



School Improvement Plan

East Hills Middle School

Bloomfield Hills School District

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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?

Located in Bloomfield Hills, Michigan, East Hills Middle School is a place of purposeful exploration, and we are fortunate to have community partners who are involved stakeholders and volunteers, who support teaching and learning throughout the school community. Students, parents, faculty, and staff work together in a student-centered environment to promote self-esteem and to nurture lifelong learning. East Hills Middle School has a supportive culture that encourages healthy risk taking and fosters responsible citizenship. For faculty and staff, professional growth is continuous, and positive role modeling is a pervasive element of the school. East Hills Middle School places a high value on curiosity, creativity, critical thinking, problem-solving, collaboration, and ethical decision-making.

At East Hills Middle School, the majority of instruction takes place in heterogeneous groupings. A team-based approach provides time for teachers to work collaboratively to develop curriculum, to discuss successful teaching strategies, and to address individual student needs. Time is set aside for collaboration to enhance communication among teachers, students, and parents. By building bridges between school and home, students feel part of a community that cares for them and strives to provide them with skills important for their development as adolescents.

As an active learning center, our school day begins well before the beginning of the official school day and often concludes well into the evening hours. Sporting events, club meetings, drama productions, and musical performances represent a sampling of the before-school and after-school activities in which students are engaged. Annually, over 90% of our students participate in school clubs and sports. East Hills recognizes the importance of celebrations in nurturing a positive school climate and hosts a variety of formal and informal recognition programs throughout the school year to honor individual and collective achievements. Parents play an integral role in celebrating the successes of our students and staff members. The East Hills community takes special pride in being recognized by the United States Department of Education as a National Exemplary School and the International Baccalaureate Organization as a World School.

In the 2013-2014 school year, East Hills Middle School had a population of 487 students including 95 fifth graders, 116 sixth graders, 137 seventh graders, and 139 eighth graders. East Hills Middle School has added nearly 100 fifth graders to the building during each of the last five years as part of district school consolidation efforts. East Hills Middle School offers both an upper elementary and a middle school experience and continues to support the unique learning environment that each setting requires. While adding an additional grade level to the building has stabilized the number of total students, the overall trend has been a decrease in enrollment at each grade level. Five years ago, East Hills had two elementary schools as feeders, and now currently has one elementary school (Eastover Elementary) as its sole feeder. As a result, the number of overall students at East Hills has slowly declined mirroring the new feeding pattern from elementary school.

In the 2013-2014 school year out of a total of 487 students, East Hills Middle School had 314 white students (64%), 73 African-American students (15%), 49 Asian or Pacific Islander students (10%), 19 Hispanic of Any Race students (4%), and 32 Two or More Races (7%). Over a five-year period, the percentage of economically disadvantaged students has remained stable at around 11% with the largest percentage at 16% in the 2012-2013 school year. There have been minimal fluctuations in the absolute number and relative percentages of various sub-group populations at the school. The teacher-to-student ratio at East Hills Middle School has remained constant at 14:1 with about 34 full-time teachers on staff. Over the years, there has been a continual focus on maintaining the integrity of the experience for all students. In

addition, resources have continued to be allocated to support the needs of the addition of the fifth grade to the building while continuing to support and meet the unique needs of each group of students, parents, teachers, as well as, the physical needs of the building that develop each school year.

When examining student achievement scores, such as the MEAP and other standardized test scores, students at East Hills Middle School score well above state and county average scores. Over the last five years, there have been only minimal fluctuation in achievement. The eighth-grade class from (2013-2014) continues to achieve well particularly in mathematics and reading. East Hills has been able to maintain recent gains in the area of reading across all grade levels. At the other grade levels (fifth grade, sixth grade, and seventh grade), scores have declined in mathematics. The data also reveals student achievement gaps between the highest and lowest performing students at East Hills as well as the persistence of achievement gaps among some sub group populations at East Hills (African American and economically disadvantaged students).

