

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



**AdvancEd Quality
Assurance Review**

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



Standard 1: Vision and Purpose



Standard 1: Vision and Purpose

Key Messages about Vision & Purpose:

- Overarching goal of **Student Learning** begins with the end in mind:

Graduate Profile / Adult Roles

- ★ Analytical Thinker
 - ★ Effective Communicator
 - ★ Quality Contributor
 - ★ Continuous Learner
 - ★ World Class Citizen
- Emphasis on the 3 R's: Rigor, Relevance, and Relationships



NPS Guiding Documents



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 Statement describes our purpose and function.

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.



NPS Guiding Documents



Beliefs

Belief Statements are crisply stated, bed-rock convictions about education and life's values.

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.*



Parameters

Parameters are the boundaries within which the district strives to operate.

As we strive to achieve our mission, we will operate within these guidelines:

- *We will encourage staff, students, parents, and community to participate in the district and building-based decision-making process.*
- *We will not allow expenses to exceed revenues.*
- *We will maintain a safe and healthy learning environment.*
- *Programs and services will be research-based, cost effective, and include staff training and assessment.*
- *We will achieve an 11% or greater fund balance.*
- *The District Improvement Process will guide decision making and encourage the development of professional learning communities.*



NPS Graduate Profile / Adult Roles

Analytical Thinker

Who is a resourceful individual who use core knowledge to process and manage information to solve problems.

Effective Communicator

Who comprehends and express ideas clearly through various means of communication.

Quality Contributor

Who continually seeks to achieve quality results through individual accountability, leadership and/or teamwork using multiple methods, technologies and resources.

Continuous Learner

Who improves self through life-long learning with a sense of confidence to adapt to change, set, and achieve goals.

World Class Citizen

Who is responsible to self, others and the environment as a member of a democratic society in a diverse world.



Overarching District Goal: Student Learning

Aim of the District

District Goals & Measures

All students at every grade level and/or content area will demonstrate proficiency on

at every grade level and/or content area will demonstrate proficiency on

In order to help achieve this goal, the following critical questions will be asked in every school and classroom:

In order to help achieve this goal, the following critical questions will be asked in every school and classroom:

- *What is it we want all students to learn/be able to do?*
- *How will we know if they have learned it?*
- *How will we respond if they have not yet learned it?*
- *How will we respond if they've already learned it?*



Overarching District Goal: Student Learning

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, 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?***



Reaffirmation/Review Process

- NPS Guiding Documents are periodically reviewed and reaffirmed. During the 06/07 school year, the Mission, Vision, Beliefs, Parameters and Graduate Profile through a process which included:
 - All-staff e-mails, staff/department meetings
 - Zoomerang survey
 - PTA input
 - District Curriculum Council
 - District School Improvement Team,
 - Administrative Council, and
 - Board Instructional Services sub-committee, with
 - Board of Education affirmation in February, 2007.



Reaffirmation/Review Process

- The Overarching Goal of Student Learning is reaffirmed, with District goals reviewed and revised annually:
 - Created/revised by Cabinet/Administrative Council,
 - Presented to the Board of Education for feedback, revision,
 - Processed through District Curriculum Council, and
 - Adopted by the Board of Education
- Building administrators, faculty, and school improvement teams use these goals to develop/revise/guide building school improvement plans.
- Alignment of building level goals with district goals is monitored through the District Continuous Improvement process.



Standard 1: Vision and Purpose

Artifacts:

- NPS Mission, Vision, Beliefs, Parameters
- NPS Graduate Profile
- District Goals
- Annual Report
- NPS Year End Report 08-09*
- Reaffirmation process/documents*

*Artifact on table marked by Standard.

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



Standard 2: Governance and Leadership



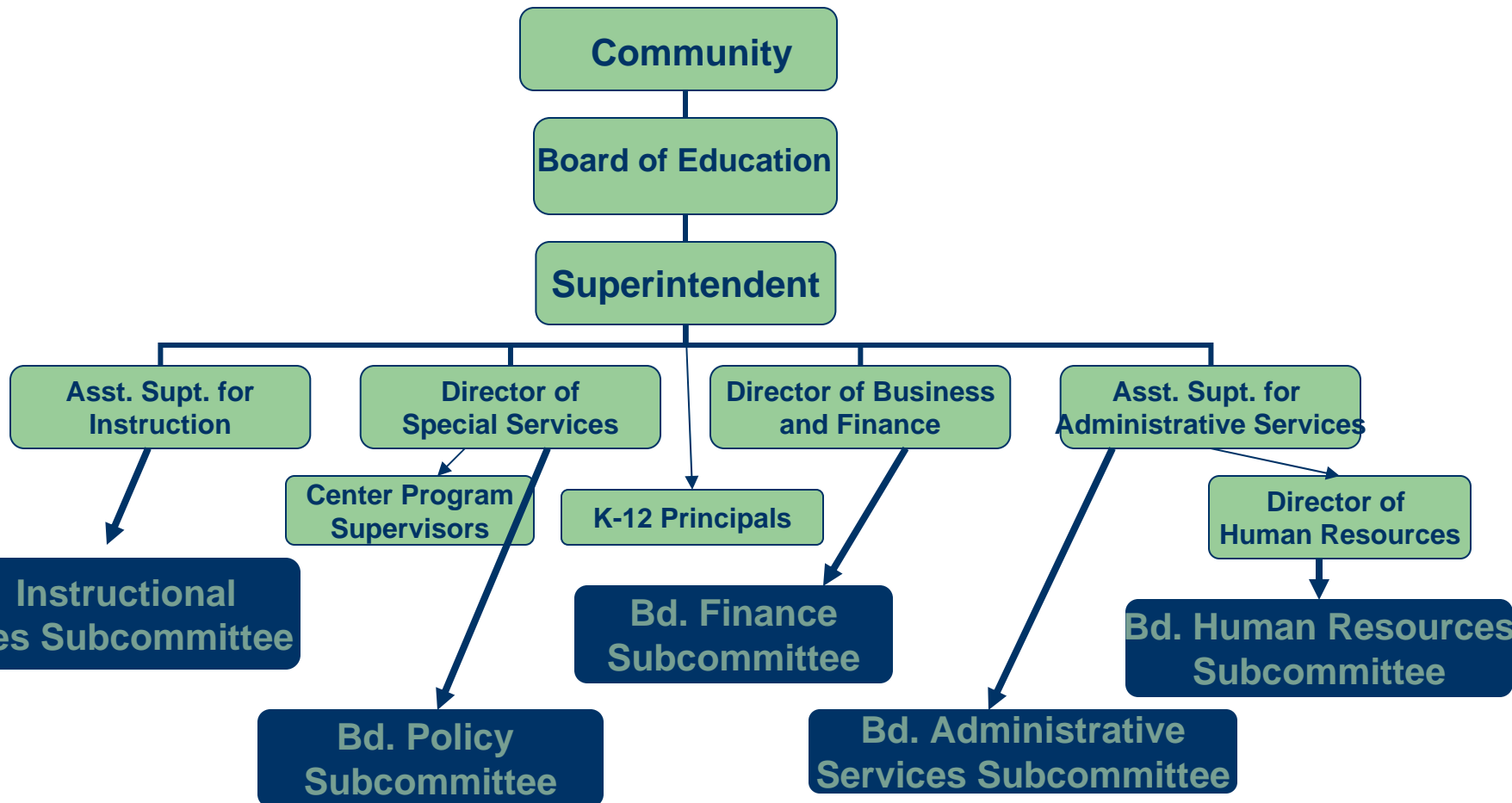
Standard 2: Governance and Leadership

Key Messages about Governance & Leadership:

- NPS has a culture of participation, responsibility, and ownership.
- NPS has consistent top performance on all State and Federal accountability and accreditation regulation and standards.
- NPS consistently receives unqualified (highest rating) audit reports.
- The District supports, recognizes and celebrates student learning.



