



NORTHVILLE PUBLIC SCHOOLS Northville, Michigan

District Continuous Improvement Process NCA District Accreditation Summary Report to the Northville Board of Education April, 2011

“Northville Public Schools honors the purpose of District Accreditation by aligning the work of the district and its schools through a continuous focus on student achievement and improvement. A systematic and systemic approach to continuous improvement is demonstrated through the establishment and implementation of the District School Improvement Team (DSIT). This creative option provides for system-wide communications among stakeholders and fosters a climate of collaboration and trust among stakeholders. School staffs share their progress with pride and request ideas and suggestions for furthering and expanding their improvement efforts. A climate of trust and respect has been clearly established in the Northville Public Schools. This climate allows stakeholders to continually seek and engage in quality improvement efforts.”

*–NCA Quality Assurance Review Team **COMMENDATION**, December, 2009*

History

In the late 1980's, Northville Public Schools engaged in an extensive strategic planning initiative. One of the outcomes of this process was the adoption of the NPS Mission, Vision and Belief Statements as well as the Graduate Profile/Adult Roles, which are reviewed periodically and continue to guide decision-making. The Strategic Planning process served Northville well initially, and furthered a tradition of broad stakeholder involvement in the school district. Over time, however, came the realization that the strategic planning process was to a great extent removed from the classroom and from a focus on student learning. It also became clear that individual school improvement teams were not only more connected to student learning, but were also the source of a great deal of innovation.

Paradigm Shift to District Continuous Improvement and AdvancEd District Accreditation Process

In 1998, after no small amount of dialog with various stakeholder groups and the willingness on the part of the school district community to take a leap of faith, Northville Public Schools moved to a District Continuous Improvement Cycle with building-based school improvement teams serving as the building blocks for this process.

Now in its 13th cycle, the District School Improvement process continues to grow and evolve into a powerful, district-wide initiative that enhances and sustains student learning with the ultimate goal of ensuring success for all students, at all levels and abilities. School improvement team representatives (teachers, parents, principals and students when possible) from across the district convene annually over the course of two days for District School Improvement Team (DSIT) presentations. The process begins with Cabinet presenting the District overarching goal of student learning, along with the annual District goals, including the District Improvement Plan goals. The process continues with each school/program presenting to the team. As early childhood, elementary, middle school, high school and center program teams report their progress on school improvement goals, share successes as well as challenges, and exchange ideas, we continue to learn with and from one another in very powerful ways.

Beginning in 2007, the District Continuous Improvement process was strengthened with a commitment to the NCA/AdvancEd District Accreditation, which provides the added dimension of an external review process and a more systemic approach to evaluating the extent to which we adhere to standards of quality as a district. Northville hosted the first District-level Quality Assurance Review in December, 2009, a report which affirmed the District School Improvement Team process, among other commendations, while also providing recommendations for future work to strengthen our systems. The intentional alignment of our District Improvement Plan (DIP), building level school improvement plans (SIPs), and NCA District Accreditation Standards of Quality for School Systems strengthens the District continuous improvement process by ensuring that we are working toward the common vision, mission, and goals of Northville Public Schools.



2010-11 District School Improvement Process

The District’s overarching goal focused on student learning states, “All students will successfully complete each grade level and/or course taken, demonstrating proficiency on local and state assessments.” Further, the District goal document reads, “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?***

The focus on student learning, and an emphasis on these guiding questions is evident in the District goals, in each school improvement plan, and in the presentations given by teams. Regardless of the age of the students served or the differing student and/or parent needs, there is a shared focus on learning and giving consideration to what students need as they enter the world beyond school. In addition to growing in our awareness of these common threads is the opportunity to learn from those who bring a variety of perspectives and unique approaches to the challenges of responding to the guiding questions.

Michigan Department of Education (MDE) School Improvement Templates

2010-11 marked the advent of the new MDE-required District Improvement Plan (DIP) due by June 30, 2010 and a School Improvement Plan (SIP) template for each school, due September 1, 2010. As we began the process of moving to the more structured format for school improvement plans required by MDE, several collaborative work sessions were scheduled with Ad Council. Additionally, a Cabinet-level review process was incorporated to provide feedback on the structure of goals, alignment with District goals and incorporation of intervention strategies, prior to the September, 2010 submission deadline for School Improvement Plans.

