



School Improvement Plan

Bloomfield Hills High School

Bloomfield Hills School District

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8
Improvement Plan Stakeholder Involvement	
Introduction.....	10
Improvement Planning Process.....	11
Student Performance Diagnostic	
Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	17
Report Summary.....	18

Stakeholder Feedback Diagnostic

Introduction 20

Stakeholder Feedback Data 21

Evaluative Criteria and Rubrics 22

Areas of Notable Achievement 23

Areas in Need of Improvement 24

Report Summary 25

School Data Analysis

Introduction 27

Demographic Data 28

Process Data 30

Achievement/Outcome Data 32

Perception Data 37

Summary 40

School Additional Requirements Diagnostic

Introduction 43

School Additional Requirements Diagnostic 44

Bloomfield Hills Goals and Plans 15-16

Overview 47

Goals Summary 48

Goal 1: All Students will increase their proficiency in Math	49
Goal 2: All students will increase their proficiency in Reading, Writing, and Critical Thinking	51
Goal 3: To create a culture and climate of collaboration and mutual respect	54
Activity Summary by Funding Source	56

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Bloomfield Hills High School is a comprehensive suburban high school of approximately 1635 students in grades 9-12. This school year we will occupy a brand new high school facility located at 4200 Andover Road. The new high school campus incorporates both the main campus building and Model Center. Key design features of the new building include ten learning communities, distributed dining, and advanced technology. Our programming is supports the district's ten guiding principles and our building cornerstones of relationships, authentic learning, responsibility and ownership, and innovation.

Our attendance boundaries include Bloomfield Township (pop. 42,000) including the City of Bloomfield Hills (pop. 3900) and small areas of Troy, Orchard Lake and West Bloomfield. The district has seen a decrease over the last several years in part due to an aging resident population and increased mobility because of the most recent economic downturn. Oakland County has also seen a decrease in the live birth rate which has affected overall school enrollment trends throughout the county. The district has limited space for additional housing development. Enrollment remains stable for the foreseeable future.

Bloomfield Hills School District also provides a extensive recreational programming for district residents throughout the year. This includes valuable school-community assets such as the Bowers Farm and Johnson Nature Center. Bloomfield Township does not have a park system so residents must rely on school properties/programming or private entities (such as country clubs, fitness centers, etc.) for recreation.

The high school offers a comprehensive curriculum including both the Middle Years and Diploma programs of the International Baccalaureate Organization and extensive Advanced Placement courses. New course offerings this year include Exploring Computer Science and a tenth grade American Studies curriculum.

School's Purpose

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

Our school mission and philosophy are based around the District Guiding Principles and our four high school Cornerstones.

District 10 Guiding Principles

- 1) The curriculum makes time for depth by thoughtfully managing the number of standards ('less is more' concept.)
- 2) Content knowledge, while important, ceases to be the primary learning outcome, becoming a vehicle to support higher levels of thinking (application, analysis, synthesis, evaluation, creation.)
- 3) Deep student ownership and control of learning. Teaching shifts to facilitation.
- 4) Strong, caring relationships and very high levels of collaboration among/between staff and students.
- 5) A culture that embraces risk-taking in the learning process believing that sometimes more is learned from failure than success.
- 6) Project-based/Inquiry-based interdisciplinary learning boosts critical thinking and creativity by allowing students to frame problems and construct their own solutions.
- 7) Learners are connected to the world outside the school.
- 8) Engagement in meaningful work that increases learner passion and motivation.
- 9) Technology tools are readily available and easily accessible to support personalization.
- 10) Staff share a commitment to a small set of clearly understood annually identified, generally agreed-upon, non-negotiable instructional goals.

Bloomfield Hills High School Cornerstones

The decision to move to learning communities, as well as the plan for the implementation of the communities, is based on our four cornerstones. Still in development, this is the foundation upon which our curriculum, scheduling, collaboration, and interactions will be based and important qualities required for successful learning communities. Our four cornerstones are:

Relationships

Authentic Learning

Innovation

Responsibility and Ownership

These four ideals will be the driving force of our new school community.

-Having shared core teachers and classmates in learning communities comprised of 125-150 students will foster stronger, more meaningful relationships between students, teachers, parents, and administrators and a more culturally-responsive environment.

-Learning Communities will allow for teachers to develop and implement stronger interdisciplinary units and lessons with common, overarching goals and unit questions, ensuring that students experience authenticity in their learning and make connections across multiple subjects.

-Both students and teachers will have the opportunity for a higher level of innovation--time and resources will be more readily available to support this innovation.

-The community model will grant students a sense of ownership of their learning environment--this will increase their level of personal

School Improvement Plan

Bloomfield Hills High School

responsibility as well.

Note:

Beginning in the fall of 2015, students in ninth and tenth grades at Bloomfield Hills High School will be in Learning Communities model for their core classes. The teachers and administrators on the Learning Community Council (LCC) have worked tirelessly to explore the best options for implementing this model. The creation of learning communities is the result of extensive research, site visits, and collaboration with schools currently in practice. This structure will allow for increased interdisciplinary connections, greater personalization for individual student needs and experiences, stronger relationships between staff and students, and an elevated community climate.

Ninth Grade Learning Communities

Each of the three ninth grade learning community will offer math, science, social studies and English. Students will travel outside their learning community for other curriculum offerings.