NPS Organizational Chart/ Board Subcommittee Structure





NPS Organizational Chart/ Board Subcommittee Structure

- ✓ Ongoing, systematic review of policies and procedures and decision-making in the areas of instruction, budget/finance, administrative services and human resources.
- ✓ Executive, administrative and leadership authority recognized and preserved.
 - ✓ Consistent top performance on all state and federal accountability and accreditation regulations and standards.
- ✓ Consistently receive unqualified (highest rating) on financial audit reports.
- ✓ Systematic review and analysis of student performance and school and system effectiveness.
- ✓ Provides direction, assistance and resources to align, support and enhance all parts of the system in meeting organizational and student performance goals.

Bd. In

Services S

Subcommittee

Services Subcommittee

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Stakeholder Involvement

In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and contribute to decision-making?

- School and District Level Committees
- Administrative Leadership Series (alternating Ad Council meetings devoted to “big picture” leadership issues that impact student learning.
- Collaborative Work Proposal Process / Opportunities to Facilitate Professional Learning
- Community Forums



Galileo Leadership Consortium

- Northville has **37 Galileo Leaders**, spanning cohort groups since Galileo's inception in 1997 through the current Galileo '09 cohort.
- The Galileo Academy is a two-year intensive leadership academy focused on developing the **knowledge, skills, and dispositions of teacher leaders**, which include servant leadership, collaboration, facilitation skills, best practice, action research, and systems thinking.
- The Galileo '07 cohort worked collaboratively with the District to develop and implement the "**Goal-Based**" **Evaluation** option.
- Galileo leaders contribute to **teacher leadership work** in classrooms, on school improvement teams, on building & district level committees, and through facilitation of professional development opportunities.



Galileo Leadership Consortium

- Northville has **37 Galileo Leaders**, spanning cohort groups since Most recently, several Galileo leaders have spearheaded a newly formed
- **Teacher-to-Teacher (T-3)**, a group of teachers brought together by a common vision, will provide opportunities for you to expand and dig deeper into your professional and personal visions. Utilizing practices of good teacher-leadership, you will join like-minded educators in exploring topics to assist you in day to day practices as well as philosophical, long term goals.

development opportunities.



Teacher Evaluation Process

District Standard:

By the time the teacher is up for tenure , the principal's recommendation for tenure means that in the principal's professional judgment, there is concrete evidence that this teacher has master teacher potential.

Throughout 2007/2008, Administrative Council dedicated one meeting/month to collaboratively define expectations to be used in conjunction with the District's evaluation instrument to define what constitutes "meets District expectations."



Teacher Evaluation Process

- The shared expectations were further refined during the 2008/2009 school year. Further assessment of this information will occur at the end of this year.
- During the spring of 2010, Ad Leadership sessions will include viewing video tapes of individuals teaching a lesson. Discussion will follow using the shared expectations to determine the quality of the lesson design, delivery and content.

- 1 The evaluation is based on **all evidence** of the teacher's performance, not only the formal and informal observations. Examples include artifacts of teaching (lesson plans, student work, assessments, etc.), involvement in curriculum development, interactions with students, colleagues, administrators, etc.
- 2 The intent is to evaluate the teacher based on his/her performance in comparison to the Northville Standard for "Meets District Expectations," which the key describes as "Teacher demonstrates a **comprehensive** understanding and is **proficient** in this area."



Innovative Grant Opportunities

- Mothers' Club



Mothers' Club of Northville
2009-2010 Enrichment Grant Application

- Northville Educational Foundation



Northville Educational Foundation
2009-10 Innovative Grants Guidelines

Enhancing Educational Excellence

The Northville Educational Foundation (NEF) is pleased to offer to Northville Public Schools teachers and staff an opportunity to apply for \$8500 in Innovative Grants ("Grants"). The goal of these grants is to provide funding for innovative and educational opportunities that will enhance NEF's mission to "attract, manage and distribute charitable gifts to provide educational opportunities that enhance Northville Public Schools' commitment to excellence."



Standard 2: Governance and Leadership

Artifacts:

- Board of Education Policies
- Organizational Chart
- Administrative Procedure Manual*
- District Financial Audit Report 08-09*
- 08-09 Audit Report to the Board of Education
- District Continuous Improvement Process
- Collaborative Work Proposal Form
- Parent Partnerships, Information and Resources
- District Committees
- Galileo Program Information
- New Teacher Orientation Materials*
- Teacher Evaluation Process / Evaluation Rubric*
- Student Code of Conduct / Annual Notifications*
- Mothers' Club and Northville Educational Foundation Innovative Grants

*Artifact on table marked by Standard.

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



Standard 3: Teaching and Learning



Standard 3: Teaching and Learning

Key Messages about Teaching & Learning:

- Standards-based curriculum with aligned resources and measurable expectations, developed through cross-district representative committees.
- Instructional decisions based on research and best practice have yielded high achievement.
- The District supports, recognizes and celebrates student learning.



Overarching District Goal: Student Learning

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, the following critical questions will guide curriculum, assessment, and intervention in every school and school improvement plan:

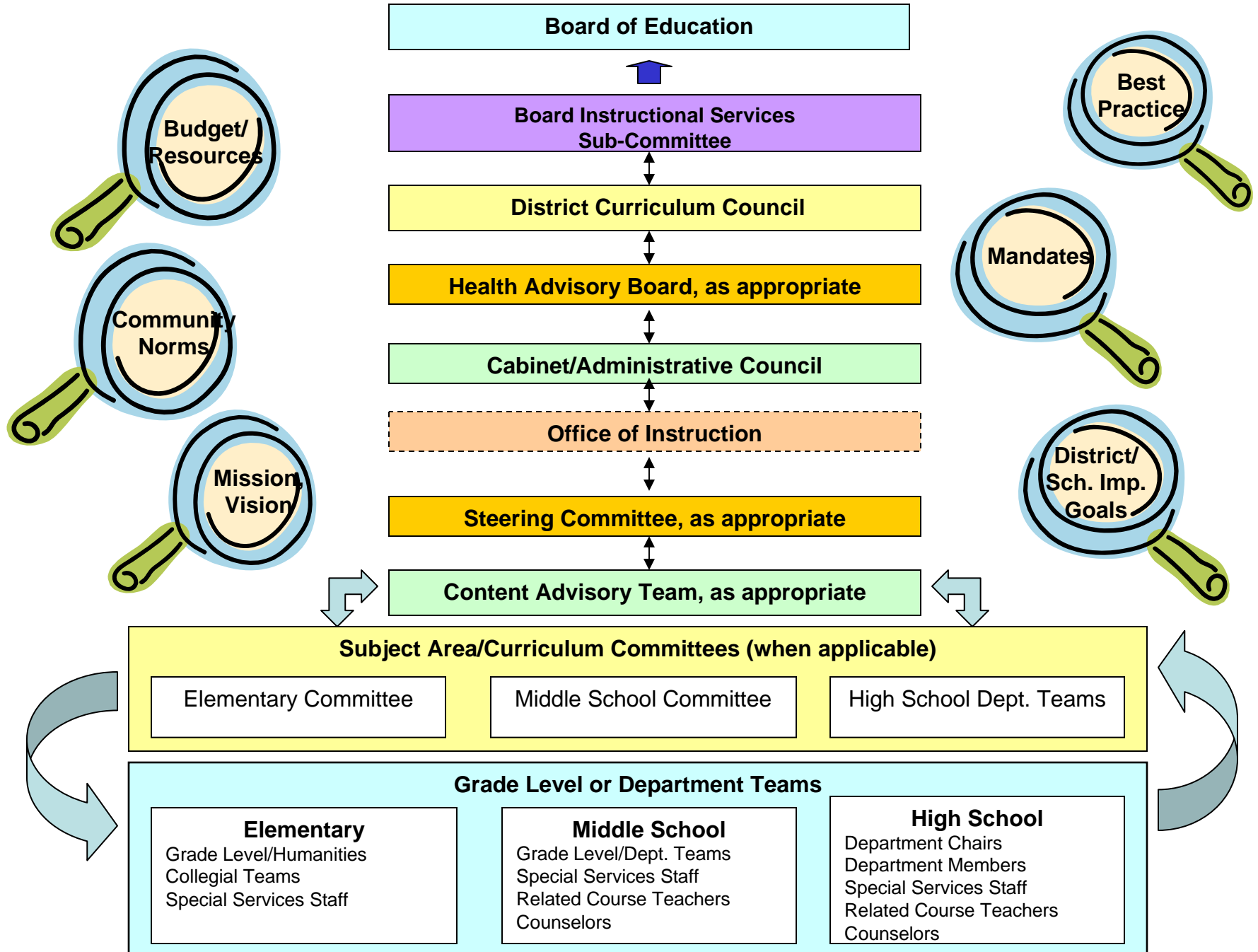
- ***What is it we expect learners to learn/be able to do?***
- ***How will we know if they've learned it?***
- ***How will we respond if they haven't?***
- ***How will we respond if they've already learned it?***



2009-10 District Goal II

- II. Advance the process of aligning curriculum and assessment with evolving state and national standards:**
- Continue Michigan Merit Curriculum course alignment with a focus on eleventh and twelfth grade courses, and 7th-12 grade World Language courses.
 - Support development and implementation of pacing guides and common assessments in core areas.

