

# School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Meads Mill Middle School

Grades Served: 6,7,8

Principal: Dr. Susan M Meyer

Building Code: 06591

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	5
Vision .....	6
Goals .....	7
Goal 1: Reading Proficiency .....	7
Goal 2: Math proficiency .....	11
Goal 3: Positive Behavioral and Instructional Support .....	15
Resource Profile .....	21
Title I Required Components .....	22
Stakeholders .....	23
Statement of Non-Discrimination .....	24
Conclusion .....	25

# 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](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Meads Mill Middle School</b>
District:	<b>Northville Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>6,7,8</b>
School Code Number:	<b>06591</b>
City:	<b>Northville</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## Vision Statement

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

Our mission is to challenge all students through a comprehensive curriculum committed to a child-oriented team concept which promotes achievement, a positive self-concept, creativity and problem solving skills during the transition from elementary to high school, and is supported by active participation of staff, parents, and community.

## 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
- \* 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
17133	Reading Proficiency	Approved	Open
17290	Math proficiency	Approved	Open
17308	Positive Behavioral and Instructional Support	Approved	Open

### Goal 1: Reading Proficiency

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All Meads Mill students will demonstrate proficiency in reading.

**Gap Statement :** 6th grade MEAP scores for 2009 testing show that 2% are partially proficient in reading while 98% demonstrate proficiency.

7th grade MEAP scores for 2009 testing show 1% of students as not proficient in reading and an additional 4% partially proficient while 96% demonstrate proficiency (Numbers are rounded.)

8th grade MEAP scores for 2009 testing show 1% as not proficient in reading and an additional 6% partially proficient in reading while 94% demonstrate proficiency. (numbers are rounded.)

**Cause for Gap :** Item analysis indicate that informational reading and comprehension could improve. Additionally, teachers require professional development for reading in content areas. Inconsistency of students to analyze information to draw conclusions.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP scores and item analysis

Review of GLCEs listed with weaker items R.CM.05.03; R.CM.06.03; R.CM.07.03)

Teacher report when interviewing regarding specific students (Low Grade List and MEAP non-proficiency List)

**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?** Teacher application of teaching strategies for content reading as reported on School Improvement staff survey

All students will achieve proficiency on MEAP reading tests for 2011

Improved student performance on local content assessments

Improved NWEA scores - if this test is adapted

Student report of perceived improvement on School Improvement Survey

**Contact Name :** Susan Meyer

**List of Objectives:**

ID	Objective
19359	At least 98% of Meads Mill students will demonstrate proficiency in reading on the 2011 MEAP.

## 1.1. Objective: reading content

**Measurable Objective Statement to Support Goal :** At least 98% of Meads Mill students will demonstrate proficiency in reading on the 2011 MEAP.

**List of Strategies:**

ID	Strategy	Locked By
19359	Meads Mill teachers will implement on the vocabulary specific to their coursework as they introduce new concepts.	
19359	Teachers will work together to study and implement techniques for improving reading in their content areas.	

### 1.1.1. Strategy: vocabulary development

**Strategy Statement:** Meads Mill teachers will implement on the vocabulary specific to their coursework as they introduce new concepts.

**Selected Target Areas**

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
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 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 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?*

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

Marzano, R.J. (2004) Building Background Knowledge for Academic Achievement: Research on What Works in Schools. ASCD: Alexandria, VA.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet in departments to collaborate methods used to teach vocabulary and develop data tracking system Initial meeting on the first school professional day in September one 1/2 day follow up session per department (Math, Science, Social Studies, ELA) for 3 people in each department in February.	09/01/2010	06/17/2011	Principal Susan Meyer Department chairs

**1.1.1.1. Activity: Collegial sharing**

**Activity Description:** Teachers will meet in departments to collaborate methods used to teach vocabulary and develop data tracking system

Initial meeting on the first school professional day in September

one 1/2 day follow up session per department (Math, Science, Social Studies, ELA) for 3 people in each department in February.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Principal Susan Meyer  
Department chairs

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, 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
professional development time	Title II Part A	600.00	0.00

**1.1.2. Strategy: reading in the content areas**

**Strategy Statement:** Teachers will work together to study and implement techniques for improving reading

in their content areas.