Over the last several years, East Hills continues to work to engage all stakeholders in the school community. As a school community, we continue to come together around our commitment to the educational, social and emotional well-being of our students and families. Subsequently with respect to parental involvement, East Hills continues to work to provide an increasingly more open and inviting school for parents to engage with their students and staff in the teaching and learning environment. Specifically, faculty and parent professional development opportunities have fostered more open dialogue regarding the decision-making process. Since the implementation of the International Baccalaureate Middle Years Programme, East Hills Middle School has been able to further encourage and integrate a wide range of stakeholders into the decision-making process at the school. Meetings take place in several venues on a weekly basis at the school. These meeting sessions include PTO meetings, parent-led events and initiative planning meetings, faculty meetings, daily team meetings with unified arts and core academic teams, the Middle Years Programme steering committee, the East Hills "Think Tank", office team meetings, Building Intervention Team (BIT) meetings, and professional development planning sessions along with many smaller subject-specific and whole staff professional development meetings. East Hills is dedicated to making the school a collaborative and inclusive community where all input is welcomed and valued.

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.

East Hills Middle School Mission Statement

The East Hills Middle School Community works together to foster caring partnerships that promote self-esteem and value the dignity and diversity of each individual. Through inquiry, creative expression, and critical thinking we nurture the joy and desire for lifelong learning and responsible citizenship for each learner of our school community.

East Hills Middle School Vision Statement

We will create an environment for our students where the norm is a rigorous academic focus that is coupled with broad authentic experiences that will develop our students into self-confident, independent, and critical thinkers. To achieve this, we are committed as a school community to each other in continued professional conversations, development, and actions for the betterment of our students and the communities we serve.

East Hills Middle School Beliefs Statement

We value the holistic education of students including experiences in the arts, academics and extra-curricular endeavors while providing students with an environment of care and support. We develop and provide continued support for the dreams and goals of our students by creating an environment where students build positive relationships with adults, who will teach, model, and demonstrate ways for them to achieve all of their future aspirations.

Bloomfield Hill Schools 10 Guiding Principles for Teaching and Learning

Preface:

We must stay true to our Mission Statement, Core Values, and Strategic Instructional Goal:

- For Students-"Enable learners to become architects of their futures" Support their ability to find purpose and meaning by providing high levels of choice in an emotionally safe environment.
- For Adults- Support a passion for learning that relishes wonder, craves knowledge, loves challenge and pursues innovation. Support our responsibility to engage in continuous growth and improvement.
- Strategic Instructional Goal: Ignite passion, fuel dreams and provide a personalized, world-class experience for every student.

Bloomfield Hills Schools 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.

School Improvement Plan

East Hills Middle School

- 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.

In concert with district-level and building-level mission, vision, and belief statements, East Hills Middle School aligns its curriculum through an affiliation with the International Baccalaureate Middle Years Programme (IB-MYP). As an IB World School, East Hills Middle School is required to create and to align our curriculum to state grade level content expectations and the Common Core State Standards through MYP unit planners, MYP curriculum maps, and the use of MYP subject area assessments. Curriculum documents are uploaded onto Rubicon Atlas, a web-based warehouse for curriculum documents, to encourage access and sharing of curriculum resources at both the building and district levels. Horizontal and vertical alignment is a critical component of being an IB World School and requires that teachers plan for the overlapping of curricular areas through the development of interdisciplinary units of study. School administration, teaching faculty, and the IB-MYP coordinator oversee the review and implementation of the International Baccalaureate Middle Years Programme at East Hills. Through its involvement with the International Baccalaureate, East Hills has become more uniform and aligned in its instructional and assessment approaches, while still supporting innovative curricular programming.

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.

