Dr. RJ Webber
Superintendent

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Northville Public Schools

2024-25 Annual Education Report

February 19, 2025

Dear School Families and Community Members:

Following the recent release of data from the Michigan Department of Education (MDE), we are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for Northville Public Schools as a district, and at each of our schools. The AER addresses the complex reporting information required by federal and some requirements of state law.

You are invited to review the entire report on the MI School Data website, by entering "Northville Public Schools" into the search field at Annual Education Report. Copies of the district and individual school reports are also available on our District Website and in the Office of Instruction at the Board of Education Offices at Old Village School (405 West Main Street, Northville, MI) and at each of the individual school offices. For more information, or if you have questions about the report, our staff is available to help you. Please contact the Office of Instruction at 248-344-3520.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator Qualification Data

- Professional Qualifications are defined by the State and include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelor's Degrees or Masters Degrees) or the percentage of fully certified teachers.
- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders, and reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

  Please note that results are reported only at the state level, rather than by individual districts.

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2023-24. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Amerman Elementary	No Label	Amerman is focused on continual improvement in all content areas. Our data continues to show improvement as we individualize instruction to meet the diverse learning needs of our students. Our multi-year school improvement plan will continue to focus on reading, writing, math, and science and includes continued implementation of The Leader in Me framework. In order to meet the needs of all students Amerman Elementary School has a Multi-Tiered Systems of Support (MTSS) to provide intervention and support services for students who would benefit based on their current performance data. Intentional goal setting and student data use is consistently applied as a lead measure in all classes at Amerman to identify and capture areas of potential need and growth. Along with goal setting, we are using formative assessments to drive instruction and create groups for targeted instruction. We also have a school-wide focus on teaching vocabulary and utilizing visible thinking strategies to increase student engagement and achievement. We anchor ourselves in the bedrock of collective efficacy, emphasizing the cultivation of trust, the nurturing of relationships, and the dedicated presence with one another. In doing so, we strive to foster a positive school culture for both students and staff, where collaboration and mutual support thrive.
Moraine Elementary	No Label	Continual improvement in all areas remains a consistent focus of Moraine's school improvement plan. Our data shows improvement as we strive to meet the diverse learning needs of our students. While Moraine students' average performance on NWEA exceeds the national average in the Fall and the Spring at all grades in every subject, disaggregation of the data reveals students who fall below the mean and require intervention and support. Additionally, the large number of students performing well above the national mean at each grade level need more challenge and enrichment in the classroom in order to continue to grow. Our school improvement work is focused on teachers using student assessment data to provide differentiated learning opportunities to support all students, whether they require additional support or challenge. Moraine teaches character, organization, goal setting, and school agency skills through implementation of *The Leader in Me* framework and Positive Behavior Intervention and Supports.

