

School Improvement Plan

School Year: 2010

School District: Northville Public Schools

Intermediate School District: Wayne RESA

School Name: Hillside Middle School

Grades Served: 6,7,8

Principal: Mr. James L Cracraft

Building Code: 08803

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

School Information

School:	Hillside Middle School
District:	Northville Public Schools
Public/Non-Public:	Public
Grades:	6,7,8
School Code Number:	08803
City:	Northville
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We believe

- ? student learning is our highest priority
- ? every person has an 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 worth 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 school personnel, students, parents, and the community

Overarching District goal is Student Learning. All Students will successfully complete each grade level and or course taken, demonstrating proficiency on local and state assessments.

In order to achieve the overarching District Goal, best practice, research and the following critical questions will guide curriculum,

Assessment, and intervention in every school and school improvement plan: What do we expect learners to learn and be able to do?

How will we know if they have learned it?

How will we respond if they haven't?

How will we respond if they have already learned it?

Mission Statement

The Hillside mission is to provide a dynamic, comprehensive program which challenges all students to reach their potential both during and beyond the school day in a safe and caring learning environment that includes nurturing staff and parents who model respect, honor diversity, and recognize the individual needs of all students. Students who leave Hillside will be prepared to move into the world of Northville High School and the 21st Century.

Beliefs Statement

We believe

- ? student learning is our highest priority
- ? every person has an 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 worth 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 school personnel, students, parents, and the community

Hillside Middle School Statement of Beliefs

- ? Mastery learning enables all students to learn.

? All students will learn through a variety of teaching methods (i.e. mastery learning, cooperative learning, EEEI, alternative assessments, etc.).

? Teaming fosters a nurturing, caring and personal/individualized environment.

? Teaming encourages flexible block scheduling which results in in-depth instruction and increases opportunities for interdisciplinary

Goals

ID	Name	Development Status	Progress Status
15021	All Hillside Middle School Students grade 6,7,8 will be proficient in Math	Approved	Open
15042	Making Caring Fashionable	Approved	Open
15561	All Students at HMS will become more aware of lifelong wellness choices	Approved	Open

Goal 1: All Hillside Middle School Students grade 6,7,8 will be proficient in Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be 100% Proficient in Mathematics.

Gap Statement : Although student achievement in mathematics is above average for the state we have not reached 100% level of proficiency as expected from NCLB. Although our sub groups have not reached a significant number, the trend indicates a discrepancy in achievement scores. (economical disadvantaged)

Cause for Gap : A review of instructional time and pacing guides reflects that some students having greater difficulty in math may need additional interventions like: reteaching, review, and remediation. A review of process reflects inconsistency and access to interventions.

Multiple measures/sources of data you used to identify this gap in student achievement : District End of the Year Math Assessments at grade levels

MEAP

Chapter Tests

Report Grades/Zangle

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? 100% proficiency in Mathematics On the MEAP
Improvement in Building Assessments by target group

Contact Name : Jim Cracraft

List of Objectives:

ID	Objective
16129	The percentage of students who are proficient in math as measured by MEAP will increase by at least 2% by June, 2012.

1.1. Objective: Math Proficiency

Measurable Objective Statement to Support Goal : The percentage of students who are proficient in math as measured by MEAP will increase by at least 2% by June, 2012.

List of Strategies:

ID	Strategy	Locked By
16129	Hillside Staff will identify students for math intervention based on MEAP data, NWEA data, Building Math Assessments, Counselor and Learning Consultant identification, and low grade reports. Interventions include placement in math club (Tier 2), targeted instruction during math enrichment period and/or seminar (Tier 1), and focused individual (tier 1)/small group (tier 2) instruction through the learning consultant.	

1.1.1. Strategy: Math Identification

Strategy Statement: Hillside Staff will identify students for math intervention based on MEAP data, NWEA data, Building Math Assessments, Counselor and Learning Consultant identification, and low grade reports. Interventions include placement in math club (Tier 2), targeted instruction during math enrichment period and/or seminar (Tier 1), and focused individual (tier 1)/small group (tier 2) instruction through the learning consultant.