Notable Achievements

East Hills Middle School is committed to a collaborative and open, multi-tiered structure of interventions and supports (Response to Intervention--RtI) that are directed at the building level by the Building Instructional Team (BIT). East Hills Middle School has a strong continuum of support programming for students including special education, general education resources, and para education services. Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. Over the past three school years, East Hills Middle School has strengthened student support programming by expanding successful reading interventions to also include mathematics supports as well as specific instructional specialists in critical areas such as elementary-aged students transitioning to fifth grade.

As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement. East Hills Middle School emphasizes reading proficiency through the leadership of the building reading specialist and the support of the broader teaching staff to ensure that students are working to read at grade level or beyond and developing necessary literacy skills. East Hills Middle School is working to better articulate and align mathematics curriculum to improve performance on standardized and local assessments in grades five through eight, including high school level algebra examinations. East Hills Middle School also has a coherent and comprehensive writing, social studies and science curriculum, instruction, and assessment programming. In comparison to peers at the state level, students at East Hills perform fairly well on standardized and local assessments in writing, social studies and science.

In addition at East Hills, student achievement is measured by the significant number of students involved in all aspects of student life from academics to co-curricular activities. East Hills Middle School offers a range of course offerings to support learning in core and elective courses providing both breadth and depth of programming. Students at East Hills grow and thrive as a result of a supportive home-school relationship where authentic learning opportunities are valued and students are given developmentally appropriate tasks to challenge them to apply learning in real and meaningful ways.

Areas of Improvement

East Hills Middle School continues to work to address achievement gap data on both standardized and local assessments, and to work diligently to close the gap between the highest and lowest performing students. With respect to African-American students and economically disadvantaged students, the interventions and supports used at East Hills continue to be developed, implemented, monitored, and evaluated to better address needs in the areas of mathematics, science, social studies, and writing while maintaining and enhancing supports in the subject area of reading. The staff at East Hills has identified mathematics, writing, science, and social studies as the primary challenge areas for the school with a special focus on the achievement of sub group populations (African-American and economically disadvantaged students) across all areas of the school curriculum.

Additional Information

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

School Life: Points of Pride

- In January of 2011, East Hills Middle School earned full authorization as an International Baccalaureate Middle Years Programme World School.
- North Central Accredited School.
- Inclusive Deaf and Hard of Hearing Total Communication Program.
- A full continuum of support services including general education resource teachers, learning resource center, and academic resource program.
- Michigan Green School: Environmentally Expert Super Green School: Emerald Status (five years in a row)
- Positive Behavior Interventions and Support (PBIS) with a focus on the traits of being respectful, responsible, and safe.
- Accelerated math classes offered for advanced students.
- Spanish offered in fifth grade; Chinese and Spanish offered in sixth through eighth grades.
- Full offering of specials courses in fifth-grade: Spanish, physical education, visual art, general music, and instrumental music (either band or strings)
- Sixth through eighth grade Unified Arts Program provides a creative and integrated exploratory experience in the Fine Arts, Technology, and Life Skills.
- International Baccalaureate (IB) technology instruction which includes information, design and systems technologies.
- Student - teacher ratio approximately 14:1, including support staff teachers.
- Wireless access throughout the building.
- Interactive/Promethean Boards in every classroom.
- Gateway Space: a flexible learning space infused with updated technology and at the hub of the school building
- Over 20 sports opportunities offered.
- A wide range of co-curricular club offerings including art club, fiddle club, games club, jazz ensemble, knitting club, lego club, makerspace, math counts, science olympiad, and sign language club.
- Award-winning forensics, newspaper, music, and art programs.
- Red Ribbon Week: a spirit week that celebrates healthy choices and a healthy life, including a school wide assembly that promotes a safe, engaging, and fun school culture.
- Talent Show: a time to create space for our students to perform and showcase their talents while the entire school community celebrates our students' achievements.
- Multicultural Night: a night dedicated to the celebration of culture that includes international cuisine, world music, cultural displays, and cross-cultural games.
- Field Day: a day filled with multi-grade level collaboration focusing on both physical and brain-based challenges incorporating and blending together both our IB and PBIS philosophies.
- Academic Extension courses offered in sixth, seventh, and eighth grade that promote and encourage literacy, leadership, reflection, and student action.
- Be the Change class, Diversity Journeys, and other curriculum opportunities that are student-centered and encourage students to be active and responsible global citizens
- Winner's Circle: a speaker series where successful individuals share their experiences with students, featuring judges, business people.

professional athletes, Olympians, politicians, educators, and high school students.