Use of the mandated School Improvement template, which is noted in the recommendations of the Quality Assurance Review team, has tightened up the District and School Improvement goal setting process. It requires a more systematic use of data, and has begun to move us toward deeper levels of alignment and coordination than ever before. At the same time, schools have given thoughtful attention to working within and/or beyond the confines of the required School Improvement template to maintain a corresponding focus on the needs of the “whole child” and school culture that is clearly valued and reflected in our school improvement efforts. Some schools have incorporated these concepts into strategies within their goals, others have incorporated wellness or a positive behavior focus as their third goal, and yet another school has created a “plan outside the plan” to address school culture. However this has been approached, addressing the ‘whole child’ remains a valued and meaningful component in our district and schools. The following slides, which were a part of the Cabinet overview on each of the DSIT days, provide a snapshot of the District Improvement Plan goals with school alignment noted:

District Improvement Goals

DIP Goal 1: English/Lang. Arts	DIP Goal 2: Mathematics
(Schools: Amerman, Cooke, MM, MOR, NHS, RW, SS, TC, WIN)	(Schools: Amerman, Hillside, MM, NHS, RW, SS, TC, WIN)
Goal: All students will be proficient in reading and writing.	Goal: All students will be proficient in mathematics.
Obj: All students will meet or exceed their individual growth target in reading as measured by the NWEA MAP by June, 2012.	Obj: All students will meet or exceed their individual growth target in math as measured by the NWEA MAP by June, 2012.
Obj.: All students will be proficient in writing as measured by the MEAP writing assessment in grades 4 and 7, and the MME Writing assessment in Grade 11 by June, 2014.	District Level Support / Strategies: Support through committee work; professional development in use of NWEA data; support collaborative school improvement work focused on math goals; support pacing guide and Common formative and summative assessment development.
District Level Support / Strategies: Support through committee work; professional development in use of NWEA data, Sheltered Instruction Observation Protocol (SIOP), Foundations of Analysis, Synthesis, and Translation (F.A.S.T.); support collaborative school improvement work focused on ELA goals; support pacing guide and common formative and summative assessment development.	

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District Improvement Goals



FOCUS: DIP Goal 3 - Quality Contributor

(Schools: Cooke-PBS; Hillside-Caring, Wellness; MM-behavior; MOR- PBS, Leader in Me; NHS-PBS; RW-Leader in Me; TC –Whole Child)

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

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

District Level Support / Strategies: Engage in District Continuous Improvement Process; collaborative committee work (i.e. health); Opportunities to build teacher leadership capacity (i.e. Galileo, Leader in Me, Committee Involvement), Support teacher collaborative work;

Focus Question for Thought/Input: In what ways can we explore refinement of Educational Development Plan process, giving consideration to incorporating evidence of achieving the Graduate Profile / Adult Roles: Analytical Thinker, Effective Communicator, Quality Contributor, Continuous Learner, and World Class Citizen?

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The MDE Template requires use of three goals. The District Improvement Plan is designed to:

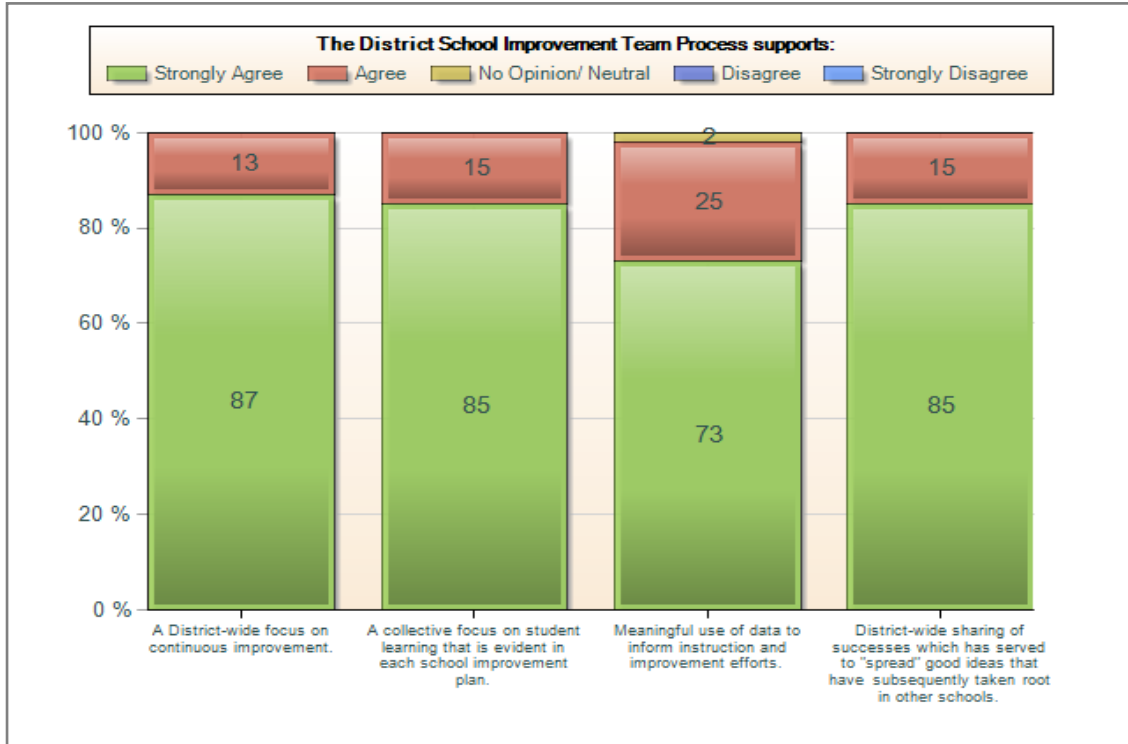
- Align school and district goals and strategies;
- Maximize federal grant funding aligned with improvement goals;
- Consider the recommendations of the Quality Assurance Review; and
- Capture the value-added essence of Northville Public Schools (i.e. “whole” child, wellness, leadership capacity, graduate profile) within the construct of the template.

As with any new process, we will continue to evolve and use it more effectively. Given the timeframes and the added dimensions of school improvement planning involved, schools have done remarkable work within the constraints of the template.

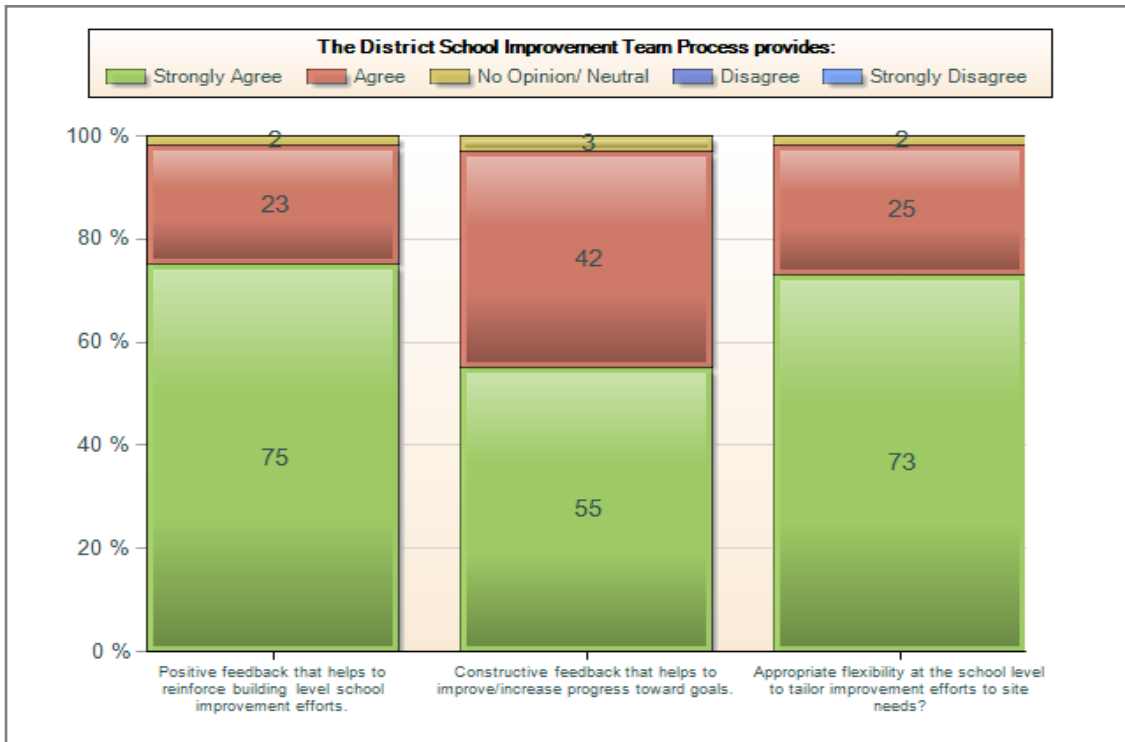
2010-11 District School Improvement Team Feedback

