



## **District Improvement Plan**

### **Northview Public School District**

Dr. M. Scott Korpak, Superintendent  
4365 Hunsberger Drive NE  
Grand Rapids, MI 49525-6128

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## **Introduction**

The District Improvement Plan (DIP) 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.

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

### **Our Location**

Northview Public Schools covers approximately 13.5 square miles in the county of Kent in the southwestern portion of Michigan's lower peninsula. The community is surrounded with a wonderful array of educational, cultural, business, and recreational opportunities. It includes portions of Plainfield Township, Ada Township and Grand Rapids Township. Population is approximately 20,000.

### **Our School Buildings**

The Northview School District has three elementary schools (East Oakview, North Oakview, and West Oakview), two middle schools (Highlands/grades 5 and 6 and Crossroads/grades 7 and 8), and two high schools (Northview High School and Northview High School East Campus).

### **Our Student Population**

Northview Public Schools serves approximately 3,436 students in seven buildings. Approximate counts are: East Oakview Elementary (380), North Oakview Elementary (416), West Oakview Elementary (318), Highlands Middle School (462), Crossroads Middle School (499), Northview High School (1201), and Northview High School East Campus (155).

### **Our Employees**

Northview Public Schools employs approximately 440 persons to meet the needs of our students. We are an equal opportunity employer. The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic, (collectively, "Protected Classes") in its programs and activities, including employment opportunities.

## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

### **Our Mission**

Preparing students for life's next step

### **Our Vision**

Northview Public Schools and its community inspire and develop literate, creative problem solvers, ready for continued learning and career success, while becoming respectful, productive members of society.

### **Our Beliefs**

1. Every student can learn - just in different ways and at different rates.
2. Every person is a valued member of the Northview school community.
3. We are all responsible for student success and learning.
4. Integrity, honesty and ethical behavior guide the treatment of students and adults in Northview.
5. People working together toward common goals can accomplish anything.
6. Embrace change and continuous improvement.
7. Focus on performance and results.
8. Our words and behaviors accelerate student academic performance and nurture their social development.

### **System Work**

Our mission, vision, and belief statements come alive in our classrooms, our buildings, and our community. Specifically, the Board of Education Policies that address this are Board Policy 3.0 Global - Superintendent Constraints and Board Policy 4.0 Global - Ends. We monitor these policies in our Board of Education Monitoring Reports.



## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

Northview Public Schools is an AdvancED accredited school district acknowledged for the high caliber of its graduates, the high quality of its staff, and the excellence of its programs. We are a school district where students learn to appreciate diversity and the many cultural influences that shape the community.

Northview's strong academic program includes learning experiences in all areas of language arts (reading, writing, speaking, and listening), math, science, social studies, technology, physical education, instrumental and vocal music, and art. Special education services are an integrated facet of our educational opportunities for students. A developmental kindergarten program allows even the youngest to be successful.

We respect individual learning styles that allow each student to learn more easily and successfully through their strengths. There is not "one right way" to learn. Each person has an individual learning style. Physical, environmental, sociological, and motivational factors are considered.

Northview students consistently have a record of high scores on national tests. On state tests, they score well above the state and county averages. Excellent curriculum alignment results in high scoring student performance. Testing information is available at individual building websites.

Enrichment programs that provide opportunity for all students to learn and advance as quickly and as far as interest and talents allow enhance our general education program.

Northview 's Community Education program strives to meet the needs of all residents from the babe in arms to the senior citizen with a variety of recreational, cultural, and educational activities and services. They include adult education programs, youth sports, a senior citizens program, summer academics, fine arts and recreational classes, sports camps, and more.

Northview's Extended Day Care Program provides working parents with the security of knowing their children (Grades K-6) are in a safe and nurturing environment during after-school and before-school hours. A summer program is also available along with a program that cares for students when school is closed during the scheduled school year.