Selected Target Areas

SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

Classroom Instruction That Works by Robert Marzano
 Professional Learning Communities by Richard Du Four
 Strategies that work By Robert Marzano
 Building MEAP Data
 IOWA Cogat Results
 Breaking ranks in the Middle Strategies for leading Middle Level Reform
 Differentiated Instruction for Middle and HS Teachers, by Amy Benjamin
 Understanding Response to Intervention by R. Howell, S. Patton, Margaret Deiotte

Whatever It Takes How Professional Learning Communities Respond When Kids Dont Learn by R. Dufour, R. DuFour, Robert Eaker, Gayle Karhanek

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students identified will participate in after school math club to provide review and remediation for mathematics. Activity will occur one to two times per week.	09/30/2010	05/30/2011	Jennifer Lawson and Janet Gillies

1.1.1.1. Activity: Math Club

Activity Description: Students identified will participate in after school math club to provide review and remediation for mathematics.

Activity will occur one to two times per week.

Activity Type: Revised

Planned staff responsible for implementing activity: Jennifer Lawson and Janet Gillies

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/30/2010, End Date - 05/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Club	Northville Youth Assistance	1,200.00	0.00

Goal 2: Making Caring Fashionable

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will demonstrate respect and caring for others, contributing to a positive learning environment where "Caring is Fashionable."

Gap Statement : When considering the percentage of students referred for discipline due to violation of the student code of conduct, misbehavior, etc. There is a consistent relationship between repeat offenders and first time offenders. Twenty percent of discipline referrals are from repeat offenders.

Cause for Gap : Student misbehavior and discipline referrals are evident when student do not have clear expectations or connect with school culture. School Climate deteriorates as student connectedness and attention to the overall school climate is reduced.

In 2000, when Hillside Middle School opened we combined 200 students from Meads Mill and 535 students from Cooke Middle School. In establishing Hillside as a new school it became apparent through student attitude surveys and discipline data that there was a need to address emerging school climate issues at Hillside. The School improvement team, staff and building leadership began a research-supported effort to create a caring environment and promote learning, respect, school spirit, and a positive learning community. The language of this goal has been amended to address specific issues over the past six years. However the general language to make caring fashionable has remained the same. Parent and community support for this initiative has been overwhelmingly positive. "Making Caring Fashionable" has become the cornerstone slogan for Hillside Middle School and encompasses our initiatives to help students help themselves, others, and improve our climate. The school improvement team and Hillside staff have agreed to continue this goal until 2012.

- Multiple measures/sources of data you used to identify this gap in student achievement :**
1. Staff School Improvement Survey
 2. Parent School Improvement Survey
 3. Student School Improvement Survey
 4. Staff Observation
 5. Discipline Reports on Community Service, Suspension, and Detention reports for past eight years
 6. Counseling and Social Work referral data

- What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?**
1. Staff School Improvement Survey Data
 2. Parent School Improvement Survey Data
 3. Student School Improvement data
 4. Staff Observation
 5. Discipline Reports on Community Service, Suspension, and Detention
 6. Counseling and Social Work referral data
 7. CEPI Report
 8. Student participation in Community Service Projects and Service Learning
 9. Michigan Profile for Healthy Youth Survey (MiPHY) data.

Contact Name : Jim Cracraft

List of Objectives:

ID	Objective
16160	Overall Student Discipline referrals will be decrease by at least 5% by June, 2012 as measured by student suspension and detention data.

2.1. Objective: Student Discipline Referrals

Measurable Objective Statement to Support Goal : Overall Student Discipline referrals will be decrease by at least 5% by June, 2012 as measured by student suspension and detention data.