The attached “District School Improvement Team Feedback” details the full survey results from DSIT participants, including comments on the use of the MDE template. The results demonstrate high degrees of agreement that NPS has a District-wide focus on continuous improvement (87% strongly agree and 13% agree), a collective focus on student learning that is evident in each school improvement plan (85% strongly agree and 15% agree), and the fact that this process helps “spread” good ideas that have subsequently taken root in other schools (85% strongly agree and 15% agree). We are improving in the meaningful use of data to inform instruction and improvement efforts, while recognizing that this is an area for continued improvement (73% strongly agree, 25% agree, and 2% are neutral).

The following chart depicts this information graphically:



In terms of feedback for School Improvement teams, seventy-five percent of participants “strongly agreed” and 23% “agreed” that the process provides positive feedback that helps to reinforce building school improvement efforts, while 55% “strongly agreed” and 42% “agreed” that the process provides constructive feedback that helps to improve/increase progress toward goals. There is relatively strong agreement that there is appropriate flexibility at the school level to tailor school improvement efforts to site needs.



Concluding Remarks

The District School Improvement process reflects our continued growth toward systemic, systematic, and sustainable continuous improvement. We are building our capacity to increase and sustain student learning, a process supported by NCA's District Accreditation model and strengthened by engaging in an external review process.

Given the survey data regarding "constructive feedback that helps to improve/increase progress toward goals", consideration should be given to strengthening the review/feedback process both within and outside of the DSIT process for school improvement plans as well as DSIT presentations. Additionally, buildings vary in the level of involvement of all staff in the school improvement process and the extent to which all teachers are aware of the school improvement template. Strengthening communication and engagement across all staff will further enhance the continuous improvement process.

School Improvement reports from each building are available in the 2010-11 DSIT binder located in the Office of Instruction. Additionally, the District Improvement Plan is available along with all of the AdvancEd District Accreditation information, on the District website at:

<http://www.northville.k12.mi.us/district/nps-accreditation.asp>

School Improvement plans for each school are also available on each school's website. The school improvement reports highlight many of the strengths and challenges that were described in this year's school improvement review.

Respectfully submitted on behalf of the District School Improvement Team,

Mary K. Gallagher

Mary Kay Gallagher
Assistant Superintendent for Instructional Services

Attachment:

- District School Improvement Team / Feedback (Evaluation Results)

NORTHVILLE PUBLIC SCHOOLS

2010 District School Improvement Team / Feedback

Response Status: Completes

1. Please indicate your role on the District School Improvement Team:

Teacher	33	56%
Parent	7	12%
Board of Education member	0	0%
Paraprofessional/Paraeducator	1	2%
Principal/Asst. Principal	14	24%
District Level Administrator	2	3%
Other, please specify:	6	10%
Physical Therapist		
Curriculum Consultant		
Kids' Club		
School Counselor		

2. Please indicate the program/level you are representing on the District School Improvement Team:

Early Childhood Education & Extended Day Programs	6	10%
Center Program	12	20%
Elementary	29	48%
Middle School	9	15%
High School	2	3%
District Level	1	2%
Other, please specify	1	2%
Total	60	100%

Special Education/Center Based

3. How often have you attended District School Improvement Team meetings?

This is the first year I have attended.	16	27%
I have attended two to four days.	21	36%
I have attended five or more days.	22	37%
Total	59	100%

Please rate each of the following on a 1-5 scale, where (1) is "Strongly Disagree," (2) is "Disagree," (3) is "No opinion/neutral," (4) is "Agree" and (5) is "Strongly Agree."