Tenth Grade Learning Communities

We have four tenth grade learning communities. Each community will include science, social studies, english, and math. Students will travel outside their learning community for other curriculum offerings.

Eleventh and Twelfth Grade Learning Communities

Upper level learning communities will be designed and developed starting this year for implementation in the near future.

Next Steps:

As learning communities develop, the design will involve:

- discussion of a BHHS graduate profile
- clear missions and shared expectations for each learning community
- discussion of alternative scheduling models to maximize student mastery of content and skills
- reorganization of Curriculum Night and Parent-Teacher Conferences with focus on core classes in the learning communities
- exploring alternative assessment models

Notable Achievements and Areas of Improvement

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

The school's first year (2013-2014) was spent primarily on the transition of students together from the former Lahser and Andover high schools. In addition we designed and implemented a 9th grade campus model which united our students from all three middle schools. The 9th grade campus model was ultimately well received by many including our parent community which hopes it may be continued into the new high school building opening in the fall of 2015.

The notable highlight of the high school was the development of learning communities for 9th and 10th grade for the 2014-2015 school year. This included extensive research on the topic, site visits and ultimately the development of several faculty lead committees for implementation. This included a 35 member learning committee made up of teachers and building administrators which developed three sub-committees: Learning Community Design, Shared Governance and Climate and Culture. The highlight of the collective work was the whole school development of cornerstones, a learning community design model for 9th and 10th grades and an evolving shared governance structure.

Area of Improvement include:

- Lack of parental understanding of 21st century educational process (skills over content) (District and Building)
- Meeting the needs of all learners (District and Building)

Areas of improvement also include trying to capture "student voice" and student participation in our learning community efforts (including shared governance) along with addressing the achievement gap academically which exists among certain student demographic groups including African-American and Economically Disadvantaged students. These efforts include include a district and building focus on diversity and equity training for all stakeholders.

Additional Information

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

District Statement of Beliefs (from superintendent Rob Glass)

Bloomfield Hills has always been a proud leader in educational innovation. We recognize that as the world rapidly changes, we must continually change and innovate with it; evolving our specific practices upon a solid platform of our mission/core values, sound philosophy and educational research.

We take pride in our many successes, yet we must always push for continual growth. If we're NOT making ourselves uncomfortable in our quest for excellence, we're probably not challenging ourselves enough. Ultimately other individuals, schools or circumstances will then do the challenging for us.

New technologies and challenged economies now cause society to question 'schooling' as we know it. At the same time we're reaching the limits of change that can be made to the system of schooling we've inherited. If we continue to accept as a given a system built upon today's paradigm, we won't have a system agile enough to prepare ALL our students for THEIR 'tomorrow.' We must not subjugate the future to the present-- It must be the other way around.

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.

The Bloomfield Hills High School Improvement Team is comprised of a wide variety of stakeholders including several teachers, building administrator, guidance counselor, support staff and parents. The team meets several times throughout the school year.

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

Principal, teachers, guidance counselor and parents were all part of the School Improvement Team process. Each person was responsible for reviewing subsets of various data to help formulate school improvement goals. Stakeholder membership will include representation from our Learning Community committee for the 2015-2016 school year.

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 plan is communicated through various stakeholder groups including faculty meetings, Parent-Teacher Organizations, and Principal's Advisory Committee. Future plans to include having school improvement plan posted on school website dashboard.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Data indicates that we are above the expected levels of performance in core subject areas (math, science, ELA and social studies) when compared to state and local performance levels.

Describe the area(s) that show a positive trend in performance.

We have no historical performance for "trend" analysis.

Which area(s) indicate the overall highest performance?

Reading and writing have the overall highest performance based on state test scores, which includes the ACT. Scores are above the state and county wide levels in reading.

Which subgroup(s) show a trend toward increasing performance?

We have no historical performance for "trend" analysis.

Between which subgroups is the achievement gap closing?

We have no historical data to evaluate gap changes.

Which of the above reported findings are consistent with findings from other data sources?

AP English Language & AP English Literature exam scores are consistent with findings from state test scores.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Students identified as economically disadvantaged, African-Americans, and disabled score below the expected levels of performance in all core subject areas (math, english, science and social studies).

Describe the area(s) that show a negative trend in performance.

We have no historical performance for "trend" analysis.

Which area(s) indicate the overall lowest performance?

Math scores are the lowest performance area.

Which subgroup(s) show a trend toward decreasing performance?

We have no historical performance for "trend" analysis.

Between which subgroups is the achievement gap becoming greater?