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.

As part of the school improvement process, a full faculty environmental scan was completed including surveying staff with questions pertaining to improvements, deficiencies, and areas needing improvement. This year, East Hills developed a "Think Tank" to further generate conversation and support around the school improvement process. Parents and the larger school community also provided feedback that helped to identify the needs of the school moving forward. At the center of this collection of information was the use of student data taken from recent assessments and surveys administered at East Hills.

East Hills Middle School follows the Common Core State Standards and the related middle school and elementary school GLCEs found in the Michigan Curriculum Framework. Teachers meet daily in team meetings. Administrative, special education and counseling staff representatives are present at least weekly to discuss curriculum, instruction, assessments and other concerns related to the school improvement process. In addition, professional development days and faculty meetings serve as a continual opportunity throughout the school year to work together on making decisions related to the educational needs of students.

As an International Baccalaureate (IB) World School, East Hills is an authorized Middle Years Programme. This authorization process requires the creation of a steering committee made up of representatives of the school community including administration, teachers, and parents. Parents are updated on a weekly basis via an extensive email listserv and debriefed at length through monthly PTO meetings. Parental feedback is solicited (often times anonymously), valued, and considered when making instructional decisions at the school.

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

During the 2008-2009 school year, East Hills Middle School began to review and to align the curriculum through its affiliation with the International Baccalaureate Middle Years Programme (IB-MYP). As an IB World School (status granted in 2011), East Hills Middle School is required to create and to align the curriculum to state standards through MYP unit planners, MYP curriculum maps, and the use of MYP subject area assessments. This horizontal and vertical alignment process is a critical component of being an IB World School and requires that teachers plan for the overlapping of curricular areas through the development of interdisciplinary units of study with a clear focus on continuous school improvement.

Through the initial authorization and continual evaluation process, East Hills Middle School has become more uniform and aligned in its instructional and assessment approaches by developing innovative curricular programming that supports student deficit areas while also addressing student passions and interest areas. The Middle Years Programme Coordinator at East Hills Middle School oversees the review and implementation of the International Baccalaureate Middle Years Programme at the school. This alignment and participation in the school improvement process has been further supported by the use of Rubicon Atlas, an online curriculum tool, where teachers and the school community collaborate to support the continued improvement of teaching and learning practices at East Hills and across the school district.

the broader district community. The parents at East Hills Middle School are routinely informed of the school's academic endeavors and have the opportunity to meet frequently with teachers and administrators at the building to monitor school programming, to suggest recommendations for improvement, and to support the classroom in various ways.

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

At East Hills Middle School, the school improvement plan is reviewed at the beginning of the school year and monitored throughout the school year, in conjunction with continued data reporting and analysis of MEAP, ACT Explore, NWEA testing, International Baccalaureate Middle Years Programme assessments, district common assessments, and semester grades. Throughout the year, the school community analyzes and discusses the implementation of the goals, objectives, strategies, and activities of the finalized school improvement plan. As a part of this process, the school community identifies areas of progress and areas of improvement. The school community then works to revise, replace, or adjust the goals, objectives, strategies, and activities accordingly to match the evolving needs of the school.

The school improvement review process includes weekly meetings of the East Hills Building Instructional Team (BIT) made up of support teachers, support staff (school psychologist and social worker), counselors, building administration, and a representative sampling of general education teachers when needed. General education teachers at both the grade-level and elective-level meet in a number of weekly and bi-weekly team meetings with administration, support staff, counselors, the MYP coordinator, discipline specific groups, and parents to provide continual opportunities for communication with all stakeholders.