4. The District School Improvement Team Process supports:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	No Opinion/ Neutral	Disagree	Strongly Disagree
A District-wide focus on continuous improvement.	52 87%	8 13%	0 0%	0 0%	0 0%
A collective focus on student learning that is evident in each school improvement plan.	51 85%	9 15%	0 0%	0 0%	0 0%
Meaningful use of data to inform instruction and improvement efforts.	44 73%	15 25%	1 2%	0 0%	0 0%
District-wide sharing of successes which has served to "spread" good ideas that have subsequently taken root in other schools.	51 85%	9 15%	0 0%	0 0%	0 0%

5. Comments:

18 Responses:

Having this opportunity to view other schools' presentations gives me a better understanding of the big picture.
 Attended 1/2 day, but saw each school put student learning and wellness first as written in their goals.
 It's important from a middle school perspective what the elementary and high school objectives are - the power of sharing.
 Very impressed with the strong focus on continuous improvement and life skill building with students.
 I enjoyed hearing everything that is going on to better our students and our community.
 Always great to hear what is happening district wide.
 The last component is the most relevant it seems to me.
 I found this very informative to see the things that other schools are doing to promote student learning.
 I always feel like I leave with new energy and ideas.
 I "always" come away with new ideas to share or implement.
 Still lacks coordination to develop thematic goals for all and therefore, an opportunity for deeper conversations and collaboration.
 We are getting more specific and collaborative.
 We as a district need to work together in another format between grade levels.
 I really feel I have learned a lot these 2 days. Interesting how gen ed information helps to turn on the learning energy to look into new learning avenues for our special ed students.
 This was a very nice experience today.
 I've got like 6 or 7 ideas that I want to get from other teachers or schools. Thank you for this.
 I wish I could have been here for the first day.
 I really enjoyed learning what everyone is doing.

6. The District School Improvement Team Process provides:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	No Opinion/ Neutral	Disagree	Strongly Disagree
Positive feedback that helps to reinforce building level school improvement efforts.	45 75%	14 23%	1 2%	0 0%	0 0%
Constructive feedback that helps to improve/increase progress toward goals.	33 55%	25 42%	2 3%	0 0%	0 0%
Appropriate flexibility at the school level to tailor improvement efforts to site needs?	43 73%	15 25%	1 2%	0 0%	0 0%

7. Comments:

10 Responses

The written feedback is the best part.
 There isn't much time to hear or receive other schools/teachers' ideas. Most of the feedback is positive comments or questions.
 I like how individual schools can meet their needs.
 Will the comments gathered today on the salmon color sheets be shared with the schools?
 The only district to bring together educators to collectively get feedback on goals - truly a district wide effort at every school.
 I'm not convinced this is an appropriate goal for this environment/format (second item above). What it does best is permit a cross-school sharing.
 Noticed that there was a little less discussion this year at the end of presentations. Perhaps more is being written down for individual team's reflection.
 It is nice that people can speak openly and honestly even when things are not working or doing well - ideas that have been tried that may not turn out as expected.
 We are much more willing to help each other as the years progress.
 It is a great opportunity to share and gather ideas. The work being done across the district is amazing!

8. DSIT is currently scheduled over the course of 2 days with half of the schools presenting on one day and the other half presenting on the second day, scheduled the following week. Please indicate your preference:

Scheduling the two DSIT days one week a part (current practice).	45	76%
Scheduling a third day to allow more time between presentations, and spreading schools out across three days.	3	5%
Other, please specify	11	19%
Total	59	100%