Organizational Structure – Curriculum/Instruction Review Process





Curriculum Committee Process

- Balanced **grade level / cross-building** representation
- Use of facilitation skills (Adaptive Schools):
dialog/discussion; definition of consensus; fist-to-five;
data-driven dialog/collaborative learning cycle.
- Use of **focus groups** to broaden input when possible
- Committee minutes posted on Intranet; E-mail account
for committee feedback, allocation of professional
development time to curriculum work/communication.
- Cycle includes alignment / material review / pacing
guide development / common assessment development



Instructional Time Valued

- Will not drop below 180 student days of instruction
- 1st-2nd grade humanities (art, music, PE, media, world language) classes scheduled predominantly in the afternoon to protect AM literacy block
- 3rd-5th grade humanities classes scheduled predominantly in the morning to provide uninterrupted instruction in the PM
- PTA “Junior Enrichment Series” assemblies connect directly to the curriculum.
- Student learning outcomes identified for service learning/community service; Northville Victorian Festival participation.



Professional Development

Collaborating for Student Success

- Shared Norms and Values
- Collective Focus on Student Learning
 - Collaboration
 - Deprivatized Practice
 - Reflective Dialogue

Professional Learning - Collaborative Work Proposal

"Collaborating for Student Success"

Critical Questions that Guide our Work:

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

Proposals/Requests for collaborative work with a focus on student learning may be submitted for District allocated times during professional development days. The purpose is to support collaborative work in the areas of curriculum alignment, common assessment development, analysis of student work or common assessments, to develop intervention strategies, etc.

Proposals could be from collegial teams, humanities teams, teachers teaching the same course, content area departments or grade level teams, etc. to collaboratively work on areas connected to the critical questions *and* to share work accomplished with others.



Standard 3: Teaching and Learning

Artifacts:

- NPS Mission, Vision, Beliefs, Parameters
- Curriculum Review Process Chart
- District Goals / District Improvement Plan*
- 09/10 Professional Development Plan*
- *Recent Professional Day Overviews:*
 - November, 2009 Professional Day Overview
 - September, 2009 Professional Day Overview
 - March, 2009 Professional Day Overview
 - November, 2008 Professional Day Overview
 - August-September, 2008 Professional Day Overview
- Administrative Leadership Series Agendas*
- Office of Instruction – Intranet Information (available on-site): *Curriculum documents, Curriculum Committee Notes, professional development information, etc.*

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



Standard 4: Documenting and Using Results

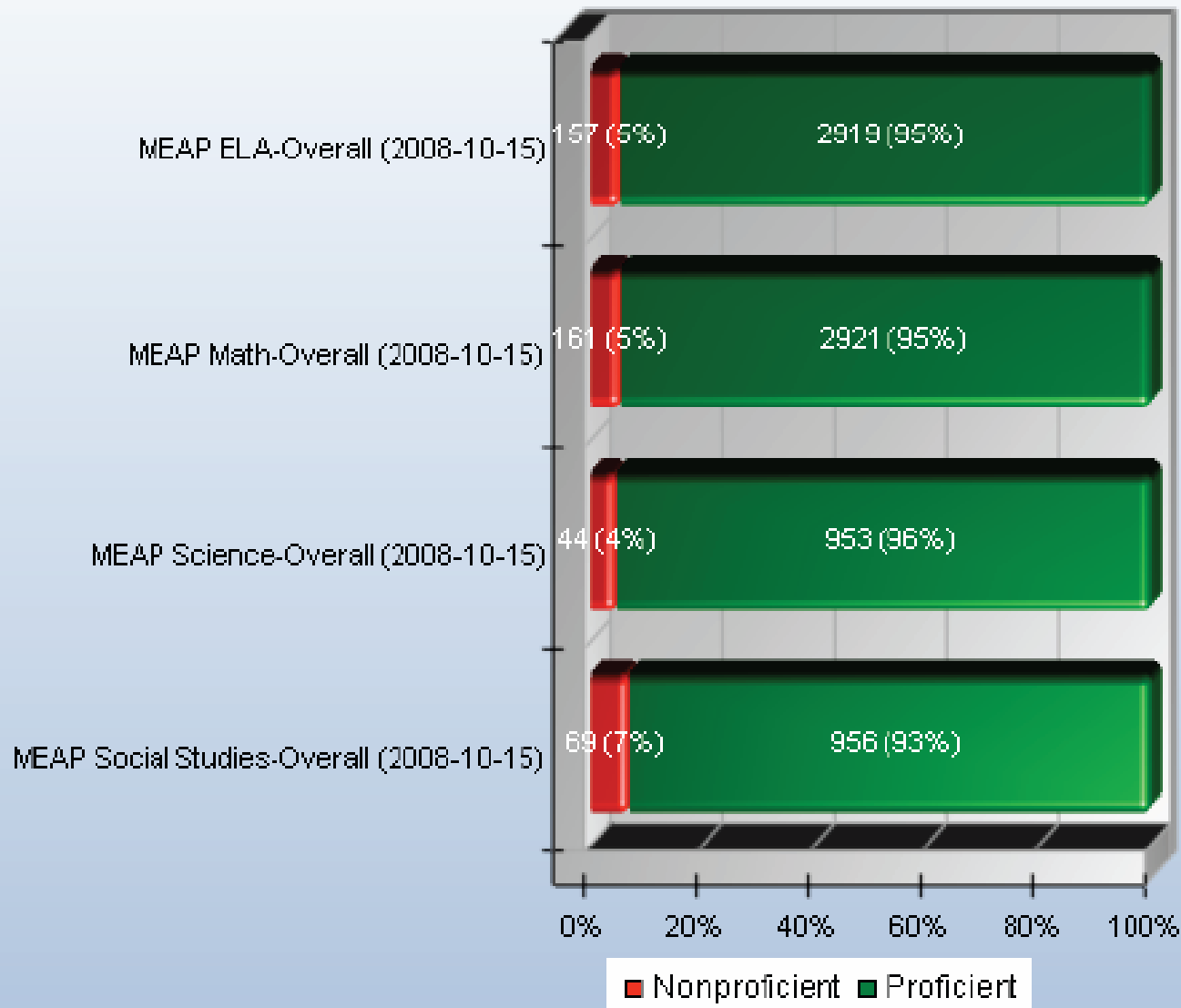


Standard 4: Documenting and Using Results

Key Messages about Documenting & Using Results:

- Multiple data sources demonstrate continuous growth and high student achievement.
- NPS is building capacity for meaningful use of data, with PD focused on the Collaborative Learning Cycle as CLASS A implementation continues.
- Each building has begun the process of monitoring student progress through a systematic approach to response to intervention.