Northview's Early Learning program is where children between the ages of two and six come together to begin their early school experiences in learning. Community Ed Preschool and Great Start Readiness Program are for four-year-olds. Early Childhood Special Education (ECSE) is a program offering testing by an early childhood diagnostic team. Children with a delay in one or more developmental areas qualify for this programming. The Bright Beginnings program provides services to families with Children birth to kindergarten entry.

From early childhood on through high school, Northview prepares students for life's next steps. Share in our excitement for learning and our commitment to educational excellence. Our combination of rigorous academic standards, an excellent staff and community involvement is a proven recipe for success.

Areas of Improvement

- continue to develop consistency in the district by having more clear systems in place;
- continue working on scheduling and interventions related to high need areas such as math and science;
- develop a coherent curriculum which aligns to our assessments at the district, state, and national levels;
- align resources in a more precise process as resources continue to be reduced;
- involve parents and community members in the political process to impact our elected officials;
- look at system data and how it impacts the next level: reading, writing, math;
- reflect on poverty impact on district social/emotional/physical needs;
- focus on relationships - kids/staff/colleagues - treatment of people;
- continue more discussion on data - what, when - beyond scores, more about instructional moves;
- continue more K-12 alignment;
- continue forward thinking - science focus;
- educate at-risk families outside of school - parent emphasis;
- keep communication clear and concise;
- continue to implement consistent internal review process and procedures;
- continue to look at how building decisions impact the system;
- improve safety and security in all buildings; and
- define creativity not only as how we develop it but how we avoid extinguishing it.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

There is a collective spirit among parents/guardians, board members, teachers, administration, staff and community members to "do the right thing" for our students. This spirit is an important groundwork for the success every child deserves. Parents are encouraged to become involved whenever possible. Parent groups support every district school.

Our community spirit produces overwhelming voter support that has allowed us to recently renovate our school buildings and grounds to provide safe, secure, and nurturing learning environments. A 750-seat Performing Arts Center showcases student and community productions. A well-equipped media center in each building, computer labs, and advanced technology in every classroom reveal the commitment of the entire Northview community to "do the right thing" for students. A Community Fitness Center and 13-lane Swimming Pool offer a convenient and affordable facility where adults, seniors and students can work out side-by-side to get healthy and stay healthy.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

All buildings worked on their respective school improvement plans. Then, all plans were compared for alignment and commonalities.

This year, Northview continued implementing a continuous quality improvement process by conducting internal reviews at each of our schools. The review team was made up of a cross section of employees from elementary, middle, and high school staff as well as parent/community representation. This is the process recommended by AdvancED to continue improving our instructional processes. A continuous quality improvement process is always guided by a strong set of expectations.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

There are district committees of teachers and administrators that meet during each school year to discuss issues around curriculum, instruction, and assessment. Teachers meet in grade level/course teams to continue the discussions at a building level. Recommendations for changes are decided at each level and recommendations for purchases and processes are brought to the superintendent for approval. Parents and community members play a role on building school improvement teams.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The school improvement plans are shared throughout the school year. These are also shared with community members in the district newsletter and on the district and building websites. Buildings continually refer to the school improvement work in their PLC meetings and professional development. Administrators share their efforts at biweekly meetings.

# **District Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.



## District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	Our goal in previous years has been to keep students with special needs in general education as much as possible.  We developed a plan based on the Continued Improvement Monitoring System (CIMS) data, which indicated a need to address our graduation rate.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	Based on our review, the following activities are in place to increase graduation rates and decrease dropout rates: 1. Academic Support classes specifically support content area classes, since previous data indicated that the majority of students who did not graduate or dropped out failed one or more content area classes during their 9th or 10th grade year. 2. Staff members develop and monitor plans to assist students with disabilities exhibiting attendance difficulties. Student attendance data will be reviewed and discussed during monthly department meetings.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Northview Public Schools has a content filtering system in place onsite. The product used is iBoss.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	Northview Public Schools has a firewall in place which logs all history of staff and student access to the internet. The content filter also logs all history of internet access.	