The current system seems to work best - possibly a DVD made of the presentation to show staff.
 Keep 2 days for presenting - then give a 2 week gap or so to give time for members to come up with feedback, suggestions and share ideas. This could be a time where teachers could sit and talk with other teachers and teams, get ideas, print and share "steal" ideas, etc, on a 3rd scheduled day.
 Scheduling a third day - not so rushed and able to reflect more.
 Scheduling a third day allows the opportunity for more teachers to attend and participate.
 A day to compare and contrast, and then determine theme(s) then a day to collaborate/share on those themes.
 Scheduling the two DSIT days one week a part - really wish we could do the whole district in front of more people.
 Scheduling the two DSIT days one week a part and a new location - more comfortable for adults.
 Scheduling the two DSIT days one week a part and switch the schools up more between the 2 days.
 Scheduling two consecutive days for DSIT (simplifies lesson plans for those of us out for both days).
 Scheduling a third day - this may also allow more people to attend a day, but is a larger strain on building administrators.
 Scheduling the two DSIT days one week a part - I need the week apart to process all of the new information.

9. The presentation feedback forms for building school improvement teams were revised to a more open-ended form with comment boxes, based on input from last year's DSIT and alignment with the school improvement templates. Please rate the following statements.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	No Opinion/ Neutral	Disagree	Strongly Disagree
The format of the feedback form was helpful, easy to complete.	18 31%	27 46%	7 12%	7 12%	0 0%
The feedback will be useful to school improvement teams.	15 25%	36 61%	8 14%	0 0%	0 0%
I could offer constructive feedback for improvement as well as positive feedback.	17 29%	29 50%	10 17%	2 3%	0 0%
I took time to complete the feedback forms.	24 42%	28 49%	3 5%	1 2%	1 2%

10. Comments/Suggestions regarding the Feedback Form:
 17 Responses

Questions asked seemed so similar.
 Could you set up the feedback form in a different format? Maybe top down instead of side-to-side.
 Forms reflecting the differing traditional vs. modified formats.
 There are too many closed ended questions jammed into small boxes. There needs to be more room to write.
 As a parent who doesn't have training as a professional educator, I appreciate the opportunity to learn.
 The 4 feedback boxes could be blended into one. Keep 'Question' section. Keep 'Ahh' section.
 Commendations . . . Constructive Feedback . . . Questions . . .
 It seemed difficult to fill out all areas on the form. Since this was my first year, there were a lot of things that were new to me.
 I really like the current format.
 Short time for feedback.
 Maybe "other" for comment; maybe blend top 2 boxes.
 Not everyone in audience knows the goals/objectives/strategies and not every presentation reviews them.
 The feedback form is a lot to fill out. Also, I am not sure if my comments correlate with the header. Maybe shortening it to 3 sections to comment on? The data is only shown for a short period so it is hard to comment on.
 Work the DSIT presentation schedule so as to avoid Hillside students in the bathroom. :-)
 Could there be some check boxes? (Along with opportunity to write.)
 I did not fill out all of the sections on the feedback form. Mostly, just the 'Questions' and 'Ah-Hah Moments' parts. I didn't really pay attention to whether or not their goals were S.M.A.R.T.. or not. I was listening for things I could use in my class or school.
 Not really comfortable with constructive feedback - giving to others.

11. What are the strengths of our District Continuous Improvement process?

48 Responses

Builds a sense of community and trust. Shows all improvement efforts have the same focus.

Continuity and history drives the need to put your best foot forward.

Good to see information at all levels.

Sharing our goals helps affirm them as well as challenge us to forge, move ahead.

Being able to collaborate and get feedback from other programs. Renews energy toward School Improvement Process -

Sharing of ideas/resources, "praise the positives" and reflect on areas of improvement.

Very progressive.

Sharing and open to share successes and failures.

The ability to share fantastic ideas from colleagues.

Hearing and seeing what the other schools are trying to achieve.

Seeing what all schools are doing for school improvement lends itself to productive discussions about what we are

doing well, what we need to improve, and what is working/not working for others.

Look over time at what we're doing - how we've changed; sharing of ideas.

Seeing what other schools are doing and how we all create a cohesive whole.

Continue to build on success and sharing between schools is a good way to collaborate and share ideas and work together.

Sharing the goals and great ideas that so many teachers have. The ideas and concepts brought here are so energizing and positive.

We are able to learn from one another.

Perspective, inspiration.

Sharing feedback; linking what we are doing to other buildings/levels.

The involvement of so many, sharing ideas, knowing we can always improve in some way.

That you give goals a couple years to gather data - good or bad.