NPS Overall MEAP Results - Fall, 2008





ACT/SAT/AP Data

Table 1: Five Year Trends - Average ACT Scores

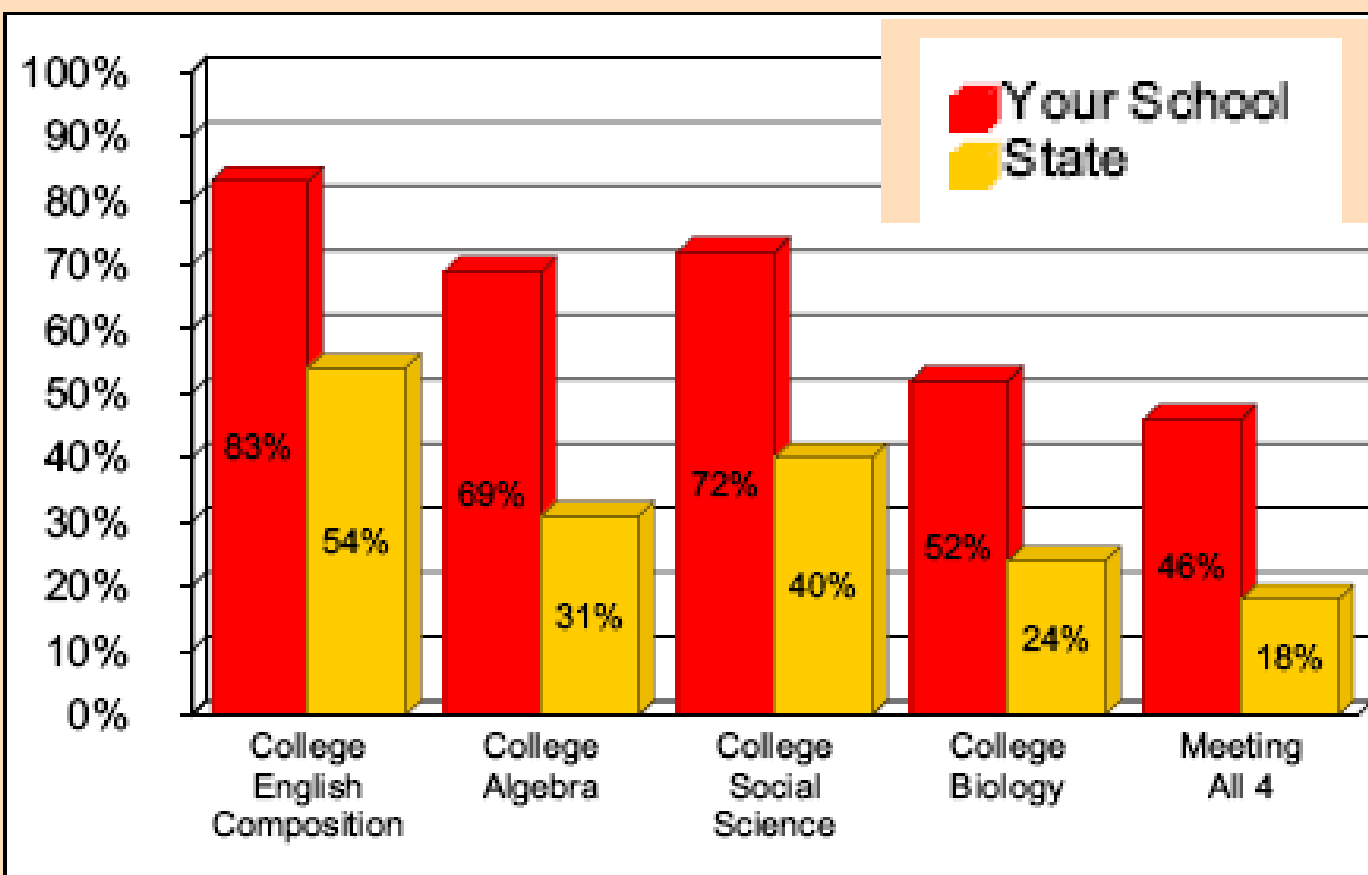
Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2005	365	74,307	24.1	20.7	24.4	21.2	24.7	21.8	24.2	21.6	24.5	21.4
2006	408	72,751	24.3	20.7	24.6	21.2	24.4	21.8	24.0	21.7	24.5	21.5
2007	414	78,135	24.1	20.7	24.4	21.3	24.6	21.8	24.2	21.7	24.5	21.5
2008	539	123,918	23.8	18.7	24.0	19.5	23.9	19.8	23.9	19.9	24.0	19.6
2009	566	121,982	24.2	18.6	24.3	19.6	24.3	19.6	24.0	20.1	24.3	19.6

Northville High School Test Data

	Class of 2007	Class of 2008	Class of 2009
ACT (composite)	24.5	24.0	24.3
SAT (composite)	1766	1835	1911
Math	608	641	657
Critical Reading	584	592	622
Writing	574	602	632
AP (# of tests)	534	683	797
AP (% passing)	89%	85%	88%



ACT 'COLLEGE READY'





CLASS A

CENTER FOR CURRICULUM, LEARNING, AND ASSESSMENT FOR STUDENT AND SCHOOL ACHIEVEMENT

Curriculum, Learning and
Assessment for Student and
School Achievement

What is CLASS A?

CLASS A is a cutting-edge technology tool, supported by Wayne RESA, that has two powerful tool sets for standards-based assessment:

- A tool set to develop **common assessments** aligned with state and national curriculum standards.
- Sophisticated **performance analysis tools** for educators to examine student learning and improve instructional practice.

As called for in NCA Standard 4 – “Documenting and Using Results” - CLASS A is designed for one primary purpose - **to actively organize and connect data to increase student achievement.**

Why CLASS A?

CLASS A has the potential to help us (building level and district level teams) get closer to achieving our overarching District goal:

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

by assisting with answering the critical guiding questions:

- ❖ What is it we want 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?

Why CLASS A?

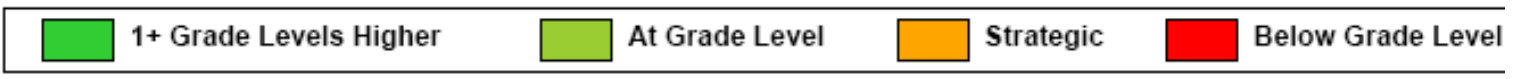
- Teachers, committees, and school improvement teams have consistently reported the need for better systems for managing data. This includes having access to quality data that is meaningful, timely, and useful for guiding instruction and to focus intervention and differentiation efforts.
- CLASS A integrates with Zangle, and is supported by RESA. RESA is working together with districts and with the vendor to continue to build on it's functionality and to be responsive to the needs of teachers.



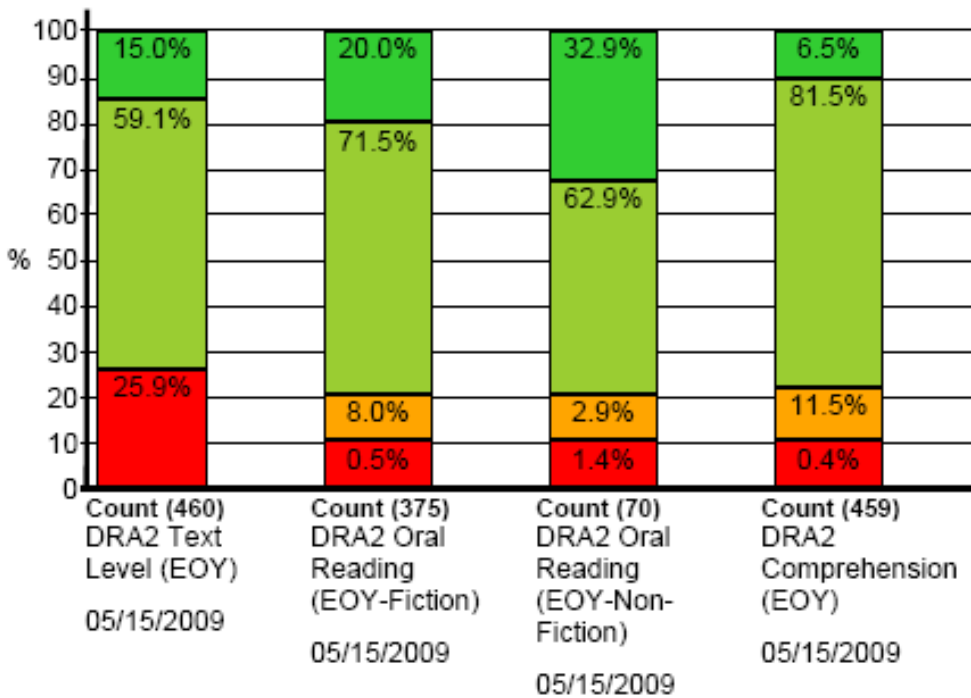
Standard 4: Documenting and Using Results

Compare My Class Results District

North



District: Northville Public Schools





2009-10 District Goal III

III. Advance the process in K-12 School Improvement Plans to establish three layers of systematic and data-driven interventions for diverse student learners.