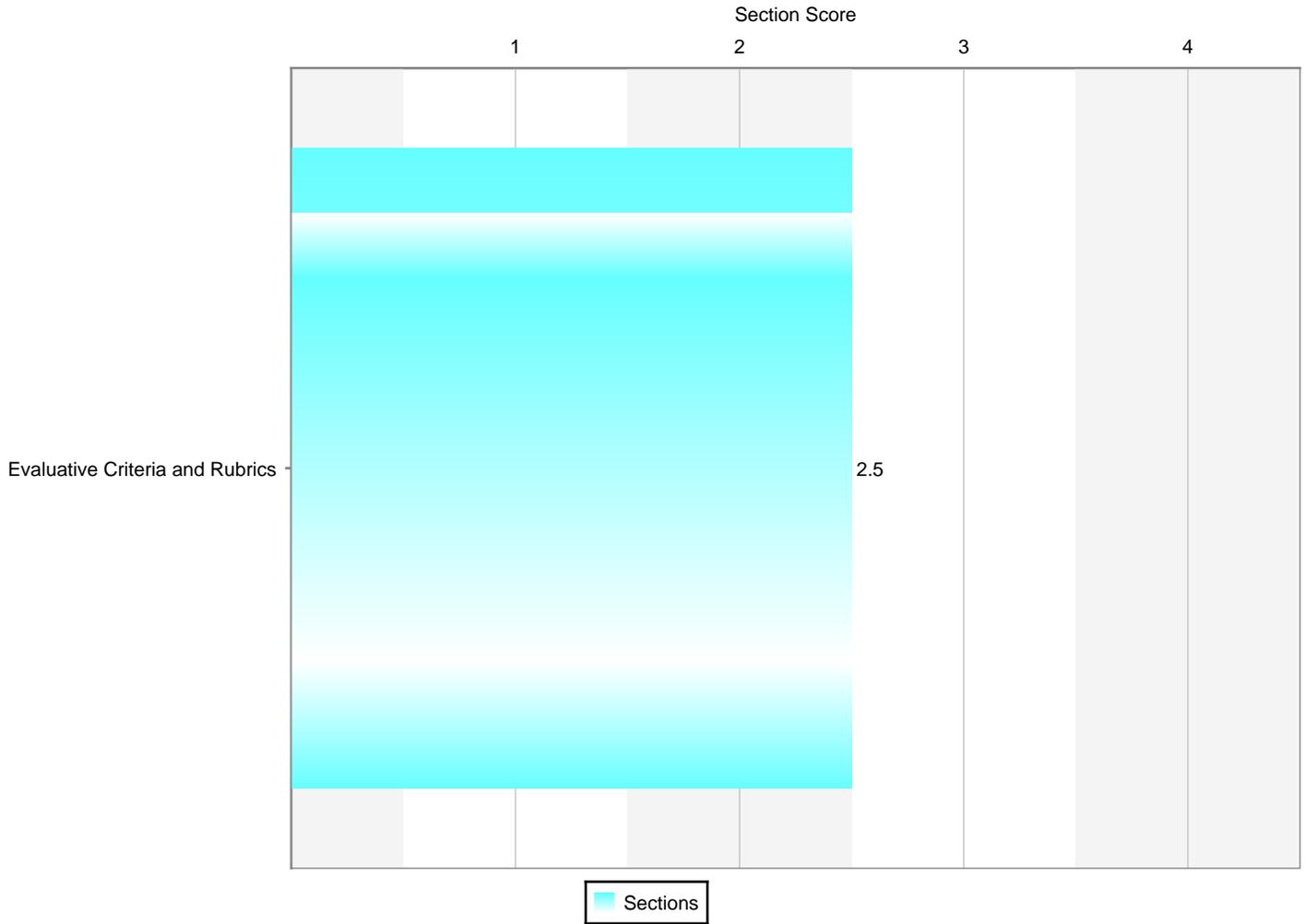
We have no historical data to complete a gap analysis.

Which of the above reported findings are consistent with findings from other data sources?

ACT scores and MME (state) scores are consistently in need of improvement in math. Additionally, students' grades in math courses were in need of improvement.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The overall highest levels of performance are seen in the area of Resources and Support with Staff and Parents rating above a 4 on four indicators (4.1, 4.3, 4.4 and 4.6). Students, however, gave Purpose and Direction the highest average ratings. The only area students ranked above a 4 was indicator 3.2 under Teaching and Assessing for Learning.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

There is no historical data to show "trend" performance.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The only other survey we have for comparison since the merger of the high schools is the LAC-O Survey. The staff ranked "Caring Environment and Expectations" high which correlates well to the high ranking given by staff for Std. 4.6.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

- 5.2, 3.5 and 3.10 were ranked lowest by staff
- 3.2 and 4.3 was ranked lowest by students
- 3.5 and 3.10 were ranked lowest by parents

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

No historical data to do a "trend" analysis.

What are the implications for these stakeholder perceptions?