Parents are updated on a weekly basis regarding developments at the school through an extensive email listserv and debriefed at length through monthly PTO meetings and specific curricular focused meeting regarding specific instructional practices, strategies, and improvements. On a quarterly basis, PTO meetings concentrate on a particular improvement area or implemented strategy or activity. These quarterly meetings include central office administration where district overviews of building plans are given, other meetings are led by building administration with talks focused on interventions (such as Positive Behavior Interventions and Supports (PBIS) or technology and social media integration). Consultants from Oakland Schools have shared information regarding culturally responsive teaching approaches (Jay Marks), the facilities director, social workers, police liaisons, high school staff (counselors and administration) and the International Baccalaureate Middle Years Programme Coordinator have also provided important communication regarding facilities, social supports, high school transition, and the implementation of the MYP at East Hills Middle School.

The larger school community receives updates about East Hills Middle School and district improvement plans at Board of Education meetings and sub-committee meetings at the district level. These school and district updates include principal and building showcases and central office reports regarding school improvement plans along with a range of other more informal and more frequent communication through the Bloomfield Hills Schools district cable station, website, Facebook page, and Twitter accounts keeping the larger school community updated regarding specific elements of the improvement plans at the building and district levels.

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment trends affect staffing directly. As a district, Bloomfield Hills Schools has small class size guidelines that are determined by building and grade level needs. Bloomfield Hills Schools has been able to maintain class sizes at the same or lower levels than similarly funded school districts in the state. In addition, Bloomfield Hills Schools supports the learning environment of its students through the employment of additional support staff including but not limited to counselors, social workers, school psychologists, paraeducators, and a range of other staff to meet the specific learning needs of each learner.

How do student enrollment trends affect staff recruitment?

East Hills Middle School has added nearly 100 fifth-grade students to our building during each of the last five years as part of district school consolidation efforts. As a result, East Hills Middle School offers both an upper elementary and a middle school experience in the same building, East Hills continues to be responsive to the needs of the school's new and existing students. While adding an additional grade level to the building has stabilized the number of total students, the overall trend has been a decrease in enrollment at each grade level. Five years ago, East Hills had two elementary schools as feeders, and now currently has one elementary school (Eastover Elementary) as its sole feeder. As a result, the number of overall students at East Hills has slowly declined mirroring the new feeding pattern from the district's elementary school.

Bloomfield Hills Schools is the center program for students with hearing loss who reside in Oakland County. The Bloomfield Hills Schools Deaf and Hard of Hearing Program provides academic instruction within the general curriculum through services that support each student's learning needs as determined by their Individualized Educational Planning Teams. The DHH student population ranges from mild to profound hearing loss, including students with cochlear implants. Students may attend classes within a DHH classroom with staff who are DHH certified, or within co-taught classrooms, or within general education classrooms. East Hills Middle School provides both Auditory/Oral and Total Communication Program to students with hearing loss.

At East Hills Middle School, staff recruitment has been based on the need to hire or replace staff guided by enrollment trends that are monitored each year but tend to be quite stable. Generally, staff is hired to offset any staff that may have retired or taken positions outside of the school district. The numbers of teachers leaving East Hills has been quite small and when enrollment or staffing has required the recruitment of staff there has been a large pool of capable applicants at the ready. Bloomfield Hills Schools and East Hills Middle School continue to be a coveted school district and building respectively for educators looking for employment and the district's and building's generally stable enrollment trends have provided continuity and consistency in programming.

How do student enrollment trends affect budget?

Student enrollment trends affect the district and building budget directly. Bloomfield Hills Schools is awarded a specific amount of funding per pupil by the state. Within the district allocation, building budgets are also set at a per pupil level with specific allocations at East Hills Middle School based on elementary enrollment (5th grade at East Hills) and middle school enrollment (6th, 7th, and 8th grades at East Hills). The building budget is then used to support the instructional needs of the school community.