- Elementary reading
- Middle School reading and math
- High School 9th & 10th reading and math



Intervention: The Instructional Support Process

- Northville Public Schools has a rich history of preventing early learning failure through the Instructional Support Process.
- During the past 15 years, all stakeholders, including the Board of Education, Superintendent, Administrators, and Teachers have committed their support of IS through:
 - Staffing, Resources, and Professional Development
 - **As a result, the special education identification rate in NPS has steadily declined since the 93-94 school year. It is currently 5.9%, compared to the state average of 14.6%.**



Intervention

- Federally mandated laws underscore importance of high quality, scientifically-based instruction and interventions:
- No Child Left Behind Act (NCLB) of 2001
- The reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004
- The Response to Intervention (RtI) Process emerges as another process to prevent early learning failure.



Intervention

The Challenge:

- In February 2007, NPS began a collaborative process with all stakeholders at the elementary level to study the core principals of Rtl. The process included study groups and workshops.

We Learned:

- The foundation for Rtl was already present in NPS through many years of using and believing in the Instructional Support process.
- The commitment of teachers, ancillary staff and administrators to intervening early was tremendous.
- High level interventions – both academically and behaviorally were currently in place in every school.
- NPS was a high achieving district and therefore the number of students “falling between the cracks” was far lower than at-risk districts.



Intervention

We also Learned that Rtl offered NPS the opportunity to...

- BROADEN our current early intervention practices through the Instructional Support process with intentional:
 - Connections between grade level collegial teams and the Weekly Intervention Team to analyze data and communicate results.
 - Development of tiers of systematic and data driven interventions that are routinely progress monitored.
- The current problem-solving model (T. Gravois), used to make instructional/intervention decisions was fundamental to the intervention process and therefore maintained.
- A revised Intervention model to include the core principals of Rtl could be duplicated at the middle school and high school levels.



Intervention

Our Goal:

- **In June 2009, we articulated a revised Intervention goal:**
 - **“To establish a district framework to support each school’s systematic, data-based interventions that are progress monitored for all students to learn, that is consistent with the Instructional Support Process and the Core Principles of Response to Intervention.”**

Action Plans, 2009-2010:

- **Elementary Schools have developed Intervention Action Plans that include the broadened principals of Rtl.**
- **Middle Schools have developed Intervention programs through their School Improvement Process.**
- **The High School is involved in a pilot project through IDEA funding to identify 60 at-risk students and develop data driven tiers of interventions with progress monitoring. They are also providing compatible tier 2 interventions through their School Improvement process.**



Standard 4: Documenting and Using Results

Artifacts:

[NPS Annual Report](#)

[09-10 K-12 Assessment Schedule](#)

[Student & Parent Connection Information](#)

[CLASS A Overview](#)

[CLASS A Information - Intranet](#) (available on-site)

Like District Data*

Response to Intervention Guide*

Instructional Support Process*

*Artifact on table marked by Standard.

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



Standard 5: Resource and Support Systems



Standard 5: Resource and Support Systems

Key Messages about Resource and Support Systems:

- NPS, along with school districts across Michigan, is facing severe budget cuts.
- The Community Forum process has been an effective process to engage the community in dialog about difficult issues. (Managing Our Growth; Attendance Boundary Forums.)
- The Energy Initiative has resulted in considerable savings, resulting in more \$\$ devoted to student learning.
- NPS has developed comprehensive emergency protocols, crisis plans, and student safety protocols with the support of a West Oakland-Wayne Safe Schools Consortium Grant.



2009-10 District Goal IV

IV. Due to projected State reductions in school funding, examine, with community outreach and discussion, the delivery of services throughout the district.

MANAGING OUR
FUTURE



Northville Public Schools
Community Forum



School Aid FY 2009-10

NPS is served by Wayne RESA

- **\$165 per pupil reduction (\$263 million)**
- **ISD operation reduction of 20% (\$16.3 million)**
- **Elimination and reduction of specific categorical programs totaling \$32.8 million**
- **Governor vetoed the Sec. 20J payments which reduced funding to 39 districts by a total of \$51.5 million**
- **Governor issued proration letter to further reduce payments to districts by an additional \$127 per pupil and \$8.8 million to ISDs**

Impact on Northville Public Schools =
 $\$165 + \$321 \text{ 20j} + \$127 = \$613/\text{student} = \$4.3 \text{ million}$



2010-2011 State Funding Cuts also Projected

Impact on NPS Per Pupil Funding:

■ 2009-10 School Year

\$165 per pupil cut = \$1.2 million

\$321 (20 j) cut per pupil = \$2.2 million

\$127/per pupil = \$0.9 million

Total = \$613/pupil = \$4.3 million

■ 2010-11 School Year Cuts Projected by State

Add'l cuts of \$300-\$600/pupil = \$2.1 - \$4.3 million

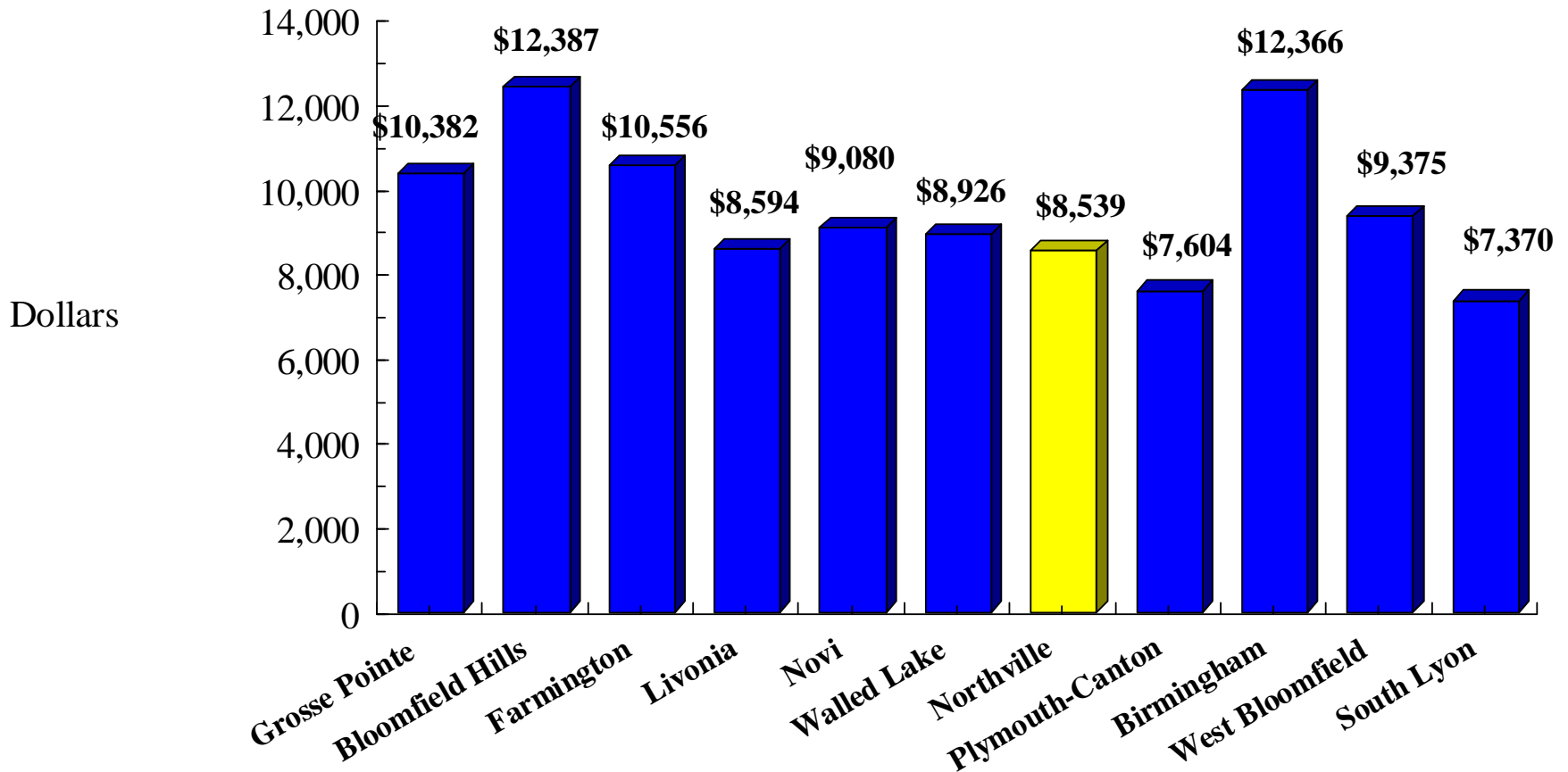
	\$8539/student
-\$165	= \$8374/student
-\$321	= \$8053/student
-\$127	= \$7926/student
-\$300	= \$7626/student to
-\$300	= \$7326/student