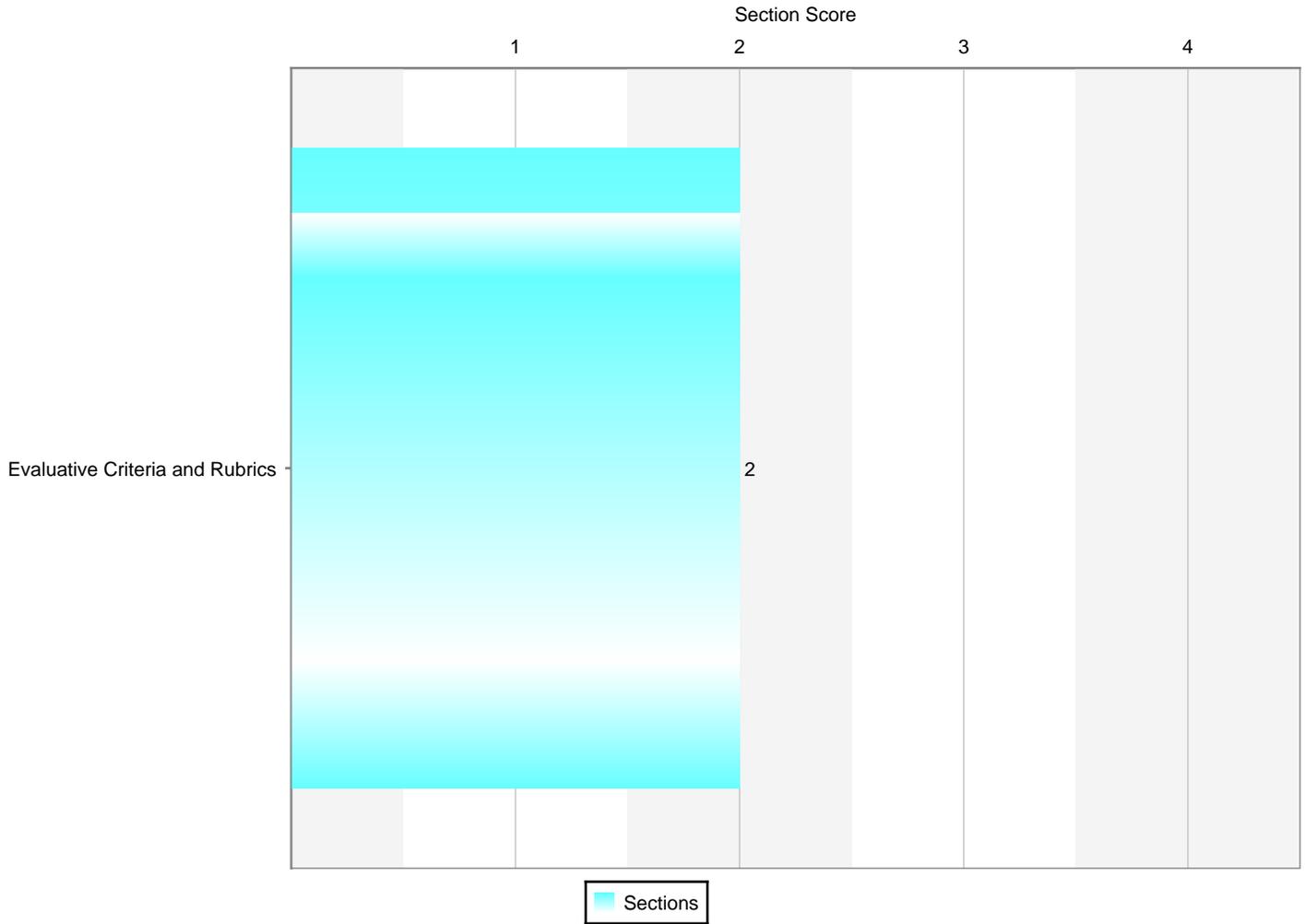
In order to effectively use data to inform/improve teaching, a more systematic approach is needed. More effort is needed to align curriculum vertically and improve our communication re: grading practices and policies.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The only other survey we have for comparison from the merged high school is the LAC-O survey. This survey shows staff ranked "consistency in grading practices" low. This is consistent with a low ranking by staff on Std. 3.10.

Report Summary

Scores By Section



School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

The school is in its third year of existence and thus has no historical data as defined. Enrollment remains stable and with the new building opening, we have seen a slight increase in enrollment.

Subgroup populations remain stable in number including number of economically disadvantaged students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Although the school does not have three years worth of student attendance data, we continue to try and reduce tardiness and late unexcused absences as denoted in our attendance policy.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The following challenge has been identified:

To reduce the the number of behavior referrals for minority students and students with disabilities. This includes the implementation of restorative practices to try and minimize the amount of out of school suspensions.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The administration and climate and culture committee continue to develop new strategies to improve student success and the overall climate and culture of the building.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We have had a number of retirements recently of certified teachers although many of these teachers were not replaced due to budget

constraints. The core of our administrative and teaching staff have taken part in a transformation of our building culture and instructional program as we transition into learning communities and a shared governance model.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We continue to have an experienced staff of teachers who will hopefully increase student achievement as we move to learning communities and a student-centered learning model.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Over the last two years, the school leader was involved in numerous planning meetings for the new high school building. Focus this year will allow for more focused support of staff and students. Very few days were a result of illness or personal business.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The negative impact of teacher absences on student achievement was greatest within our special education department. Appropriate measure have been put in place to correct this problem for the 2015-16 school year.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We continue to seek out highly qualified minority teachers and support personnel as current teacher/school leader demographics are not representative of current student demographics.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Standard 4 (Resources and Support Systems) stand out as strength through self-assessment and external review.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Standard 3:

Indicator 3.2

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Indicator 3.7

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Standard 5:

Indicator 5.1,

The school establishes and maintains a clearly defined and comprehensive student assessment system

Indicator 5.2

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions

Indicator 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

12. How might these challenges impact student achievement?

The challenges will impact student achievement regarding timely and targeted support to students not achieving at state and local standards.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

1. Training on the effective use of SAT and continuous progress monitoring
2. Prioritization of building initiatives
3. Curriculum alignment both vertical and horizontal to ensure standards are being met.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities are identified through local and state assessment data for targeted interventions in the least restricted environment.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Students have extended learning opportunities through various programs including advisory period and on-line support and coursework. These opportunities are available to all students.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We use local and state assessment data to identify students for extended learning opportunities and parents are notified through the counseling department and through district website.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Assessment data in many core content areas are aligned to state content standards. Progress monitoring of assessment data indicates partial to full implementation of state standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Not applicable.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Assessed on standardized data:

Meaning beyond literal interpretation

Close Literature reading

19b. Reading- Challenges

Reading comprehension for sub-group populations including strategy development assessed on standardized tests. This includes fluency and de-coding skills.