Ridge Wood Elementary	No Label	School Improvement work at Ridge Wood is focused on best practice instruction, social/emotional well-being, and intervention/enrichment. Our teachers are consistently improving their craft by implementing workshop strategies in reading, writing, and math. Through this process, teachers introduce a skill to the whole group, then differentiate for the needs of all students by pulling small groups for further instruction. We consistently use formative assessment data to guide instructional decisions and make sure students' needs are being met. Our Multi-Tiered Systems of Support, or MTSS Team meets weekly to identify students in need of academic and/or social interventions. We are a *Leader in Me* Lighthouse School, where we cultivate leadership skills, problem solving, interpersonal and organizational skills. We place a heavy emphasis on building relationships with every student. We stand on a foundation of collective efficacy, where building trust, fostering relationships, and being present with one another are at the forefront of what we do.
Silver Springs Elementary	No Label	School Improvement work is focused on best practice instruction, social and emotional learning, and intervention and enrichment. Key challenges being addressed at Silver Springs through our school improvement process includes closing gaps between all students, economically disadvantaged students, and multilingual learners. Our highly-qualified staff continues to use a Multi-Tiered Systems of Support (MTSS) to provide targeted interventions to the most at-risk students based on eligibility criteria. In addition, staff are committed to helping all students whether they require support or challenge through differentiation in the classroom. Student data is analyzed continuously in order to make instructional decisions at the Tier I, Tier II, and Tier III levels. Intentional goal setting is applied as a lead measure in all classes at Silver Springs. Students are able to take ownership of their learning by setting goals, creating an action plan for meeting their goals and reflecting on their achievements. In addition, we focus on restorative practices to build positive relationships and community, address conflicts, and repair harm through inclusive dialogue. This enhances student engagement and promotes overall well-being, aligning with research-backed strategies for improving our school climate and student outcomes as part of our holistic school improvement plan.
Thornton Creek Elementary	No Label	Thornton Creek Elementary School is dedicated to continual improvement across all content areas. We strive to foster a collaborative culture through professional learning communities that engage in in-depth data analysis at the classroom, grade, and school levels. Our professional staff studies best practices in teaching and learning, aligning these practices with the District vision, the 5 Dimensions (5D+) of Teaching and Learning Instructional Framework, and The Leader in Me to meet student needs. Our school improvement initiatives are focused on supporting the social-emotional needs of our students while enhancing proficiency in reading, writing, mathematics, and science. The strategies identified to increase proficiency include formative assessment, differentiated instruction, direct instruction, student goal setting, and data tracking. Moreover, we emphasize inclusion for all students and are committed to growing and developing our skills in restorative practices. We also continually push ourselves to be at the forefront of educational advancements, including the integration of artificial intelligence into our teaching and learning processes.
Winchester Elementary	No Label	Winchester is committed to creating a dynamic educational environment that empowers students with leadership skills and instills a sense of responsibility as a Leader in Me Lighthouse School. By integrating leadership principles into our daily curriculum, we aim to cultivate an atmosphere where students learn to lead themselves and others effectively. We prioritize core academics to build a robust foundation for intellectual growth, preparing students to be critical thinkers and problem solvers in an ever-changing world. Beyond academic excellence, we emphasize social-emotional learning, fostering social-emotional intelligence, resilience, and interpersonal skills crucial for personal and professional success. Through the Multi-Tiered System of Supports (MTSS), we address diverse needs, ensuring every student receives the support they need to thrive. Our purpose is to inspire students to embody critical thinking, self-responsibility, and respect for others, laying the groundwork for success in academic pursuits and a lifetime of meaningful connections and contributions to society. Winchester is dedicated to nurturing well-rounded individuals who are prepared to meet the challenges of the future and make a positive impact in their communities.

Hillside Middle School	No Label	Hillside Middle School is committed to creating a supportive, welcoming environment by building and sustaining positive relationships among students, teachers, and the parent community. We are committed to realizing district & building improvement goals through a relentless focus on teaching and learning, specifically by aligning instructional and assessment practices to the 5 Dimensions (5D+) of Teaching and Learning Instructional Framework and the International Baccalaureate Middle Years Program (IB/MYP) framework. We continue to emphasize the 5 core competencies of social emotional learning (SEL) and their connection to the IB Approaches to Learning Skills (ATLs). We work toward a guaranteed, viable curriculum as we refine common units, revisit common assessments, and create a shared understanding of authentic student learning. To maximize that learning, we continue to revise our Multi-Tiered Systems of Support (MTSS) process and our ability to implement interventions that help all of our students grow. We also continue to develop our Positive Behavior Intervention Supports (PBIS) system to ensure that all of our students feel safe and welcome at school while having a fun and rewarding experience. Finally, we are a Unified school and continue to develop our Peer Links program in order to enhance our inclusion of *all* students. We remain committed to learning, leading, and taking risks together.
Meads Mill Middle School	No Label	Meads Mill's improvement efforts continue to focus on the use of our learning management system (Schoology) which supports student learning at home or in the classroom. Meads Mill staff continues to utilize the *5 Dimensions of Teaching and Learning* framework and the International Baccalaureate Middle Years Program (IB/MYP) framework to successfully implement high quality instructional practices that result in student growth. Meads Mill is utilizing flexible online support, like Khan Academy, NEWSELA, and Map Accelerator, which are aligned to national and state standards that will enhance student learning. Meads Mill is strengthening implementation of a comprehensive Multi-Tiered Systems of Support (MTSS) framework, to identify and provide the necessary supports to meet the needs of all students. Meads Mill is also building capacity across the Core Competencies of Social and Emotional Learning, including utilization of *Second Step* curriculum, a researched-based, teacher-informed, and classroom-tested curriculum that promotes the social-emotional development, safety and well-being of our middle school students. Along with Second Step, Meads Mill has implemented Restorative Practices, which focuses on building and repairing relationships while fostering communication, empathy, and understanding amongst our stakeholders that will promote a positive community and environment at Meads Mill.