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Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	An Internet Safety Policy is included in Northview Public Schools' Acceptable Use Policy. The School Board approved the initial policy on October 9, 2001. CIPA/Protecting Children in the 21st Century Act Compliance, with a Student Acceptable Use/Internet Safety Policy and a Staff Acceptable Use/Internet Safety Policy, were reconfirmed on December 4, 2015.	Acceptable Use - Staff Acceptable Use - Elementary Students Acceptable Use - Students Grades 5-12

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The Internet Safety Policy meets all requirements for the state as well as CIPA compliance via the approval of our technology plan at the State level.	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Service and support for all telecommunication and hardware support is an ongoing portion of the technology budget to ensure support in these areas is readily available. We work with several companies for support as well as in house staff that are trained in support.	

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	The district is on a 5 year replacement for all computers in the district. Labs are replaced as an entirety. Infrastructure is monitored to ensure adequate bandwidth to support teaching and learning in all schools. Software is evaluated as the need arises or if support is no longer available for the product. Plans for professional development are addressed through the technology committee, district school improvement processes, and the building principal.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	The district has technology standards for all grade levels in the district. Plans for professional development are addressed through grade level/course teams, district school improvement processes, and the building principal.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	Northview Public Schools has long been committed to making technology a learning tool in classrooms. We have identified specific skills at each grade level that must be mastered. Specific goals for each grade level are aligned with the Michigan Educational Technology Standards (METS). An exit assessment for 8th graders is given to ensure competency in technology literacy. Also, efforts are continually made to integrate technology into classroom instruction. A representative group of district staff meets annually to review technology curriculum and address changing digital worlds of students.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	A representative group of district staff meets annually to review the technology curriculum and address the changing digital worlds of our students.	

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Dr. M. Scott Korpak Superintendent 4365 Hunsberger NE, Grand Rapids, MI, 49525 616-365-6151	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		Parent Involvement Policy - Northview

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Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

# 2016-2017

## Overview

### Plan Name

2016-2017

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in Northview Public Schools will be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$54524
2	All students in Northview Public Schools will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$288037
3	All students in Northview Public Schools will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

## Goal 1: All students in Northview Public Schools will be proficient in mathematics.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency on local and state assessments in Mathematics by 06/09/2017 as measured by local and state assessments..

### Strategy 1:

Mathematical Proficiency - Increase the number/percentage of students in the "proficient/advanced" math category as determined by local and state assessments by supporting teachers to implement (1) using best practices for curriculum and instruction, (2) using quality assessments and looking at data, and (3) having interventions for students who are not making progress.

Category: Mathematics

Research Cited: Math Exchanges by Kassia Omohundro-Wedekind

Minds on Mathematics by Wendy Ward Hoffer

Common Core State Standards - [www.corestandards.org](http://www.corestandards.org) - Mathematics

Tier: Tier 1

Activity - Curriculum and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing  Professional Development will include: - working with district math coach  Schools: All Schools	Direct Instruction	Tier 1		09/06/2016	06/09/2017	\$54524	Title II Part A	Superintendent, Building Principals, Math Coach, Teachers
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent, Building Principals, Teachers



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Activity - Data and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data  Schools: All Schools	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent, Building Principals, Teachers

**Goal 2: All students in Northview Public Schools will be proficient in reading.****Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on local and state assessments in Reading by 06/09/2017 as measured by local and state assessments..

**Strategy 1:**

Reading Proficiency - Increase the number/percentage of students in the "proficient/advanced" reading category as determined by common local assessments by supporting teachers to implement (1) using best practices for curriculum and instruction, (2) using quality assessments and looking at data, and (3) having interventions for students who are not making progress.

## Category:

Research Cited: Allington, R. (2011). What really matters for struggling readers: Designing research-based programs (3rd ed.). New York: Allyn & Bacon.

Allington, R. (2008). What really matters in response to intervention: Research-based designs. New York: Allyn & Bacon.