19c. Reading- Trends

Slight increase in reading comprehension and fluency skills.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on SY 2015-2016

tiered instruction if appropriate.

We are will be designing both 9th and 10th grade English interventions to address identified areas of improvement. This includes continued professional development in the area of reading comprehension and fluency. We also have implemented a Learning Strategies class to help support students in this area as well.

20a. Writing- Strengths

The writing process including structure and the effective use of language as measured on summative assessments.

20b. Writing- Challenges

Purpose and audience were the biggest areas of overall improvement.

20c. Writing- Trends

Local trend data suggests improved performance in organization and structure.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing will be addressed with reading in our 9th and 10th grade intervention classes. In addition, we will have other support classes such as Learning Strategies to help struggling writers.

21a. Math- Strengths

Relationships regarding Bi variate data and also probability and order of operation as documented on state assessment standards.

21b. Math- Challenges

Understanding figures and properties as documented on state assessments.

21c. Math- Trends

Local trend data suggests a slight increase in math achievement for sub group populations.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will address challenges through the following activities:

1. Development of Integrated Math class
2. Intervention class for 9th grade Algebra I
3. Realignment of curriculum and assessment development for Geometry and Algebra classes.

22a. Science- Strengths

Biology-including understanding living systems and the environment.

22b. Science- Challenges

The inquiry process overall is an area for improvement. Motion and objects is also an area of improvement as documented on state assessments.

22c. Science- Trends

Local data suggests inquiry remains an improvement priority. In addition, the understanding of chemistry concepts has also been identified (including using the requisite math and problem solving skills).

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We continue to vertically align our curriculum through Atlas Rubicon and have targeted support of Science through our MYP inquiry process along with our goal to improve reading, writing, and critical thinking skills.

23a. Social Studies- Strengths

State assessments show strengths in U.S. History and Geography

23b. Social Studies- Challenges

Challenges includes World History & Geography along with the inquiry process as identified on state assessments

23c. Social Studies- Trends

Students continue to be successful in U.S. History.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

NA

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Standard 3.2-Curriculum, Instruction and Assessment were the highest rated along with school purpose.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Lowest rating was standard 4.3-School facilities

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The new high school building will be opening for the 2015-2016 school year. This includes the implementation of learning community spaces, advanced technology, distributed dining, and other facility upgrades.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Standard 4: Resources and support. Parents feel we offer a wide variety of support services.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Standard 3.5: Collaborative learning

Standard 3.1 Grading and reporting

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We have revised district policies around grade reporting and as well as having teachers delineated grade reporting practices in their syllabus to parents.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Standard 4: Resources and support. Comments reflected a dedication to their teaching practice and support of students.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Standard 5.2 Data Analysis

Standard 3.1 Grade Reporting

Standard 3.5 Collaborative Learning

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We have changed district policies regarding grade reporting. Professional development for 2015-16 will also include data analysis as well.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

School Improvement Plan

Bloomfield Hills High School

Standard 1: Purpose and Direction

Standard 3: Teaching and Assessing Learning

Standard 4: Resources and support

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Standard 3.5: Collaborative learning

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We have clarified goals and policies around this standard including class scheduling adjustments, grading policies, and increased communication . The new building will allow for more effective implementation.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Powerful Practices (Strengths)

A variety of challenging curriculum options are provided for all students.

(Indicators 1.2)

The building mission is based upon 4 Cornerstones the staff identified as the foundation for the instructional core within learning communities.

(Indicators 1.1)

Improvement Priorities (Challenges)

Create and use a clearly articulated, vertically-aligned curriculum in a single platform to ensure the continuous improvement of teaching and learning. (Indicators 3.2)

Provide professional development to establish a systemic process that uses multiple data sources to drive instructional decision making, identify achievement gaps, and formulate instructional targets.

(Indicators 5.2, 5.3, 5.4)

Develop a clearly defined, consistent grade reporting system that directly aligns with curriculum and assessments.(Indicators 3.10)

Design a plan for implementation of initiatives that reflects a manageable number and pace.

(Indicators 2.6)

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges identified might impact student achievement through sub groups performing at or below average on local and state assessments.Ownership by staff and students is another key variable in academic success. Much of our effort in our SIP goals involves building a school climate of mutual trust and respect, using data effectively and prioritizing initiatives.

28c. Summary

School Improvement Plan

Bloomfield Hills High School

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We continue to address school improvement goals through implementation of District 10 Guiding Principles and high school cornerstones.

These goals will be addressed through revised policies (ex. revision of attendance), continued data collection (ex. survey, training), targeted interventions (ex. math intervention class), and improved instructional strategies (ex. new English intervention).