List of Strategies:

ID	Strategy	Locked By
16160	Students will participate in school wide positive behavioral support program.	
16160	Students will be selected by their teams for recognition each month as the "Student of the Month"	
16160	<p>"To sustain a learning community which promotes a positive learning environment where respect and caring for others is fashionable". Rationale / Support Data (Three sources recommended.) In 2000, when Hillside Middle School opened we combined 200 students from Meads Mill and 535 students from Cooke Middle School. In establishing Hillside as a new school it became apparent through student attitude surveys and discipline data that there was a need to address emerging school climate issues at Hillside. The School improvement team, staff and building leadership began a research-supported effort to create a caring environment and promote learning, respect, school spirit, and a positive learning community. The language of this goal has been amended to address specific issues over the past six years. However the general language to make caring fashionable has remained the same. Parent and community support for this initiative has been overwhelmingly positive. "Making Caring Fashionable" has become the cornerstone slogan for Hillside Middle School and encompasses our initiatives to help students help themselves, others, and improve our climate. The school improvement team and Hillside staff have agreed to continue this goal until 2010. 1. Parent School Improvement data 2000-2008 2. Staff School Improvement data 2000-2007 3. Student School Improvement data 2000-2007 4. Student Disciplinary Data 2000-2007 5. Community Assets Survey 2002-2003 6. Drug and Alcohol Survey 2000 -2006 Assessment 1. Staff School Improvement Survey 2. Parent School Improvement Survey 3. Student School Improvement Survey 4. Staff Observation 5. Discipline Reports on Community Service, Suspension, and Detention reports for past eight years 6. Counseling and Social Work referral data DISCIPLINE ANAYLSIS 2005-2006 55 Suspensions for 71 Days total 208 Detentions for 160 hours 18 hours Community Service 2006-2007 62 Suspensions for 95 Days total 273 Detentions for 193 hours 3 hours Community Service 2007-2008 54 Suspensions for 69 Days total 166 Hours of Detention 12 Hours of Community Service 2008-2009 2009-2010 Intervention (Describing the activities the staff will undertake.)2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-11 Electives: Fine Arts Extravaganza (Vickie Kopistianski) (Continued) Senior Prom (Continued 08-09) Music Gym (Mr. Burell) (Continued 08-09) Private Lesson Program (Staffed by Hillside teacher Bev Schellhasse, funded by NYA) (Continued 08-09) Choir Community Outreach (Continued and expanded 08-09) Eighth Grade: Operation Good Cheer Team Bulletin Boards Middle School Seminar Challenge Day Revisited with Mike Allen November 17, 2006 and October 30 2007 Team Potluck Student Recognition Lunches 8th grade picnic and fun in the sun activities Seventh grade: TIE Program (teaching, integrating, encouraging) with Old Village Classes 7c Students will be involved in activities to promote success and an understanding of learning styles. Students will improve from 67% to 85 % on survey questions related to this topic. 7c. Team days to promote positive learning environment 7b Adventure Challenge 7b Challenge Day 7b,7a, 7c Food tasting and cultural events to promote culturally sensitive learning environment 7b WIT (Whatever it takes) and Team Code of Conduct Implemented 7b Team Breakfast 7b 90% of team activities will be planned to foster caring and respect for others 7a 100% of Team 7b will be surveyed regarding climate</p>	

