity: PBIS Matrix

Activity Description: Members of the PBIS team will create a PBIS matrix, plan how to communicate it out to the student body and staff, and present it to be in effect for 2nd semester 2010/2011 school year.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson
Monty Shambleau
PBIS Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 12/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Matrix	No Funds Required	0.00	0.00

3.1.3.3. Activity: Discipline Referral Form

Activity Description: Members of the PBIS team will revise the current discipline referral form used for behavior and attendance issues. Once revised they will plan how to communicate the information to students and staff for implementation at the start of 2nd semester for the 2010/2011 school year.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson
Monty Shambleau
PBIS Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 12/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Discipline referral form	No Funds Required	0.00	0.00

3.1.3.4. Activity: Reinforcements and Consequences

Activity Description: Members of the PBIS team will create a list of consequences and reinforcements to reinforce the message and vision of the NHS PBIS Model.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson
Monty Shambleau
PBIS Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 12/01/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reinforcements and Consequence Development	No Funds Required	0.00	0.00

3.1.4. Strategy: Contribution to RTI Model

Strategy Statement: Information from the PBIS school-wide program will contribute to the development of the Intervention Team Model and process for RTI.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
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 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
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?

Johnson, E., Smiht, L., & Harris, M. (2009). How RTI works in secondary schools. Corwin: Thousand Oaks, CA.

Sprick, R. (2006). Discipline in the secondary classroom. Jossey-Bass: San Francisco, CA.

PBIS Manual - Michigan Department of Education (2006).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
members of the PBIS Team will report out to the Intervention Team (formerly the Child Study team) to contribute to the overall RTI process for NHS.	09/07/2010	06/15/2011	Karin Pearson Monty Shambleau Selected members of the PBIS Team

3.1.4.1. Activity: Report on Resources

Activity Description: members of the PBIS Team will report out to the Intervention Team (formerly the Child Study team) to contribute to the overall RTI process for NHS.

Activity Type: Revised

Planned staff responsible for implementing activity: Karin Pearson
Monty Shambleau
Selected members of the PBIS Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, 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
Reporting	No Funds Required	0.00	0.00

3.1.5. Strategy: Faculty, student and community awareness

Strategy Statement: For the 2010-2011 school year all NHS students, faculty and staff will be introduced to the concepts and framework of PBIS.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision

SAR 2.9 Responds to community expectations and stakeholder satisfaction
 SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
 SAR 3.8 Implements interventions to help students meet expectations for student learning
 SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning

Other Required Information for Strategy

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

Michigan Department of Education School-wide Positive Behavioral Interventions and Supports Implementation Guide 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
NHS broadcast students will create and broadcast videos highlighting positive behavior expectations.	02/11/2011	06/15/2011	Monty Shambleau Karin Pearson
Information about PBIS will be presented at PTSA meetings and also communicated via listserv.	02/01/2011	06/15/2011	Monty Shambleau Karin Pearson

3.1.5.1. Activity: Broadcast Videos

Activity Description: NHS broadcast students will create and broadcast videos highlighting positive behavior expectations.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Monty Shambleau
Karin Pearson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 02/11/2011, 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
NHS Budget	General Funds	100.00	0.00

3.1.5.2. Activity: PTSA and ListServ

Activity Description: Information about PBIS will be presented at PTSA meetings and also communicated via listserv.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Monty Shambleau
Karin Pearson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 02/01/2011, 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
n/a	No Funds Required	0.00	0.00

3.2. Objective: Increase Student Respect

Measurable Objective Statement to Support Goal : The percentage of students reporting that "all students at NHS treat each other with respect, regardless of race, religion, gender, or gender preference" will increase from 42% to 62%, as measured by the NHS School Improvement School Climate Survey, 2012.

List of Strategies:

ID	Strategy	Locked By
24302	NHS faculty and staff will teach positive behavior expectations to all students.	

3.2.1. Strategy: Communicate PBIS Matrix/Behavior Expectations

Strategy Statement: NHS faculty and staff will teach positive behavior expectations to all students.

Selected Target Areas

SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning

Other Required Information for Strategy

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

Michigan Dept. of Education PBIS 2010 Implementation Guide

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Seminar teachers, once trained in PBIS, will lead discussions with their seminar students.	02/01/2011	06/15/2011	Monty Shambleau Karin Pearson
The PBIS team will create and post signage reinforcing positive behavior expectations.	02/01/2011	06/15/2011	Monty Shambleau Karin Pearson
NHS broadcast students will create and air videos highlighting positive behavior expectations.	02/01/2011	06/15/2011	Monty Shambleau Karin Pearson

3.2.1.1. Activity: Seminar Discussions

Activity Description: Seminar teachers, once trained in PBIS, will lead discussions with their seminar students.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Monty Shambleau
Karin Pearson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 02/01/2011, 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
n/a	No Funds Required	0.00	0.00

3.2.1.2. Activity: Building PBIS Signage

Activity Description: The PBIS team will create and post signage reinforcing positive behavior expectations.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Monty Shambleau
Karin Pearson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 02/01/2011, 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
Office of Instruction	RESA Grant	1,000.00	0.00

3.2.1.3. Activity: Broadcast Videos

Activity Description: NHS broadcast students will create and air videos highlighting positive behavior expectations.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Monty Shambleau
Karin Pearson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 02/01/2011, 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
NHS Budget	General Funds	100.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$600.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title II Part A	\$6,596.00	\$0.00
Other	\$1,000.00	\$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
Mr.	Robert	Watson	Principal	watsonro@northville.k12.mi.us
Ms.	Diana	Hoffman	Assistant Principal	hoffmadi@northville.k12.mi.us
Ms.	Karin	Pearson	Assistant Principal	pearsoka@northville.k12.mi.us
Mr.	Brad	O'Neill	Assistant Principal	oneillbr@northville.k12.mi.us
Ms.	Cheryl	Brooks	Teacher	brooksch@northville.k12.mi.us

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

Teachers, parents, students, administrators will be members of each school improvement team.

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

Teachers are responsible for writing all aspects of the curriculum. Department chairs approve or disapprove the proposed curriculum. Next, curriculum is presented to the District Curriculum Council, followed by the Board Instructional Services Subcommittee, and finally by the Board of Education.

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

Various methods are used to share and disseminate information, such as: Listserv, newspaper, school and district website, department chairs, school announcements, Administrative Council and PTSA.

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 West Main Street, Northville, MI 48167

Telephone Number:

248.349.3400

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?

Conferences (Mathematics, Reading and PBIS Goals)
Book study (PBIS Goal)
Survey (Reading)
Class A Training (Mathematics)
Teacher Instructional Strategies (Mathematics, Reading and PBIS Goals)

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

Northville High School has worked closely with Central Office to coordinate funding for these activities.

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

Class A hardware and software has been integrated into the building, which will allow faculty and staff to efficiently monitor student progress. In addition, the district and building have access to online survey creators (ie: Zoomerang, SurveyMonkey) to design, administer and evaluate surveys to all stakeholders.