**Selected Target Areas**

SAR 1.3 Identifies goals to advance the vision
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 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
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?*

Albert, J.M. (2007) When Students Aren't Learning: How learning communities respond." Middle Ground (11) 1, 15-16

Brunner, J. (2009) The Kids Can't Read. Principial Leadership May, 2009 pp 18-22

Tate, M. (2007) Shouting Won't Grow Dendrites. Corwin Press, Thousand Oaks, CA

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will use professional development time to collaborate regarding methods of teaching reading in their content - within their departments	09/01/2010	09/01/2010	Learning Consultant Principal Meyer Assistant Principal Balutowicz

**1.1.2.1. Activity: Reading in content**

**Activity Description:** Teachers will use professional development time to collaborate regarding methods of teaching reading in their content - within their departments

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Learning Consultant  
Principal Meyer  
Assistant Principal Balutowicz

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Best Practice , third edition	No Funds Required	0.00	0.00
Educational Leadership, March 2010	No Funds Required	0.00	0.00
previously scheduled professional development days	No Funds Required	0.00	0.00

## Goal 2: Math proficiency

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will demonstrate improved proficiency in math in standardized assessments and common grade level assessments.

**Gap Statement :** 6th grade: 92% of students scored as proficient or above on the 2009 MEAP scores. 8% scored as partially proficient.

7th grade: 96% of students scored as proficient or above on the 2009 MEAP scores. 4% scored as partially proficient.

8th grade: 90% of students scored as proficient or above on the 2009 MEAP scores. 2% were not proficient and 8% scored as partially proficient.

**Cause for Gap :** Analysis of student low grades in math compared to MEAP scores showed that the students with lower MEAP scores were not necessarily those who performed below C- on classwork. Possible cause, poor task completion affecting the performance.

Although teachers are using common assessments, the analysis of results to drive instruction is not fully in place.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Discussion with teachers regarding number of common assessments and inconsistent use of data.

Discussion of charts tracking student scores compared with teaching strategies and test scores for individual students - recording working strategies.

Local assessment data for identified students on target student charts.

NWEA test comparisons, if NWEA is implemented.

2011 MEAP scores.

**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?** Increase MEAP proficiency by 3% at each grade level on 2011 MEAP.

Trend of increased proficiency of individual students on NWEA, if implemented on a pretest, formative, and summative evaluation. Anticipated score determined after training for NWEA.

Tracking of student performance in math classes to demonstrate learning or evidence of interventions to assist student.

**Contact Name :** Susan Meyer

**List of Objectives:**

ID	Objective
19372	By 2011 MEAP testing cycle, students will demonstrate a 2% increase in the number of students proficient in math.

## 2.1. Objective: Increase math proficiency

**Measurable Objective Statement to Support Goal :** By 2011 MEAP testing cycle, students will demonstrate a 2% increase in the number of students proficient in math.

**List of Strategies:**

ID	Strategy	Locked By
19372	Teachers will help students to understand concepts and use them rather than learn math as isolated facts. Recommendations of Marzano's strategies will be discussed and implemented.	
19372	Teachers will use reteaching, immediate feedback to assist students who do not demonstrate mastery of a concept.	

### 2.1.1. Strategy: Developing understanding of concepts

**Strategy Statement:** Teachers will help students to understand concepts and use them rather than learn math as isolated facts. Recommendations of Marzano's strategies will be discussed and implemented.

**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 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills

**Other Required Information for Strategy**

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

Zemelman, S. Daniels, H. & Hyde, A. (2005) Best Practice. Heinemann: Portsmouth, NH

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Teachers will use bell work and Challenge of the Week strategies to reinforce learning and to encourage students to understand the relationship of the computation and the problem solved.	09/01/2010	06/17/2011	math teachers

**2.1.1.1. Activity: bell work, COWs**

**Activity Description:** Teachers will use bell work and Challenge of the Week strategies to reinforce learning and to encourage students to understand the relationship of the computation and the problem solved.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** math teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, 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
Logic and other puzzle books	General Funds	50.00	0.00

**2.1.2. Strategy: timely intervention**

**Strategy Statement:** Teachers will use reteaching, immediate feedback to assist students who do not demonstrate mastery of a concept.