issues. 85% will have a positive response. 7a Sixth grade 100% of students will participate in the Building Bridges Program with OVS Students. 6a 100% of students on team 6c will participate four times a year in Adventure Challenge Activities 100% of student will participate in Make a Difference day at Hillside Conflict Resolution in Seminar Support Services: Friendship Circle MIX it up Day 2006, 2007 Peer Mediation Lunch Bunch Student Counseling Groups Conflict Resolution with Sixth Grade and Counselors School Wide: Student recognition programs were changed in 2005-2006 to align with school improvement climate goal utilizing input from staff and student council. Student of the Month criteria is now based on evidence of students demonstrating attributes included in school climate goal. Partnerships and Service Learning: PASSS Credit Union Home Work Help (Staffed by team 6B, Funded By NYA) Parks and Recreation Fitness Grant 2003, 2004 Fitness Course OVS Program Partnerships Northville Senior Center NYA and After School Music Program Hillside Woodlands Reclamation Project with the PTSA Grounds Committee Song Bird Habitat ING Unsung Heroes Grant Student Council Initiatives: Holiday Card Drive for Civic Concern 2007-2008 Change Wars for Muscular Dystrophy 2005, 2006 Rotary Sports Equipment Drive "Hearts and Hands for Honduras" 2007-2008 *NEW Bridgepoint Project in Southwest Detroit 2005, 2006, 2007 Neinus Book Drive 2005,2006, TSUNAMI Project 2005 Katrina Hearts Campaign 2005-2006 Senior Citizens Prom-2005, 2006, 2007, 2008 Zambian Orphan Project 2003-2005 Wolverine Human Services Toy Drive -2005, 2006, 2007 Civic Concern Spirit Week-2005, 2006, 2007, 2008 7th grade Challenge day in 2005, 2006, 2007 8th Grade Challenge Day Wrap Around 2005 , 2006, 2007 with Michael Allen Student Pledges 2005, 2006, 2007 8th grade Only.

16160 All Seventh grade Students will participate in Challenge Day

2.1.1. Strategy: School Wide Positive Behavioral Support

Strategy Statement: Students will participate in school wide positive behavioral support program.

Selected Target Areas

- SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- SAR 3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

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

- Positive Behavioral Support Research
- PBS Summary Northville Public Schools
- Breaking Ranks in the Middle, NASSP

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will earn caring cards that they will be able to submit for drawings and prizes to reward their positive contributions to the learning environment at HMS.	09/01/2010	05/01/2011	All Hillside teaching and support staff

2.1.1.1. Activity: Caring Card

Activity Description: Students will earn caring cards that they will be able to submit for drawings and prizes to reward their positive contributions to the learning environment at HMS.

Activity Type: None

Planned staff responsible for implementing activity: All Hillside teaching and support staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 05/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Caring Cards, Prizes	General Funds	500.00	0.00

2.1.2. Strategy: Student Recognition Program

Strategy Statement: Students will be selected by their teams for recognition each month as the "Student of the Month"

Selected Target Areas

SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

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

Positive Behavioral Support Policy MDE State Board of Education

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will be selected by the grade level teachers for recognition as a Student fo the month.	09/07/2010	06/17/2011	All Staff

2.1.2.1. Activity: Student of the Month

Activity Description: Students will be selected by the grade level teachers for recognition as a Student fo the month.

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Certificates and Prizes	General Funds	200.00	0.00

2.1.3. Strategy: Making Caring Fashionable

Strategy Statement: "To sustain a learning community which promotes a positive learning environment where respect and caring for others is fashionable".

Rationale / Support Data (Three sources recommended.)

In 2000, when Hillside Middle School opened we combined 200 students from Meads Mill and 535 students from Cooke Middle School. In establishing Hillside as a new school it became apparent through student attitude surveys and discipline data that there was a need to address emerging school climate issues at Hillside. The School improvement team, staff and building leadership began a research-supported effort to create a caring environment and promote learning, respect, school spirit, and a positive learning community. The language of this goal has been amended to address specific issues over the past six years. However the general language to make caring fashionable has remained the same. Parent and community

support for this initiative has been overwhelmingly positive. "Making Caring Fashionable" has become the cornerstone slogan for Hillside Middle School and encompasses our initiatives to help students help themselves, others, and improve our climate. The school improvement team and Hillside staff have agreed to continue this goal until 2010.