How do student enrollment trends affect resource allocations?

From a financial perspective, having a keen understanding of big picture trends prepares school district and buildings to make better informed long-term decisions. East Hills Middle School administration continues to work with the larger school district to create an annual budget that supports existing programming while looking to prepare for future needs and realities as they emerge. Within the field of education, the need for greater individualization while also increasing the ability of learners and educators to collaborate with others are two powerful trends that Bloomfield Hills Schools and East Hills Middle School continue to support by creating financial strategies that allocate the appropriate amount of resources required to make these trends a reality.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends have a direct impact on facility planning and maintenance. Building administration in consultation with students, parents, faculty and staff identify specific building needs and maintenance projects. These lists are then vetted by the director of plant services for the district along with other district administrators to develop annual sinking fund projects to address the specific facility needs for East Hills Middle School. Building administration is also supported on a daily basis with a high functioning custodial team that take care of and maintain the building for the larger school community. While student enrollment trends do impact facility planning, Bloomfield Hills Schools and East Hills Middle School strive to maximize the community's investment, uphold a tradition of financial stewardship, and optimize the use and value of all district facilities and properties.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends have remained consistent and as a result parent/guardian involvement has also remained strong. The parent-teacher organization at East Hills Middle School continues to be a very strong and supportive group for the school, the staff, and the broader district community. The parents of East Hills are routinely informed of academic endeavors and have the opportunity to meet frequently with teachers and administrators at the building to monitor school programming, to suggest recommendations, and to support the classroom setting in various ways.

For new fifth graders to the building at East Hills Middle School, goal setting conferences at the beginning of the year provide parents with an opportunity to "introduce" their child to their teacher. During that conference, parents are encouraged to discuss their child and what classroom experiences will best support their child's learning. Later in the school year, at additional parent-teacher conferences across all grade levels, parents and teachers work together to discuss how instruction can be tweaked to continue to meet the needs of their child.

How do student enrollment trends affect professional learning and/or public relations?

Over the last several years, East Hills Middle School has worked to engage all stakeholders in the school community by paying close attention to student enrollment trends and achievement data. As a school community, East Hills continues to come together around a strong commitment to the educational, social, and emotional well being of students and families.

Subsequently with respect to professional learning and public relations, every action by school staff is aimed at providing an increasingly more open and inviting school for parents and the larger school community. Faculty and parent professional development opportunities continue to foster more open dialogue regarding the decision-making process.

Over the last few years, the implementation of the International Baccalaureate Middle Years Programme has further encouraged and integrated a wider range of stakeholders into the decision making process at the school. Meetings take place in several venues on a weekly basis at the school. These sessions include PTO meetings, parent-led event and initiative planning meetings, faculty meetings, daily team meetings with unified arts and core academic teams, the Middle Years Programme steering committee, the East Hills Middle School "Think Tank," office team meetings, Building Intervention Team (BIT) meetings, and professional development planning sessions along with many smaller subject specific and whole staff professional development meetings. East Hills is dedicated to making the school a collaborative and inclusive community where all input is welcomed and valued.

What are the challenges you noticed based on the student enrollment data?

As a result of analyzing the unique needs and circumstances of student enrollment data at East Hills Middle School and further supported by efforts to understand the school's identification as a focus school during the 2012-2013 school year, student engagement and individualized learning outcomes were identified as the most significant teaching and learning priorities and challenges for East Hills Middle School. These priorities have continued to be monitored and tweaked through the annual and ongoing school improvement process including the review and creation of annual goals, objectives, strategies, and activities to meet the specific needs of the school community each year.

What action(s) will be taken to address these challenges?