Common Core State Standards - [www.corestandards.org](http://www.corestandards.org) - Reading in English Language Arts - Reading in History/Social Studies, Science, and Technical Subjects

Gallagher, K. (2009). Readicide: How schools are killing reading and what you can do about it. Portland, Maine: Stenhouse Publishers.

Layne, S. (2009). Igniting a passion for reading: Successful strategies for building lifetime readers. Portland, Maine: Stenhouse Publishers.

Miller, D. (2009). The book whisperer: Awakening the inner reader in every child. San Francisco: Josey-Bass.

Kittle, P. (2013). Book love: Developing depth, stamina, and passion in adolescent readers. Portsmouth, NH: Heinemann.

Tier: Tier 1

Activity - Curriculum and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing  Schools: All Schools	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent, Building Principals, Teachers

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Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities - summer school for K-3 students  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$288037	Title I Part A	Superintendent, Building Principals, Literacy Specialists, Teachers
Activity - Data and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data  Schools: All Schools	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent, Building Principals, Teachers

**Goal 3: All students in Northview Public Schools will be proficient in writing.****Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on local and state assessments in Writing by 06/09/2017 as measured by local and state assessments..

**Strategy 1:**

Writing Proficiency - Increase the number/percentage of students in the "proficient/advanced" writing category as determined by common local assessments by supporting teachers to implement (1) using best practices for curriculum and instruction, (2) using quality assessments and looking at data, and (3) having interventions for students who are not making progress.

## Category:

Research Cited: Calkins, L. (2003). Units of study for teaching primary writing (K-2). Portsmouth, NH: Heinemann.

Calkins, L. (2006). Units of study for teaching writing (3-5). Portsmouth, NH: Heinemann.

Collins, J. (2007). Improving student performance through writing and thinking across the curriculum. West Newbury, MA: Collins Education Associates.

Kittle, P. (2008). Write beside them: Risk, voice, and clarity in high school writing. Portsmouth, NH: Heinemann.

Common Core State Standards - [www.corestandards.org](http://www.corestandards.org) - Writing in English Language Arts - Writing in History/Social Studies, Science, and Technical Subjects

Tier: Tier 1

Activity - Curriculum and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Northview Public School District

Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing  Schools: All Schools	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent, Building Principals, Teachers
<b>Activity - Intervention</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent, Building Principals, Teachers
<b>Activity - Data and Assessment</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data  Schools: All Schools	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Superintendent, Building Principals, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum and Instruction	Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Intervention	Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Curriculum and Instruction	Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Data and Assessment	Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Data and Assessment	Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Intervention	Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers

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Data and Assessment	Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum and Instruction	Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing  Professional Development will include: - working with district math coach	Direct Instruction	Tier 1		09/06/2016	06/09/2017	\$54524	Superintendent, Building Principals, Math Coach, Teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities - summer school for K-3 students	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$288037	Superintendent, Building Principals, Literacy Specialists, Teachers

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum and Instruction	Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing  Professional Development will include: - working with district math coach	Direct Instruction	Tier 1		09/06/2016	06/09/2017	\$54524	Superintendent, Building Principals, Math Coach, Teachers
Intervention	Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Data and Assessment	Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Curriculum and Instruction	Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Intervention	Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities - summer school for K-3 students	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$288037	Superintendent, Building Principals, Literacy Specialists, Teachers
Data and Assessment	Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers

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Curriculum and Instruction	Curriculum and Instruction will focus on: - Mini-Lessons/Focus Lessons - Conferring - Small Group Instruction - Independent Practice - Sharing	Direct Instruction	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Intervention	Intervention will focus on: - intentional teaching for students who struggle, economically disadvantaged students, homeless students, and students with disabilities	Academic Support Program	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers
Data and Assessment	Data and Assessment will focus on: - Progress Monitoring/Formative Assessments - Benchmark Assessments/Summative Assessments - examining subgroup data	Teacher Collaboration	Tier 1	Monitor	09/06/2016	06/09/2017	\$0	Superintendent, Building Principals, Teachers