1. Parent School Improvement data 2000-2008
2. Staff School Improvement data 2000-2007
3. Student School Improvement data 2000-2007
4. Student Disciplinary Data 2000-2007
5. Community Assets Survey 2002-2003
6. Drug and Alcohol Survey 2000 -2006

Assessment

1. Staff School Improvement Survey
2. Parent School Improvement Survey
3. Student School Improvement Survey
4. Staff Observation
5. Discipline Reports on Community Service, Suspension, and Detention reports for past eight years
6. Counseling and Social Work referral data

DISCIPLINE ANALYSIS

2005-2006 55 Suspensions for 71 Days total
208 Detentions for 160 hours
18 hours Community Service

2006-2007 62 Suspensions for 95 Days total
273 Detentions for 193 hours
3 hours Community Service

2007-2008 54 Suspensions for 69 Days total
166 Hours of Detention
12 Hours of Community Service

2008-2009

2009-2010

Intervention (Describing the activities the staff will undertake.)2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-11

Electives:

Fine Arts Extravaganza (Vickie Kopistianski) (Continued)

Senior Prom (Continued 08-09)

Music Gym (Mr. Burell) (Continued 08-09)

Private Lesson Program (Staffed by Hillside teacher Bev Schellhasse, funded by NYA) (Continued 08-09)

Choir Community Outreach (Continued and expanded 08-09)

Eighth Grade:

Operation Good Cheer

Team Bulletin Boards

Middle School Seminar

Challenge Day Revisited with Mike Allen November 17, 2006 and October 30 2007

Team Potluck

Student Recognition Lunches

8th grade picnic and fun in the sun activities

Seventh grade:

TIE Program (teaching, integrating, encouraging) with Old Village Classes 7c

Students will be involved in activities to promote success and an understanding of learning styles. Students will improve from 67% to 85 % on survey questions related to this topic. 7c.

Team days to promote positive learning environment 7b

Adventure Challenge 7b

Challenge Day 7b,7a, 7c

Food tasting and cultural events to promote culturally sensitive learning environment 7b

WIT (Whatever it takes) and Team Code of Conduct Implemented 7b

Team Breakfast 7b

90% of team activities will be planned to foster caring and respect for others 7a

100% of Team 7b will be surveyed regarding climate issues. 85% will have a positive response. 7a

Sixth grade

100% of students will participate in the Building Bridges Program with OVS Students. 6a

100% of students on team 6c will participate four times a year in Adventure Challenge Activities

100% of student will participate in Make a Difference day at Hillside

Conflict Resolution in Seminar

Support Services:

Friendship Circle

MIX it up Day 2006, 2007

Peer Mediation

Lunch Bunch

Student Counseling Groups

Conflict Resolution with Sixth Grade and Counselors

School Wide:

Student recognition programs were changed in 2005-2006 to align with school improvement climate goal utilizing input from staff and student council. Student of the Month criteria is now based on evidence of students demonstrating attributes included in school climate goal.

Partnerships and Service Learning:

PASSS

Credit Union

Home Work Help (Staffed by team 6B, Funded By NYA)
Parks and Recreation Fitness Grant 2003, 2004 Fitness Course
OVS Program Partnerships
Northville Senior Center
NYA and After School Music Program
Hillside Woodlands Reclamation Project with the PTSA Grounds Committee
Song Bird Habitat ING Unsung Heroes Grant

Student Council Initiatives:

Holiday Card Drive for Civic Concern 2007-2008
Change Wars for Muscular Dystrophy 2005, 2006
Rotary Sports Equipment Drive "Hearts and Hands for Honduras" 2007-2008 *NEW
Bridgepoint Project in Southwest Detroit 2005, 2006, 2007
Neinus Book Drive 2005,2006,
TSUNAMI Project 2005
Katrina Hearts Campaign 2005-2006
Senior Citizens Prom-2005, 2006, 2007, 2008
Zambian Orphan Project 2003-2005
Wolverine Human Services Toy Drive -2005, 2006, 2007
Civic Concern Spirit Week-2005, 2006, 2007, 2008
7th grade Challenge day in 2005, 2006, 2007
8th Grade Challenge Day Wrap Around 2005 , 2006, 2007 with Michael Allen
Student Pledges 2005, 2006, 2007 8th grade Only.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

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

Research Supporting this Intervention

References:

Brendtro, L., M. Brokenleg, and S. Van Bockern. (1990) Reclaiming youth at risk: Our hope for the future. Bloomington, IN National education Service.