**Selected Target Areas**

SAR 2.9 Responds to community expectations and stakeholder satisfaction
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

**Other Required Information for Strategy**

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

Zemelman, s. Daniels, H. Hyde, A. (2005) Best Practice, third edition Heinemann: Portsmouth, NH

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
As students demonstrate need through formative and summative assessment of skills, teachers will use seminar times and direct instruction to reteach concepts in small groups or individually. Where the service exists, Co-teaching support may be used.	09/07/2009	09/01/2011	individual math teacher; co-teacher assigned if one is assigned

**2.1.2.1. Activity: seminar and reteaching**

**Activity Description:** As students demonstrate need through formative and summative assessment of skills, teachers will use seminar times and direct instruction to reteach concepts in small groups or individually. Where the service exists, Co-teaching support may be used.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** individual math teacher; co-teacher assigned if one is assigned

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2009, End Date - 09/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
seminar time with team teachers	General Funds	0.00	0.00

### Goal 3: Positive Behavioral and Instructional Support

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All Meads Mill students will participate in a school-wide program of behavioral and instructional management to maximize their academic and social success.

**Gap Statement :** The Meads Mill staff explored the possibility of applying for a grant for a specific process regarding school-wide behavioral expectations. In addition, the staff also began working with Formative Assessment strategies to improve student learning.

We have discovered that, although our Office Discipline Referrals have gone down, student behavior and understanding of the environment needs to improve. We need to establish a school-wide program to enhance student learning.

Feedback on student performance is inconsistent for the students as well.

**Cause for Gap :** There is confusion among students as to what is expected in each classroom. Our students do not generalize behavioral expectations.

Some students are not able to articulate the meaning of teacher feed-back. Some teachers do not know how to effectively provide feedback to students that is instructional and promotes learning for the student.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Teacher feed back after in-service through Wayne County Regional Educational Services Agency (WCRESA) specific to PBS.

Survey data from Parent Survey indicates need to further address student behavior.

Survey data from Student Survey indicates need to further address student behavior with a school wide approach.

Survey data from teachers indicates need to  
 consistently apply a school-wide plan  
 consistently re-enforce teacher expectations  
 further develop formative assessment skills among teaching staff

2010 Michigan Profile for Healthy Youth survey results showed 4% 7th graders in the district felt unsafe at school. Additionally, the statistics for bullying and similar behaviors reported by the 7th graders is high.

**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?** Staff survey indicates use of formative assessment  
 Student survey data indicating increased sense of safety

Student survey reflecting learning from teacher feedback  
 Parent survey information reflecting increased satisfaction feedback

Recorded data of disciplinary referrals and interventions with counselors and administrators.

Recorded data of team and teacher disciplinary actions.

**Contact Name :** Ray Balutowicz

**List of Objectives:**

ID	Objective
19397	Using a pre-rest post-test format, as well as Student survey data, 80% of students will report increased value of teacher feed back.
19399	Using data collected through student survey, 80% of students will identify the 5 guiding rules for the school

### 3.1. Objective: Formative Assessment

**Measurable Objective Statement to Support Goal :** Using a pre-rest post-test format, as well as Student survey data, 80% of students will report increased value of teacher feed back.

**List of Strategies:**

ID	Strategy	Locked By
19397	Using strategies taught in one-hour professional development and on Professional Development days, teachers will increase their purposeful use of formative assessment and feed back to increase student learning.	

#### 3.1.1. Strategy: PD

**Strategy Statement:** Using strategies taught in one-hour professional development and on Professional Development days, teachers will increase their purposeful use of formative assessment and feed back to increase student learning.

**Selected Target Areas**

SAR 1.3 Identifies goals to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
SAR 2.4 Employs a system that provides for analysis and review of student performance and school

effectiveness

**Other Required Information for Strategy*****What research did you review to support the use of this strategy and action plan?***Sanchez, H. (2008) *A Brain-based Approach to Closing the Achievement Gap*. Xlibris Corp. USAJackson, R.R (2010) *Start Where Your Students Are*. Educational Leadership 67 (5) pp. 6- 10**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Using one hour professional development times, teachers will learn strategies for providing formative positive feedback to students.	09/01/2009	06/17/2011	Ray Balutowicz Maura Jary

**3.1.1.1. Activity: Formative Assessment**

**Activity Description:** Using one hour professional development times, teachers will learn strategies for providing formative positive feedback to students.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Ray Balutowicz  
Maura Jary

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2009, 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
Set of three DVD Giving Effective Feedback - ASCD	Title I Part A	349.00	0.00
Formative Assessment in Content Areas - Middle School	Title I Part A	169.00	0.00

**3.2. Objective: School wide positive discipline**

**Measurable Objective Statement to Support Goal :** Using data collected through student survey, 80% of

students will identify the 5 guiding rules for the school

**List of Strategies:**

ID	Strategy	Locked By
19399	Staff have identified 5 specific Core Values. Staff will target 10 behaviors to emphasize by featuring one behavior a month and demonstrating to students what positive behavior looks like - monthly school wide theme. A full school assembly may introduce the concept and all staff to all students at the start of the school year.	