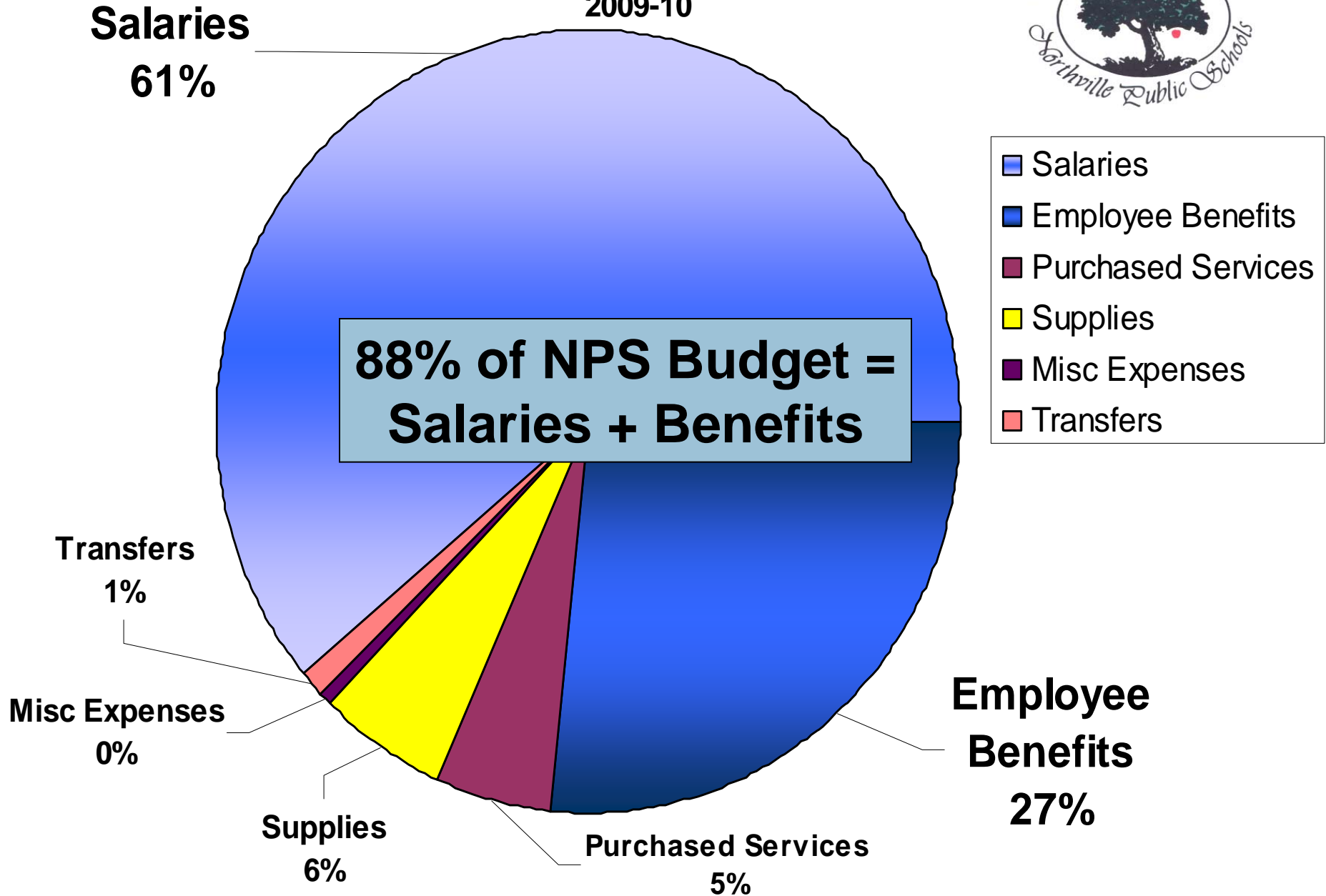
**\$4.3 million + \$2.1-\$4.3 million =
Potential \$6.4 - \$8.6 million cut**

Northville Public Schools

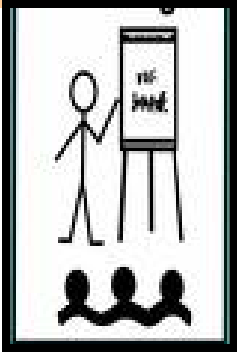
Comparison of Foundation Allowance per pupil at Wayne and Oakland County School Districts Year Ended June 30, 2009



Northville Public Schools
General Fund Expense Budget
2009-10

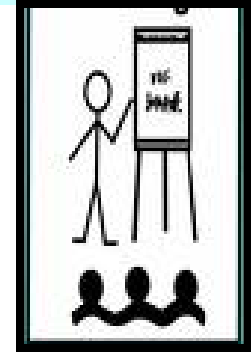


NPS Staffing



NEF

Athletics/ Extra Curricular



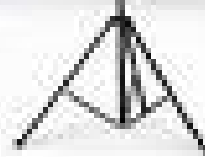
School Budget Info

Orientation Station

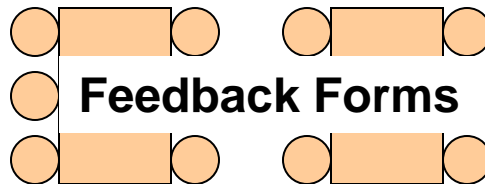
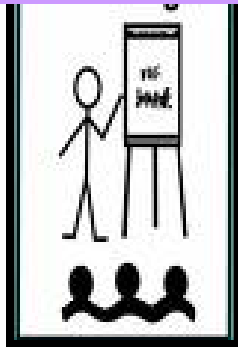
MANAGING OUR
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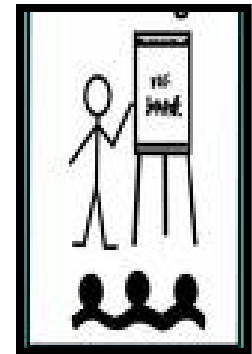
Northville Public Schools
Community Forum



K-12 Program



Transportation



PTA LAN

Center Programs

Early Childhood FDK, IB Reports

Other Services



All Managing Our Future Forum Information ...

- Is also available on the District website at:

www.northville.k12.mi.us

Northville Public Schools
501 West Main St. • Northville, Michigan 48167 • Phone: (248) 349-3400 • Fax: (248) 347-6928

Home • Managing Our Future

Managing Our Future

Northville school families, staff and community members can get a clearer picture of the school district's budget, the cost of various programs and services, and offer their input on managing the school district's financial future in light of the severe state budget cuts during a series of four community forums being sponsored by the Northville Public Schools Board of Education in December.

The Managing Our Future Forums are scheduled for the following dates, times and locations.