Brendtro, L. & N. Long (1995) Reclaiming Violent Students. Educational Leadership, 52 (5)

Challengeday.org

Educational Leadership (2003) 60 (6) Creating Caring Schools. ASCD.

DeKanter, A. (2001) After School Programs for Adolescents. NASSP Journal. 85 (626)

DuFour, R. and R. Eaker (1998) Professional Learning Communities at Work: Best practice for Enhancing Student Achievement. Bloomington, Ind.: National Educational Service.

DuFour, R., R. DuFour, and R. Eaker (2002) Getting Started: Reculturing Schools to Become Professional Learning Communities. Bloomington, Ind.: National education Service.

Duke, D.L. (2002) Creating Safe Schools for All Children. Boston:Allyn and Bacon

Jones, S. & J. Stoodley (1999) Community of caring: A Character Education Program Designed to Integrate Values into a School Community. NASSP Journal. 83 (609)

Korczak, J. (1967) Selected works of Janusz Korczak. Warsaw, Poland: Central Institute for Scientific, Technical and Economic Information.

Lanteri, Linda (1995) Waging Peace in our Schools: Resolving Conflict Creatively Program. Reclaiming Children and Youth (Journal of Emotional and Behavioral Problems) 4 (1).

Marriott, M. (2004) Developing self-esteem through Student Council. Principal Leadership. 5 (1). National Center for a Community of Caring. WWW.Communityofcaring.org

Pipher, M. (1994) Reviving Ophelia: Saving the selves of adolescent girls. Toronto: Random House

Redl, F. (1966) When we deal with children. New York: The Free Press

Romano, L. & N. Gergiady (1994) Building an Effective Middle School. Iowa: Brown Communications Inc.

Smith, T. (1999) Miracle at Mound for Middle School: Reading, Service Learning, and Character Education. NASSP Journal. 83 (609)

Schmoker M. (1999) Results: The Key to Continuous Improvement. Alexandria,VA: Association for Supervision and Curriculum Development.

Quaglia, R. (2000) Making an Impact on Student Aspirations: A Positive Approach to School Violence. NASSP Journal. 84 (614)

Vorath, H. H. and L. Brendtro (1985) Positive Peer Culture. New York: Aldine De Gruyter.

Wiseman, R. (2002) Queen Bees and Wannabes. New York: Crown Publishing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Eighth Grade: Operation Good Cheer Team Bulletin Boards Middle School Seminar Challenge Day Team Potluck Student Recognition Lunches 8th grade picnic and fun in the sun activities Seventh grade: Sixth grade 100% of students will participate in the Building Bridges Program with OVS Students. 100% of students on team 6c will participate four times a year in Adventure Challenge Activities 100% of student will participate in Make a Difference day at	09/07/2010	06/17/2011	Hillside Staff and administration

<p>Hillside Conflict Resolution in Seminar Support Services: Friendship Circle Peer Mediation Lunch Bunch Student Counseling Groups Conflict Resolution with Sixth Grade and Counselors Partnerships and Service Learning: PASSS Credit Union Home Work Help (Staffed by team 6B, Funded By NYA) Parks and Recreation Fitness Course OVS Program Partnerships Northville Senior Center NYA and After School Music Program Hillside Woodlands Reclamation Project with the PTSA Grounds Committee Song Bird Habitat ING Unsung Heroes Grant Student Council Initiative Bridgepoint Project in Southwest Detroit Senior Citizens Prom Wolverine Human Services Toy Drive Civic Concern Spirit Week- 7th grade Challenge</p>			
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2.1.3.1. Activity: Making Caring Fashionable