Shared understanding of problems when implementing a new program or initiative. Shared understanding of ideas, process as to how we can adapt to our own school.

Chance to share across the district.

That across the district there is collaboration as well as excitement and interest about what is happening in Northville.

Time to share.

All schools striving for same goals.

Sharing ideas.

The time to come together and share ideas. Representation at every building and program.

Opportunity for collaboration; renews our energy.

We value coming together to talk, have conversations, gather data, and make a plan to improve life for children.

Sharing strengths and areas of need.

Sharing ideas.

Continuous growth.

Gathering together to report what is happening and gain feedback from others.

Sharing of ideas/feeling of camaraderie between schools - "we're all in this together."

The process helps us to use data in a meaningful way to meet all student needs. I love that we save time to share ideas, successes and challenges!!

I really enjoy seeing what is happening at other schools as a chance to take ideas back to my school.

It keeps asking for feedback . . . keeps communication open.

Consistent and direct feedback to each other.

Organized, opportunity to share to all.

Continued growth as a district and get new ideas that already work.

Nice to see encouragement of already in place "best practice".

The commitment to coming together to learn and share what is going on in our schools to make our district successful in educating our students.

Shared ideas, purpose and vision.

You hear everyone's strengths and weaknesses.

The collaboration and idea sharing between the schools is excellent and the mutual sharing respect was impressive. As a parent, I am really excited to know my children are in such a progressive school district.

Big picture.

Learning from others.

12. In what ways are we growing/improving as a District?

44 Responses

Being creative with the kinds/sources of data sources. Teams are venturing off to create their own instrument and tweak that instrument, if needed.

We seem to all fit well under the district goals.

First year.

We are becoming more aligned.

Focus on whole child.

Student achievement; student climate/character building.

More aligning has helped us focus. Realizing data is OK; but children and education is our business.

Continually looking at the "whole" student and not just academic achievement.

A more cohesive program throughout all levels.

Focus on the whole child, working toward further parent and community involvement.

Paying more attention to energy use - ways to reduce energy use - this whole thing is wonderful to see.

Use of data to drive decision making. Broader view of important learning including and beyond academic.

I feel the district is building a culture to not only focus on academics but also is building working skills and building strong character.

We continue to amaze ME. Although as a teacher I have always been proud to teach here, I now have a student at TC and am impressed to hear the underlying theme among ALL of the schools = The WHOLE child. We love high scores, but we are still putting the person first. How beautiful. All of us should be proud of that!

We are keeping up-to-date on current practices and trends. We are willing to take this info and apply it within what we are currently doing.

Congearing our ideas to create a single Northville culture.

I feel we are collaborating/sharing ideas and research better with and across district.

Continually keeping pace with state-national mandate - thinking of students as a whole being.

Moving toward newer ideas and growth as a district. This allows ideas to be shared. Positive!

Universally taking an approach beyond just academics, but the physical and emotional well being.

Alignment between the levels, buildings, etc.

Our school improvement goals continue to evolve.

Alignment.

Same as above.

Everyone is committed to the students academically, but also in character building.

More open and honest (sharing and feedback); more open to sharing data.

Retaining our priorities during difficult financial times.

We are willing to try new things, trial and error. See what works best for our students. Open to new ideas. Figuring out how to be better with less money.

Through yearly sharing.

Focused on student learning and total child. Focus on individuals (4 guiding questions).

Using data NWEA as a tool to drive intervention.

Getting away from "showing off" to the things each school is really struggling with.

So much growth ~ amazing! There is an increase in intentional (Rtl) interventions across the district.

The use of DATA has been a huge change over the past 10 years to drive instruction.

Most schools build every year to improve and meet the needs of every student.

We are becoming more proficient in aligning with each others' school improvement.

More focused vision, common language across district.

Becoming more encouraged to learn from each other for the good of the "whole" child.

Having an annual focus on school improvement indicates a willingness to always improve plus an attitude of what is best for the kids.

Too many to list.

It sounds like we are all working on ELA and Math.

I think one major improvement is individual student needs are being uncovered and addressed at all schools.

More help, less competition.

We are trying new things and actually look for new things.