Northville High School	No Label	Northville High School improvement efforts this coming year will continue to focus on Literacy (both Reading and Writing) in Math, English, Science, and Social Studies. Focus on instruction utilizing the *5 Dimensions of Teaching and Learning Instructional Framework* and concentration on curriculum/assessment alignment with the state standards through the lens of the *International Baccalaureate* will help improve Math, English, Science, and Social Studies literacy. This concentration will allow us to better prepare our students for college and career readiness. Specific instructional strategies focus by teachers at NHS include reflecting on the *5 Dimensions of Teaching and Learning*: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture plus the Professional Collaboration & Communication dimension. This work will be done in Professional/Department Learning Communities, teacher teams, and through classroom observations. School improvement will also focus on providing our students a safe learning environment by building positive relationships including the use of *IIRP* restorative circles/practices and recognizing the need to support students' social/emotional well-being by focusing on our Multi-Tiered Systems of Supports (MTSS), Positive Behavior Interventions & Supports (PBIS), and Social Emotional Learning (SEL) interventions (including a focus on *Question, Persuade, & Refer Suicide Prevention Training* and *Prepare U* SEL curriculum in our Health classrooms). Building safety and security is paramount utilizing and reflecting upon our ALICE training in conjunction with the implementation of our District Emergency Operations Plan (EOP). Areas of focus include utilizing our learning management system (*Schoology*), instructional technologies (including the use of AI)/communication tools that enhance learning), and the concentration on SEL strategies. Our SEL focus will include training to develop a more culturally responsive and inclusive/equitable school community.
Cooke School	No Label	Cooke continues to create a supportive environment as well as positive relationships among students, teachers and the parent community; we have worked to embed social emotional strategies and restorative practice in our program the last few years. Cooke is focused on instruction utilizing the 5 Dimensions of Teaching and Learning Instructional Framework and concentration on curriculum and assessment in alignment with the state standards. Essential Elements are the grade level expectations for our special education students and are the foundation of our instructional practices and our student learning. Cooke uses the Four Blocks Literacy Model, and reliable data points to inform our instruction to increase student independence and measure student growth. The Cooke Common Assessment Tool measures for engagement, decreasing of prompts, student response, and combined skills in the areas of ELA and Math; in addition to growth in social-emotional /behavioral areas. School improvement is also focused on building positive behaviors and relationships by focusing on implementing Positive Behavior Interventions and Supports (PBIS) school wide, as well as implementing a Tiered Support System in all areas. Our team is committed to assuring that all Cooke students communicate, learn and work as a part of the communities that they live in.

In order to meet the needs of all students, including each of our vulnerable student populations, we continue to develop and refine our robust Multi-Tiered Systems of Support (MTSS) framework. MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. It focuses on the whole child, including academic growth and achievement, behavior, social and emotional needs.

Northville Public Schools also takes part in robust accreditation processes at each level that align with the District's vision, purpose and goals. These processes include an external review component that provides feedback critical to our continued growth as a learning organization. Our Early Childhood Program is accredited through the rigorous National Association for the Education of Young Children. Each of our six elementary schools have adopted *The Leader in Me* framework which addresses the teaching of leadership principles, creating a leadership culture, and aligning academics through a robust goal-setting process, student agency and empowering instruction. All six of our elementary schools have achieved the distinguished *Lighthouse School* milestone on

their leadership journey. Our secondary schools are fully authorized as International Baccalaureate World Schools, including the Middle Years Program (MYP), grades 6-10 and the esteemed Diploma Program in Grades 11-12. Each of these processes support Northville's ongoing, overarching goal for student learning and provides a nationally-recognized mark of quality for our district and all the schools within our district. Our students and families are the ultimate beneficiaries of this rigorous process. When an entire school community is aligned and focused on a shared vision for learning, students thrive.

On an ongoing basis, we focus our school improvement efforts on the achievement of *all* students, and improving future readiness without losing sight of the need to foster social-emotional health and well-being, and offering a comprehensive, balanced curriculum. We use all of this student data information, together with other measures of student performance, to improve our curriculum and instructional practices, and to enhance student intervention and support programs to further enable success for *all* students – across the spectrum of learners and in an increasingly global context. We are committed to an ongoing process of identifying learner profiles that lead to globally-ready graduates; reimagining curriculum and instruction that is relevant, responsive and aligned; and to developing strong school cultures that inspire intellectual curiosity and a love of learning. This ongoing work is captured in our 2020-2025 District Goals. We invite you to join in this work as we continue to advance our *Tradition of Excellence* and open a *World of Possibilities* for and with each of our students.

We are grateful for the strong partnership of our teachers working together with students and families, in collaboration with our community and business partners that allow our students to explore and develop their areas of interest, maximize their potential, and create growing opportunities for success.

Sincerely,

Dr. RJ Webber
Superintendent