Activity Description: Eighth Grade:

- Operation Good Cheer
- Team Bulletin Boards
- Middle School Seminar
- Challenge Day
- Team Potluck
- Student Recognition Lunches
- 8th grade picnic and fun in the sun activities
- Seventh grade:

Sixth grade

- 100% of students will participate in the Building Bridges Program with OVS Students.
- 100% of students on team 6c will participate four times a year in Adventure Challenge Activities
- 100% of student will participate in Make a Difference day at Hillside
- Conflict Resolution in Seminar

Support Services:

- Friendship Circle
- Peer Mediation
- Lunch Bunch
- Student Counseling Groups
- Conflict Resolution with Sixth Grade and Counselors
- Partnerships and Service Learning:
- PASSS
- Credit Union
- Home Work Help (Staffed by team 6B, Funded By NYA)
- Parks and Recreation Fitness Course
- OVS Program Partnerships
- Northville Senior Center
- NYA and After School Music Program
- Hillside Woodlands Reclamation Project with the PTSA Grounds Committee
- Song Bird Habitat ING Unsung Heroes Grant

Student Council Initiative

Bridgepoint Project in Southwest Detroit
 Senior Citizens Prom
 Wolverine Human Services Toy Drive
 Civic Concern Spirit Week-
 7th grade Challenge

Activity Type: None

Planned staff responsible for implementing activity: Hillside Staff and administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	General Funds	500.00	0.00

2.1.4. Strategy: Challenge Day

Strategy Statement: All Seventh grade Students will participate in Challenge Day

Selected Target Areas

SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

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

References:

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Quaglia, R. (2000) Making an Impact on Student Aspirations: A Positive Approach to School Violence. NASSP Journal. 84 (614)

Vorath, H. H. and L. Brendtro (1985) Positive Peer Culture. New York: Aldine De Gruyter.

Wiseman, R. (2002) Queen Bees and Wannabes. New York: Crown Publishing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All seventh graders will participate in a one day experiential program designed to address school climate.	03/14/2011	03/16/2011	Support Staff and Seventh Grade Team

2.1.4.1. Activity: Challenge Day

Activity Description: All seventh graders will participate in a one day experiential program designed to address school climate.

Activity Type: None

Planned staff responsible for implementing activity: Support Staff and Seventh Grade Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/14/2011, End Date - 03/16/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Funding	Northville Youth Assistance	7,000.00	0.00

Goal 3: All Students at HMS will become more aware of lifelong wellness choices

Content Area : Physical Education

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All HMS students will demonstrate evidence of making positive wellness choices.

Gap Statement : A majority of Middle School Students do not participate in daily fitness outside of Physical Education and organized Sports, as evidenced by survey data, including Michigan Profile of Healthy Youth survey data.

Cause for Gap : Lack of participation in wellness opportunities, prevalence of sedentary behaviors at home eg. tv, video games, computers. Life style choices such as nutrition, exercise, physical fitness.

Multiple measures/sources of data you used to identify this gap in student achievement : Zoomerang student survey on sedentary behaviors and attitudes towards health and wellness.

MIPHY results

School Improvement Survey

National Obesity Trends

State of Michigan Obesity and Wellness data

Teacher Observation

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? Assessment

1. Teacher Developed assessments and proficiency tests
2. School Improvement Surveys of staff, student, and parent perceptions
3. Teacher Observation
4. Fitness testing
5. MIPHY

Contact Name : Brett Pederson

List of Objectives:

ID	Objective
16940	Student participation rates in wellness opportunities will increase by at least 5% by June, 2012 as measured by school survey data and Michigan Profile for Healthy Youth survey data.

3.1. Objective: Students will become more active and less sedentary.

Measurable Objective Statement to Support Goal : Student participation rates in wellness opportunities will increase by at least 5% by June, 2012 as measured by school survey data and Michigan Profile for Healthy Youth survey data.