Additionally, professional development regarding using data and vertically aligning curriculum will also be priorities.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	They are on file in our Counseling department.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Nanviance and Career Cruising used as electronic tools for EDP review for current students.	

Label	Assurance	Response	Comment	Attachment
5.	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. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	These policies are documented in various school and district publications.	

Label	Assurance	Response	Comment	Attachment
6.	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 comment field.	Yes	Mrs. Christine Barnett, Assistant Superintendent of Human Resources and Labor Relations.	

School Improvement Plan

Bloomfield Hills High School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	This includes external consultant progress report and AdvancEd External review from February 2015	

Bloomfield Hills Goals and Plans 15-16

Overview

Plan Name

Bloomfield Hills Goals and Plans 15-16

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 will increase their proficiency in Math	Objectives: 2 Strategies: 5 Activities: 7	Academic	\$100000
2	All students will increase their proficiency in Reading, Writing, and Critical Thinking	Objectives: 3 Strategies: 6 Activities: 7	Academic	\$25500
3	To create a culture and climate of collaboration and mutual respect	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$45000

Goal 1: All Students will increase their proficiency in Math

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Economically Disadvantaged and English Learners students will demonstrate a proficiency achieved college and career readiness benchmarks in Mathematics by 06/17/2016 as measured by Proficiency on summative state and building assessments.

Strategy 1:

Algebra I Support - Students identified for Algebra I support will have an additional 45 minutes (or more) with a highly qualified Math teacher through a support block.

Research Cited: Research indicates additional time on task combined with differentiated learning strategies for each student can help approve overall achievement

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teacher will use common preparatory time to communicate and plan with the Algebra I instructional team/	Professional Learning	09/08/2015	06/17/2016	\$0	No Funding Required	All Algebra I teachers, building administration, and district learning services team.

Strategy 2:

Tenth Grade Geometry Intervention - Identified tenth grade students in Geometry will have math every day by enrolling in a Geometry support class in addition to their Geometry course. The course will pre-teach concepts in Geometry and reinforce Algebraic skills necessary for success in Geometry.

Research Cited: Development of identified skill based strategies necessary for student success (Marzano)

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Geometry intervention teacher will share a prep with tenth grade geometry instructors. This time will be used to coordinate activities and discuss individual student performance.	Professional Learning	09/02/2014	06/15/2015	\$0	No Funding Required	Geometry teachers, building administration, and district learning services team.

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in Common Core Math Standards in Mathematics by 06/17/2016 as measured by Achievement on building (formative and summative), district and state assessemtns.

School Improvement Plan

Bloomfield Hills High School

Strategy 1:

Common Planning Time - Math teachers will collaborate to write common unit and end of course assessments to be give to all math students within a given course.

Research Cited: The Power of Collaborative Learning (Chris Hazelton, Debbie Maier)

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of a particular math course, working during common planning time, will write common unit and end of course assessments.	Professional Learning	09/08/2015	06/17/2016	\$0	No Funding Required	Math teachers, building administration , and district learning services team.

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use common planning tiem to discuss and identify best practices for instruction and assessment working within and outside their learning community.	Professional Learning	09/08/2015	06/17/2016	\$0	No Funding Required	Math teachers, building administration , and district learning services team.

Strategy 2:

Atlas Rubicon - All Math teachers will upload their units to Atlas Rubicon to allow them to share various instructional units and to validate alignment of common core standards within their course and department.

Research Cited: Oakland Schools

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet during common planning to review curriculum and upload any changes or additions to Atlas.	Professional Learning	09/02/2014	06/15/2015	\$0	No Funding Required	Math teachers, building administration and district learning services team..

Strategy 3:

Bridge Courses - The school will offer math classes designed to meet students at their unique ability level so they are academically challenged and successful.

School Improvement Plan

Bloomfield Hills High School

Students will be placed in bridge courses through district and state assessment data.

Activity - Integrated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This class is a bridge from Geometry to Algebra II for students that have completed Algebra I in middle school but need to refine Algebraic skills before taking Algebra II	Other - Targeted Curriculum	09/08/2015	06/17/2016	\$50000	General Fund	Math department, building administration, and district learning services team.

Activity - IB Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This course is designed for students that have completed Algebra II and offers students a greater exposure to, and most notably, trigonometric concepts so they can take Pre-Calculus.	Other - Curriculum	09/08/2015	06/17/2016	\$50000	General Fund	Math department, building administration, and district learning services team

Goal 2: All students will increase their proficiency in Reading, Writing, and Critical Thinking

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Common Core ELA Standards in English Language Arts by 06/17/2016 as measured by Proficiency on summative state and building assessments.

Strategy 1:

Common Core State Standards - Teachers will implement Common Core State Standards within the ELA curriculum

Research Cited: MDE

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly together and with district learning services team to review student progress.	Professional Learning	09/08/2015	06/17/2016	\$0	No Funding Required	Teachers, building administrators and District Learning Services Team.

School Improvement Plan

Bloomfield Hills High School

Activity - Atlas Rubicon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will review and update in Atlas Rubicon all courses to ensure alignment. New tenth grade American Studies course to be included in newly designed units in Atlas Rubicon.	Professional Learning	09/08/2015	06/17/2016	\$0	No Funding Required	ELA teachers, building and district learning services team,

Strategy 2:

9th and 10th Grade LC Teams - 9th and 10th grade Learning Communities' ELA teachers will meet and collaborate on effective instruction and assessment of students during mutual common planning times bi-weekly.