Day/Date	Time	Location	Room
Tuesday, December 1	6:30-8:30 p.m.	Hleads Mill Middle School 16700 Franklin Road	Cafeteria
Thursday, December 3	6:30-8:30 p.m.	Hillside Middle School 775 North Center Street	Cafeteria
Monday, December 7	6:30-8:30 p.m.	Northville High School 45700 Six Mile Road	Cafeteria
Monday, December 14	6:30-8:30 p.m.	Northville High School 45700 Six Mile Road	Cafeteria

Managing Our Future Table of Contents

- Community Forum Information

Additional Information on School Funding:

- Michigan's Economy and Budget (House Fiscal Agency, November 2009)
- Facing Michigan's School Funding Crisis (Flash Video - Washtenaw Intermediate School District - created 2007, updated 2009)

TEACHER CONNECTION
Password Required

- Including an opportunity to submit the Feedback Form online (via Zoomerang)

<http://www.northville.k12.mi.us/district/mof-documents-info.asp>

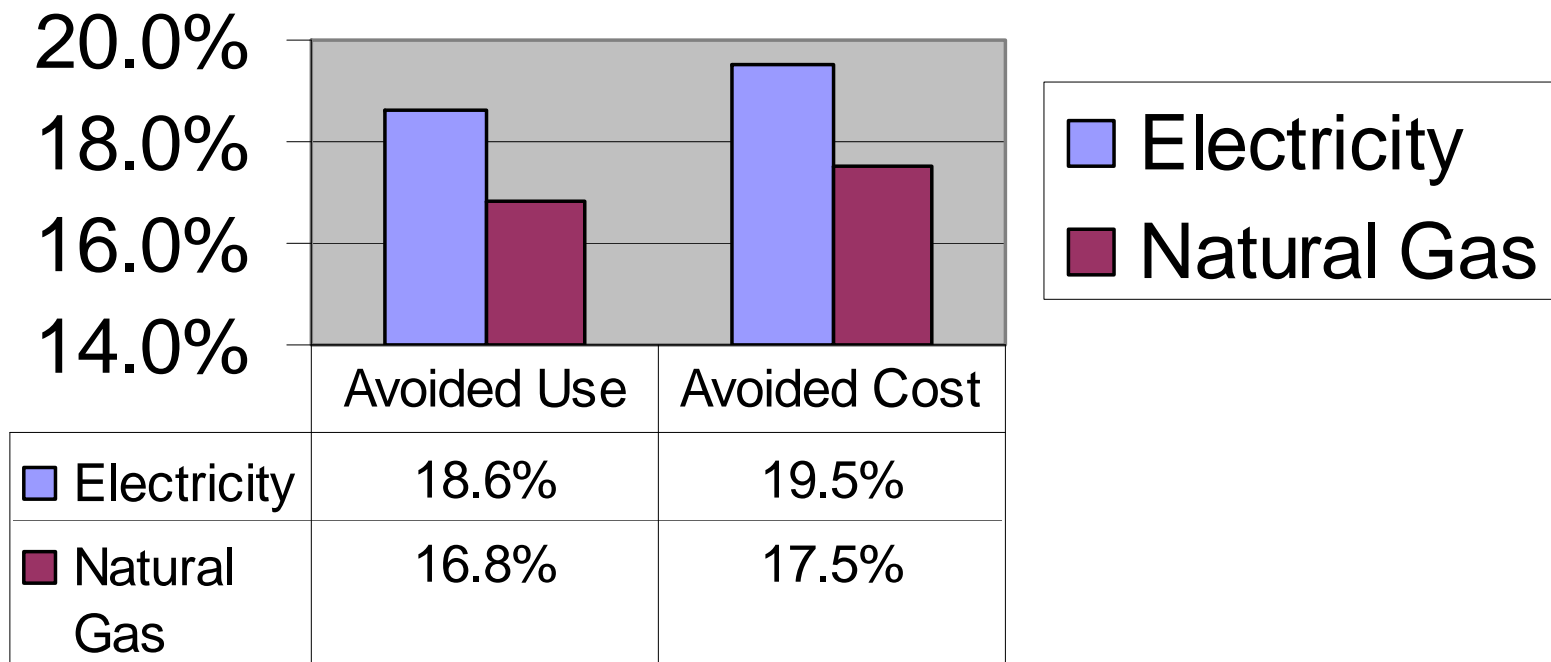


2009-10 District Goal V

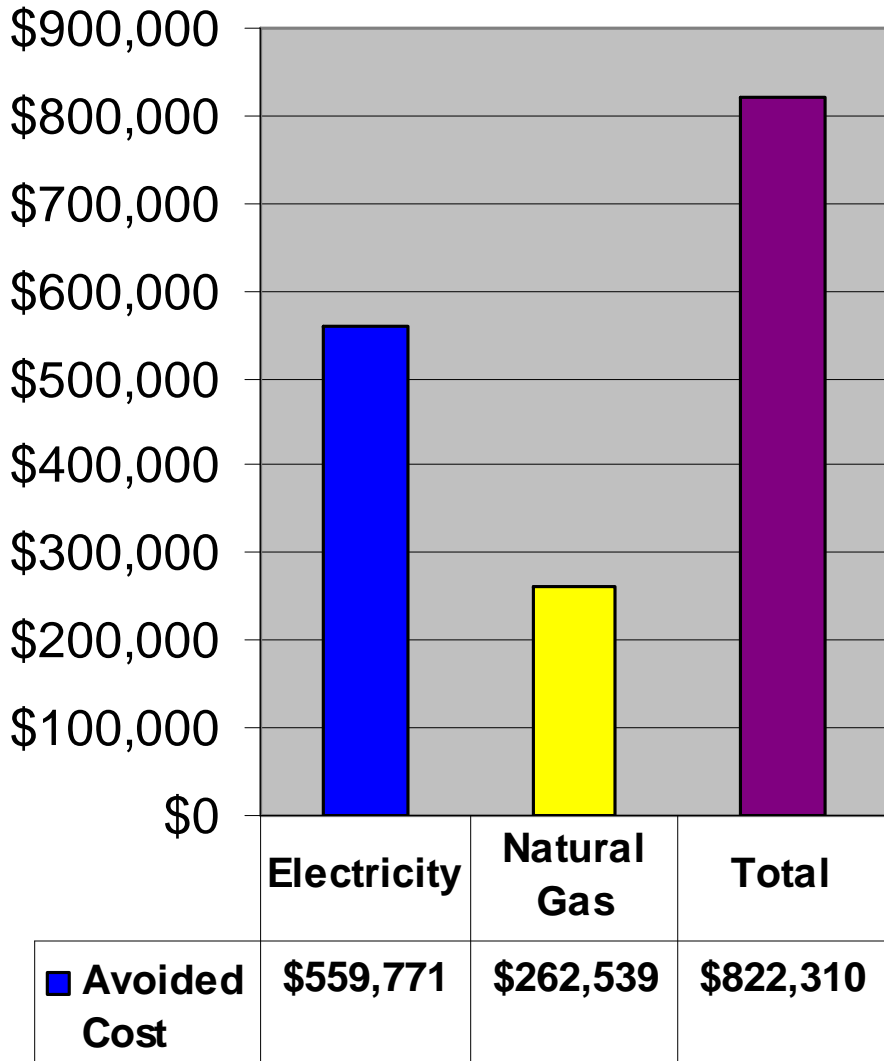
- V. Prioritize support for **student learning** through the continued study and implementation of cost saving and revenue-generating measures.
- a) Advance **Energy Conservation** Initiative (Energy Education, Inc. and Novi Energy, Inc.)
 - b) Collaborate with the **Northville Educational Foundation** to support district projects.
 - c) Explore **consolidation of resources** with other districts and Wayne County Regional Educational Service Agency (WCRESA).
 - d) Explore potential outside sources of **additional revenue**, i.e. outside advertising; facility rental.

NPS Energy Management Program - Savings to Date (Dec., 2009)

**% Savings in
Avoided Use/Cost**



NPS Energy Management Program - Cost Savings to Date



- Electricity
- Natural Gas
- Total



TOTAL COST AVOIDANCE= \$822,310 !!!