List of Strategies:

ID	Strategy	Locked By
16940	Increase opportunities for student to become more aware of lifelong wellness and health opportunities.	

3.1.1. Strategy: Lifelong Wellness at HMS

Strategy Statement: Increase opportunities for student to become more aware of lifelong wellness and health opportunities.

Selected Target Areas

SAR 5.10 Provides appropriate support for students with special needs
SAR 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students

Other Required Information for Strategy

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

Naperville Illinois Study
 CDC national Obesity Trends
 Michigan Department of Health
 Taking Charge of School Wellness, David Satcher, Educational Leadership December, 2009
 Titusville Pennsylvania Study

Dr. John Ratey "Spark"

MIPHY
 School Improvement Data
 Fitness testing Data

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Website indicating US and Michigan obesity prevalence, methods of prevention, and parent strategies for minimizing sedentary behavior and promoting physical activity and healthy nutrition.	03/01/2010	06/30/2011	Website is linked through the HMS Physical Education Website: www.Northville.k12.mi.us/Hillside/index.HTML
All students in Physical education will complete a Zoomerang Survey regarding Health and Wellness choices.	09/15/2010	06/21/2012	Hillside Physical Education staff

3.1.1.1. Activity: HMS Obesity Prevention Website

Activity Description: Website indicating US and Michigan obesity prevalence, methods of prevention, and parent strategies for minimizing sedentary behavior and promoting physical activity and healthy nutrition.

Activity Type: None

Planned staff responsible for implementing activity:
 Website is linked through the HMS Physical Education Website:
www.Northville.k12.mi.us/Hillside/index.HTML

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 03/01/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
N/A	No Funds Required	0.00	0.00

3.1.1.2. Activity: Wellness Survey

Activity Description: All students in Physical education will complete a Zoomerang Survey regarding Health and Wellness choices.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Hillside Physical Education staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 06/21/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None required	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$1,200.00	\$0.00
No Funds Required	\$0.00	\$0.00
Other	\$8,200.00	\$0.00

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Jim	Cracraft	Principal	cracraja@northville.k12.mi.us
Ms.	Janet	Gillies	Teacher	gillieja@northville.k12.mi.us
Ms.	Mary	Daar	Counselor	daarmary@northville.k12.mi.us
Mr.	Brad	O'Neill	Interim Assistant Princip	Oneillbr@northville.k12.mi.us
Mr.	Brett	Pederson	Teacher	pedersbr@northville.k12.mi.us
Mr.	Rick	Vanderveer	Teacher	vanderri@northville.k12.mi.us
Mrs.	Linda	Stein	Teacher	steinlin@northvile.k12.mi.us

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

Stakeholders participate in the development and implementation of the HMS School Improvement plan. Input is sought through meetings and goal design and implementation plans. Monitoring and measurement of goal progress includes all stakeholders on the school improvement team. Evaluation and assessment of plan is carried out through the meeting process. All stakeholders participate in the District School Improvement Process.

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

Team process and committee work including a cross section of teachers, support, and administrative staff.

The District Curriculum Council and the curriculum review process includes Students, Parents, and Educators.

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

Information is shared a variety of ways including individual, team, and Department Meetings. Staff Meetings, PTSA Meetings, News Letter, and Building and District Web Sites are other methods of communicating to stake holders.

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, NPS

Address:

501 West Main Street, Northville, MI 48167

Telephone Number:

248.344.8451

References

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

Conclusion

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

Professional development opportunities in the areas of school climate, differentiation of instructional strategies and interventions in mathematics, and support for health and wellness strategies and programming.

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

Funding from Title I, Title II, general funds, and outside funding through grants has been supported by the district.

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

The Northville District has a technology plan and has a technology committee that works collaboratively to fully integrate the Michigan Educational Technology Standards