**3.2.1. Strategy: school wide expectations**

**Strategy Statement:** Staff have identified 5 specific Core Values. Staff will target 10 behaviors to emphasize by featuring one behavior a month and demonstrating to students what positive behavior looks like - monthly school wide theme.

A full school assembly may introduce the concept and all staff to all students at the start of the school year.

**Selected Target Areas**

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
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 2.6 Provides teachers and students opportunities to lead
SAR 2.9 Responds to community expectations and stakeholder satisfaction

**Other Required Information for Strategy**

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

Sanchez, H. (2008) A Brain-Based Approach to Closing the Achievement Gap. Xlibris:USA

Jackson, R. R. (2010) Start Where Your students Are. Educational Leadership (67) 5 pp. 6-11

Professional development presentation - (March, 2010)Chris McEvoy, Wayne County Regional Educational Services Agency (WCRESA)"Positive Behavior Support"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
A kick off activity as well as possible monthly activities will be used to introduce the school wide policy. Focus of each of the five core values and monthly lessons will develop further through staff development in September.	09/01/2010	06/17/2011	Ray Balutowicz Ulla Gmelin Counselors
Specific posters of expected behaviors will be displayed and	09/01/2010	06/17/2011	Ray Balutowicz

emphasized for student re-enforcement			Leadership teachers Ulls Gmelin
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### 3.2.1.1. Activity: assembly component

**Activity Description:** A kick off activity as well as possible monthly activities will be used to introduce the school wide policy.

Focus of each of the five core values and monthly lessons will develop further through staff development in September.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Ray Balutowicz  
Ulla Gmelin  
Counselors

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, 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
professional development time	General Funds	0.00	0.00

### 3.2.1.2. Activity: behavior definition-modeling

**Activity Description:** Specific posters of expected behaviors will be displayed and emphasized for student re-enforcement

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** Ray Balutowicz  
Leadership teachers  
Ulls Gmelin

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, 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
camera, posters, class time	General Funds	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$50.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$518.00	\$0.00
Title II Part A	\$600.00	\$0.00

## Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

## 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
Dr.	Susan	Meyer	Principal	Meyersu@northville.k12.mi.us
Mr.	Ray	Balutowicz`	Assistant Principal	Balutora@northville,k12.mi.us
Ms.	Sarah	Debien	teacher	debiensa@northville.k12.mi.us
Ms.	Ulla	Gmelin	School Social Worker	gmelinul@northville.k12.mi.us
Ms.	Patricia	Dow	learning consultant	dowpa@northville.k12.mi.us
Mr.	Jack	Wickens	Counselor	WickenJa@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 and administrators are members of each school improvement team. Goals are decided by parent and student surveys and teacher input. Parents and students assist in the monitoring of goals. School counselors track data.

***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 curriculum. Curriculum is approved or altered by departments. Curriculum is presented to the District Curriculum Council. The Approved Curriculum is then reviewed by the Instructional Services Subcommittee of the Board of Education. Approved curriculum then moves to the full Board of Education for vote.

***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 student information with stakeholders in the school. Listserv, parent connect, school and district websites, school announcements and mailings convey information to stakeholders.

# 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 Northville, 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?***

F.A.S.T. Reading System for Learning Consultants  
NWEA training for math, ELA, Counselors, and administrators  
Reading Apprenticeship Training (August 24-26) Principal  
Reading Apprenticeship Training (Oct.) Learning Consultants  
Training building staff in strategies for teaching reading in content areas  
using 6 one hour professional development sessions  
Using team meetings to produce monthly plans for behavioral interventions

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

The district will support building level school improvement reading and math goals by providing so we can work collaboratively to develop and implement specific strategies during professional development days.

F.A.S.T. Reading training through district funding  
Reading Apprenticeship Training through district funding.

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

The district has a technology committee and reviews needs of the schools regularly. We will use the NWEA and on-line websites to promote student learning. F.A.S.T. reading incorporates technology.