13. What common issues are we facing as a District?

45 Responses

We are focused on the whole child.

Interest in doing better in all facets.

Budget restraints, implementation of Rtl.

Setting priorities - how we use our \$ resources and human resources.

Funding issues to support interventions.

Need for increase student achievement in ELA and Math.

Whole child.

District expenses.

Budget.

Proficiency in math + ELA, PBIS.

Over emphasis on academic achievement instead of whole child development - at least in elementary.

At risk kids, preserving our support mechanisms in tight budgetary times.

Addressing at risk students and determining their needs and how to accommodate them.

Budgets crunching, increased test score pressures, the never-ending striving for success and improvement can lead us to lose our "light" and not enjoy teaching as much.

Money.

Implementation dips adequately capturing the potential of our students.

Financially, we are struggling, but we seem to be finding ways to meet our students' needs. All feeling students strong in academic, but not as a "whole".

Focusing on the whole child.

Time to meet the needs of all.

Math scores low.

Doing more with less.

Money.

Budget ~ fear of losing resources and people.

We all face the issue of meeting the needs of all students.

Budget impact on outstanding intervention programs.

Money.

Change.

Difficult budget times are stretching resources.

Many teams spoke about importance of PBIS.

It seems that math is an issue at every level - also dealing with behavior of the students.

Many of the same time, \$.

Budget.

A new superintendent; meeting changing reporting of School Improvement.

Budget.

Budgets! Doing more with less!

The challenge of creating assessments and discovering what our data is showing us. The increase of class sizes makes the intervention process even more difficult.

Time, money, intervention.

Funding.

Financial.

Development/implementation of interventions on all levels.

Assessment and \$.

Assessments and curriculum.

Early intervention and development of an approach to help address learning issues and help get students to perform at the appropriate grade level.

\$\$\$

Money.

14. Suggestions for improving the District Continuous Improvement process:

18 Responses

- Liked the relaxed atmosphere.
- None.
- Providing enough time for teachers to get lunch on their own. Often a highlight during PD days which might break the day up for a re-energized afternoon.
- While we are working hard to promote the success of the whole child, there are no school/district improvement goals related specifically to the Humanities.
- Chairs - wow these are hard!! (I know that's not an option!)
- Keep up the great work!
- Giving CD's to all of the slide presentations to all of the participants.
- Few teachers are given the opportunity to actually attend DSIT and hear what is going on in different buildings. I wish these days allowed for broader participation.
- Thank you for including parent involvement.
- N/A. This is my first time.
- It would be nice if building administrators prioritized responsibilities so they could attend all presentations.
- Current process is working.
- Continue to have new people attend and spread the word.
- See #8. Suggest timing or scheduling of this since the middle of the year does not allow for revision of a plan already underway - need to align. Need to include "the research".
- Allowing time for "cross-school" meetings to further share ideas, etc. For example, 2 elementary buildings meeting on a PD Day to share intervention ideas, etc.
- Allowing time to share cross grade level might be a great way to expand beyond in a PD perhaps.
- It might be easier to provide "constructive feedback" if names were not required on feedback forms.
- Like the idea of moving to the Forum.

15. Comments/Suggestions regarding use of the MDE-mandated School Improvement template:

13 Responses

- Painful and difficult to use.
- Don't love it, but I'm learning.
- Probably unnecessary - the presentations were most instructive. MDE formats tend to be excessive, repetitive.
- I'm not knowledgeable.
- Continue to provide time for teams to meet to share what we are doing with the forms.
- N/A. I like that schools found ways to continue the goals related to community, health/wellness, etc.
- Just get it done since the format is myopic.
- Schools should be due before District. Like waiting sessions with colleagues. HS forum sounds good!
- Again, not everyone in audience knows that template or is familiar with it.
- Helps us organize and use data in a meaningful way!
- Too long, too complicated, and that's too bad!
- We have integrated our plans into the MDE format very well.
- As "picky" as it was, I like the fact that everything had to be filled out. It forces the vision piece.

16. DSIT date (only one form had to be completed for participants who attended both days.)

Wednesday, Dec. 1st (green surveys)	37	62%
Wednesday, Dec. 8th (blue surveys)	23	38%
Total	60	100%