Research Cited: Various

Activity - Bi-weekly collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will meet bi-weekly to review student performance data and to implement research based instructional strategies to help students improve their level of performance.	Professional Learning	09/02/2014	06/08/2015	\$0	No Funding Required	ELA teachers, building administrators

Measurable Objective 2:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade Students with Disabilities students will demonstrate a proficiency in reading comprehension in Reading by 06/17/2016 as measured by Proficiency on summative state and building assessments.

Strategy 1:

Reading Fluency and Decoding - Program to be developed to help improve reading fluency and decoding skills.

Research Cited: Oakland Schools

Activity - 9th/10th Grade Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers in conjunction with Special Education teachers will implement a multi-level program on reading fluency and decoding skills during a support hour for identified students.	Academic Support Program	09/08/2015	06/17/2016	\$5000	General Fund	ELA and special education teachers, building administration, and district learning services team.

Strategy 2:

Reading Comprehension - To develop a program to help all students with disabilities improve their reading comprehension.

School Improvement Plan

Bloomfield Hills High School

Research Cited: Various

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Director, building administration and special education teachers to investigate and implement a program to help improve reading comprehension.	Professional Learning	09/08/2015	06/17/2016	\$10000	District Funding	Special Education Director, district learning services team, and building administration

Measurable Objective 3:

90% of All Students will complete a portfolio or performance assessment which demonstrates critical thinking skills in English Language Arts by 06/17/2016 as measured by Local rubrics based upon Middle Years Programme criteria and Common Core State Standards.

Strategy 1:

Middle Years Programme - Teachers will be trained on critical thinking as part of the MYP assessment criteria.

Research Cited: International Baccalaureate Programme

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained through Middle Years Coordinator and MYP workshops on various instructional and assessment techniques to support critical thinking.	Professional Learning	09/08/2015	06/17/2016	\$10000	General Fund	Principal and Middle Years Programme Coordinator

Strategy 2:

Visible Thinking - Train teachers on effective questioning protocols to develop critical thinking.

Research Cited: Harvard Visible Thinking

Activity - Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To expand Cultures of Thinking (Visible Thinking) professional development within the building. This would include using inaugural high school and Model school teams together to lead this program with staff.	Professional Learning	09/08/2015	06/17/2016	\$500	General Fund	Assistant Superintendent, Principal and volunteer teachers from high school and Model high school.

Goal 3: To create a culture and climate of collaboration and mutual respect

Measurable Objective 1:

A 10% increase of All Students will demonstrate a behavior of mutual respect and understanding of other students and teachers in English Language Arts by 06/17/2016 as measured by student, staff, parent surveys and discipline data.

Strategy 1:

Climate and Culture Committee - Climate and culture sub-committee of the Learning Community Council (LCC) will be looking at various aspects of school perception, data, policies, and procedures and make recommendations to Learning Community Council for consideration and implementation.

Research Cited: Darling-Hammond, Maier, and Hazelton

Activity - Surveys (LAC-O, AdvancEd)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will give comprehensive surveys to students during the year to gauge student perceptions about school	Community Engagement	09/08/2015	06/01/2016	\$5000	General Fund	Climate and Culture Committee, Building and district Administration

Activity - Attendance policy revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance policy will be developed and implemented for the 2014-15 school year to help decrease number of absences by chronically late or unexcused students.	Policy and Process	09/02/2014	06/15/2015	\$0	No Funding Required	Climate and Culture committee, building administration

Strategy 2:

Orientation and Mentoring - We will provide a variety of various activities to help acclimate students into a positive school environment.

Activity - Link Crew	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students will be provided a senior student as a mentor throughout their freshman year to support their transition to high school.	Behavioral Support Program	09/08/2015	06/01/2016	\$15000	General Fund	Link Crew Steering Committee

Activity - Challenge Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Challenge Day program provides an opportunity to empower teens and adults within the school and community.	Behavioral Support Program	12/08/2015	12/10/2015	\$15000	Other	Challenge Day Steering Committee

School Improvement Plan

Bloomfield Hills High School

Strategy 3:

Advisory - Every teacher will have an Advisory class of approximately 20 students which will meet every other day. The purpose of Advisory is for teachers to become an advocate and mentor for students. Advisory will also include a locally developed curriculum specific to each grade level. Teachers will keep these students for four years.

Research Cited: McClure, L., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher student relationships? The relationship between advisory programs, personalization and students' academic achievement. Education Policy Analysis Archives, 18(17), 1–21. Retrieved from <http://epaa.asu.edu/ojs/article/viewFile/719/845> [external link]

Activity - Advisory Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level Advisory coordinators will incorporate the goals of the Climate and Culture committee into the advisory curriculum.	Professional Learning	09/08/2015	06/01/2016	\$0	No Funding Required	Grade level Advisory Coordinators

Strategy 4:

Restorative Practices - Accountability: Provides opportunities for students who have behavioral incidents to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.

Community Safety: Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of it's members.

Competency Development: Restorative Justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.