Safe & Secure Schools

- Comprehensive security and crisis protocols
- Table-top exercises with school/district administrators, together with police and fire department personnel
- Meads Mill Middle School conducted a full-scale emergency exercise.
- All schools have Security Access Control devices.





Standard 5: Resource and Support Systems

Artifacts:

Business Office/Budget Information

General Fund Expenses in Support of Student Learning

Crisis Response Manual*

Pandemic Flu Plan*

School Emergencies: The Parent's Role

Daily School Building Security Measures

Safe Schools Consortium Information

Northville Educational Foundation

*Artifact on table marked by Standard.

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



Standard 6: Stakeholder Communications and Relationships



2009-10 District Goal VI

VI. Clarify key messages in District communications and refine implementation of the District Communication Plan and processes.

NPS LISTSERV®

Connections

Volume XXVIII No. 1

Fall 2009





Standard 6: Stakeholder Communications and Relationships

Key Message: **Parent and community involvement is encouraged by:**

1. Two-way and multiple means of communication
 - Web, ListServ, Parent/Student Connect, Partnerships – business, chamber, city, clergy, community forums, Community surveys, PTA (Northville has 2 out the 8 schools in Michigan to receive the National PTA certificate for parent involvement.



Standard 6: Stakeholder Communications and Relationships

Key Message: **Parent and community involvement is encouraged by:**

2. Shared decision-making

- School improvement team; city, chamber, clergy meetings; school committees, district committees; PTA Coordinating Council.



Standard 6: Stakeholder Communications and Relationships

Key Message: **Parent and community involvement is encouraged by:**

3. A global view of community to produce World Class citizens.



-Fulbright/International Educators to Japan; Kids4Afghan Kids; World Languages; Japanese projects/clubs, Omni International, Kids' Against Hunger, Rotary Interact, Cultural Exchanges. Business partnerships.



Standard 6: Stakeholder Communication and Relationships

Artifacts:

Parent Partnerships, Information and Resources

District Committees

Northville Council of PTA's

Education Partnerships Information

ListServ Information

Connections Newsletters

Student & Parent Connection Information

Managing Our Future Community Forum information

Study Committee Reports*

Community Service Directory

District Communication Plan*

Past Community Forums: Managing Our Growth, Attendance Boundaries*

Past Community Surveys* - EPIC/MRA

*Artifact on table marked by Standard.

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



**Standard 7:
Commitment to
Continuous Improvement**



Standard 7: Commitment to Continuous Improvement

Key Messages :

- DSIT is a collaborative and ongoing process with a rich 13-year history.
- School improvement plans are student centered and focus on cognitive and affective domains.
- Collaborative development of district goals – building goals are aligned with the overarching district goal.
- Opportunities to collaborate are valued.



2009-10 District Goal II

- I. Further align the District Continuous Improvement Process with building level school improvement and the North Central District Accreditation process and conduct a successful Quality Assurance Review in December, 2009.

I. ALIGNMENT: DSIT / SI / NCA

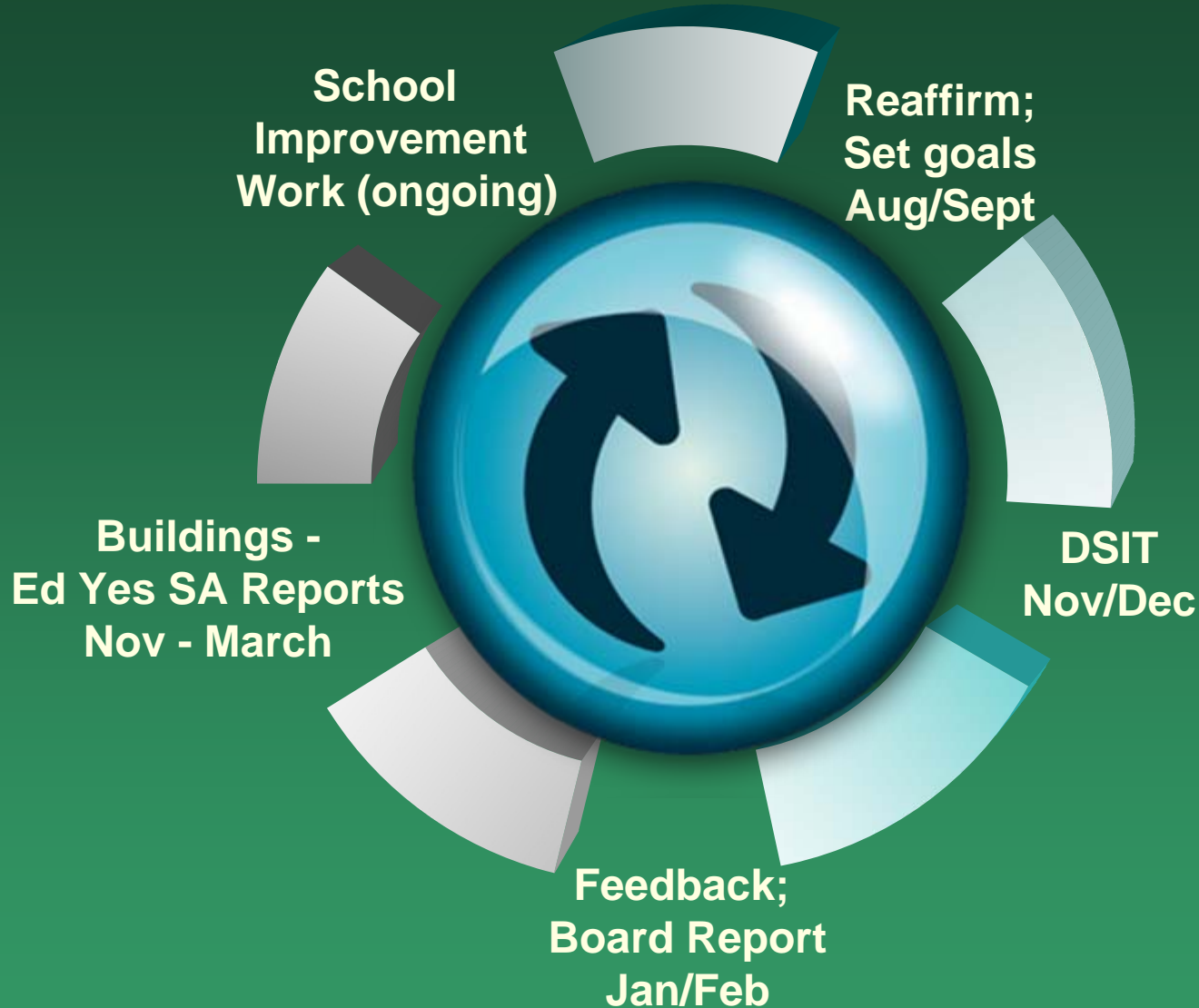
**DISTRICT
CONTINUOUS
IMPROVEMENT**

**BUILDING
SCHOOL
IMPROVEMENT**



**AdvancEd/
NCA
ACCREDITATION
STANDARDS**

DISTRICT CONTINUOUS IMPROVEMENT PROCESS CYCLE





Standard 7: Commitment to Continuous Improvement

Artifacts:

District Continuous Improvement Process Cycle

Summary Report to the Board of Education

February, 2009 Summary Report to the Board of Education/Presentation

Annual DSIT Reports*

District / Building School Improvement Plans*

*Artifact on table marked by Standard.

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



Quality Assurance



Quality Assurance

- Continuous Improvement Process / Annual reports to the District School Improvement Team
- Feedback from DSIT
- Annual evaluation with Supt. Includes focus on school improvement plans and results
- Board presentation scheduled once per year in each building, with the expectation that there will be a focus on school improvement included in the presentation.
- Ongoing focus on the overarching district goal and the four critical questions that guide curriculum, assessment, intervention and school improvement in every school and school improvement plan.

NORTHVILLE PUBLIC SCHOOLS OVERVIEW OF QUALITY STANDARDS



**AdvancEd Quality
Assurance Review**