Research Cited: Nationally recognized program

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Official certified training for designated staff who will then in-service staff.	Behavioral Support Program	09/08/2015	06/01/2016	\$10000	General Fund	Climate and Culture committee, building administration

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative practices will be implemented by all trained administrators and staff for all identified incidences	Behavioral Support Program	02/01/2016	06/01/2016	\$0	No Funding Required	Trained administrators and staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Challenge Day	Challenge Day program provides an opportunity to empower teens and adults within the school and community.	Behavioral Support Program	12/08/2015	12/10/2015	\$15000	Challenge Day Steering Committee
Total					\$15000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Special Education Director, building administration and special education teachers to investigate and implement a program to help improve reading comprehension.	Professional Learning	09/08/2015	06/17/2016	\$10000	Special Education Director, district learning services team, and building administration
Total					\$10000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	Official certified training for designated staff who will then in-service staff.	Behavioral Support Program	09/08/2015	06/01/2016	\$10000	Climate and Culture committee, building administration
Link Crew	9th grade students will be provided a senior student as a mentor throughout their freshman year to support their transition to high school.	Behavioral Support Program	09/08/2015	06/01/2016	\$15000	Link Crew Steering Committee

School Improvement Plan

Bloomfield Hills High School

Training	Teachers will be trained through Middle Years Coordinator and MYP workshops on various instructional and assessment techniques to support critical thinking.	Professional Learning	09/08/2015	06/17/2016	\$10000	Principal and Middle Years Programme Coordinator
Integrated Math	This class is a bridge from Geometry to Algebra II for students that have completed Algebra I in middle school but need to refine Algebraic skills before taking Algebra II	Other - Targeted Curriculum	09/08/2015	06/17/2016	\$50000	Math department, building administration, and district learning services team.
Workshop	To expand Cultures of Thinking (Visible Thinking) professional development within the building. This would include using inaugural high school and Model school teams together to lead this program with staff.	Professional Learning	09/08/2015	06/17/2016	\$500	Assistant Superintendent, Principal and volunteer teachers from high school and Model high school.
IB Math	This course is designed for students that have completed Algebra II and offers students a greater exposure to, and most notably, trigonometric concepts so they can take Pre-Calculus.	Other - Curriculum	09/08/2015	06/17/2016	\$50000	Math department, building administration, and district learning services team
9th/10th Grade Support Classes	ELA teachers in conjunction with Special Education teachers will implement a multi-level program on reading fluency and decoding skills during a support hour for identified students.	Academic Support Program	09/08/2015	06/17/2016	\$5000	ELA and special education teachers, building administration, and district learning services team.
Surveys (LAC-O, AdvancEd)	We will give comprehensive surveys to students during the year to gauge student perceptions about school	Community Engagement	09/08/2015	06/01/2016	\$5000	Climate and Culture Committee, Building and district Administration
Total					\$145500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Bloomfield Hills High School

Best Practices	Math teachers will use common planning time to discuss and identify best practices for instruction and assessment working within and outside their learning community.	Professional Learning	09/08/2015	06/17/2016	\$0	Math teachers, building administration, and district learning services team.
Collaboration	Math teachers will meet during common planning to review curriculum and upload any changes or additions to Atlas.	Professional Learning	09/02/2014	06/15/2015	\$0	Math teachers, building administration and district learning services team..
Atlas Rubicon	ELA teachers will review and update in Atlas Rubicon all courses to ensure alignment. New tenth grade American Studies course to be included in newly designed units in Atlas Rubicon.	Professional Learning	09/08/2015	06/17/2016	\$0	ELA teachers, building and district learning services team,
Advisory Curriculum	Grade level Advisory coordinators will incorporate the goals of the Climate and Culture committee into the advisory curriculum.	Professional Learning	09/08/2015	06/01/2016	\$0	Grade level Advisory Coordinators
Common Assessment	Teachers of a particular math course, working during common planning time, will write common unit and end of course assessments.	Professional Learning	09/08/2015	06/17/2016	\$0	Math teachers, building administration, and district learning services team.
Common Planning	Intervention teacher will use common preparatory time to communicate and plan with the Algebra I instructional team/	Professional Learning	09/08/2015	06/17/2016	\$0	All Algebra I teachers, building administration, and district learning services team.
Implementation	Restorative practices will be implemented by all trained administrators and staff for all identified incidences	Behavioral Support Program	02/01/2016	06/01/2016	\$0	Trained administrators and staff.

School Improvement Plan

Bloomfield Hills High School

Professional Development	Teachers will meet regularly together and with district learning services team to review student progress.	Professional Learning	09/08/2015	06/17/2016	\$0	Teachers, building administrators and District Learning Services Team.
Bi-weekly collaboration	ELA teachers will meet bi-weekly to review student performance data and to implement research based instructional strategies to help students improve their level of performance.	Professional Learning	09/02/2014	06/08/2015	\$0	ELA teachers, building administrators .
Common Planning	Geometry intervention teacher will share a prep with tenth grade geometry instructors. This time will be used to coordinate activities and discuss individual student performance.	Professional Learning	09/02/2014	06/15/2015	\$0	Geometry teachers, building administration , and district learning services team.
Attendance policy revision	Attendance policy will be developed and implemented for the 2014-15 school year to help decrease number of absences by chronically late or unexcused students.	Policy and Process	09/02/2014	06/15/2015	\$0	Climate and Culture committee, building administration
Total					\$0	