Making student engagement a priority has helped keep a student-centered approach at the forefront of East Hills Middle School's improvement efforts. The goal of increased student engagement is in alignment with the State of Michigan's Superintendent's Dropout Challenge that asked all focus schools to identify 10-15 students who are nearing or in a transition year with multiple dropout risk factors (low attendance, disengagement in the classroom, behavior problems, and poor grades in core subjects). East Hills has continued this practice and process since being identified as a focus school during the 2012-2013 school year, and the school staff has built in this analysis of the needs of struggling students into the grade-level transitional planning meetings that occur throughout the school year. Along with identifying students who need support, East Hills Middle School is also providing students with research-based supports and interventions like tutors and mentors, who monitor student academic, social, and emotional progress and who engage the community, families, and students in solutions that support academic achievement and whole child development.

With the assistance of Jay B. Marks, Ph.D. a school quality consultant from Oakland Schools, East Hills Middle School is also working to address the role cultural diversity plays in instructional design and in developing an atmosphere of social justice and cultural responsive teaching. In addressing the need for increased student engagement, East Hills Middle School has continued to explore ways to identify, develop, and implement culturally responsive teaching practices by building upon the existing positive relationships between students and teachers and by developing practices that celebrate and acknowledge cultural similarities and differences at the school. East Hills Middle School values the importance of developing strong relationships across the spectrum of individuals and cultures that make up the larger school community.

Along with student engagement, a second teaching and learning priority identified for East Hills Middle School is to support individualized learning outcomes for all students. At East Hills Middle School, students are provided with a personalized approach to learning that is guided by the district's core values, strategic instructional goals, and district's guiding principles to ignite the passion, fuel the dreams, and provide a personalized, world-class experience for every student. As part of Bloomfield Hills Schools, East Hills Middle School "enables learners to be architects of their futures," building on a foundation of scholarship, citizenship, service, and integrity.

What are the challenges you noticed based on student attendance?

There are no major challenge areas based on student attendance data. East Hills Middle School has very stable attendance patterns. There are only a handful of students that demonstrate attendance patterns that require some intervention, and in these extreme cases the school works with Oakland Schools and the county truancy office to help support students and families beginning with supports at the building level and broadening the approach to include county supports as needed or required. Over 99% of students regularly attend school, and there are minimal fluctuations in enrollment during the school year.

What action(s) will be taken to address these challenges?

See the previous question: There are no major challenge areas based on student attendance data. When individual attendance issues develop, staff will continue to work with truancy officers to introduce intervention programming through Oakland Schools (the local ISD) and to include the school district's police liaison officers to support students and families as needed.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading and Mathematics (MEAP); English, Mathematics, and Science (ACT Explore); and consistent growth in Mathematics and in Reading for grades 6, 7, and 8 and in Language Use for grades 6 and 8 (NWEA)

Which content area(s) show a positive trend in performance?

Reading and Mathematics (MEAP); English, Mathematics, and Science (ACT Explore); and consistent growth in Mathematics and in Reading for grades 6, 7, and 8 and in Language Use for grades 6 and 8 (NWEA)

In which content area(s) is student achievement above the state targets of performance?

Reading . . . also Mathematics (at one grade level - Grade 8)

What trends do you notice among the top 30% percent of students in each content area?

The general trends for the top 30% of students performing on the MEAP is fairly inconsistent, but some trends do emerge in some content areas. In mathematics across all four grade levels (5th-8th), the top 30% of students are generally made up of more males than females and tend to include more students that are not economically disadvantaged. In reading across all four grade levels (5th-8th), the top 30% of students are generally made up of more females than males and tend to include more students that are not economically disadvantaged. In science, social studies and writing, the results were mixed with a general trend toward more students that are not economically disadvantaged included in the top 30% of students tested in those three content areas.

What factors or causes contributed to improved student achievement?

East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT). The East Hills RtI model is a multi-tiered intervention model. East Hills has a strong continuum of support programming for students including special education, reading and mathematics specialists, general education resource teachers, and para-education services.

Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. Over the last two school years, East Hills has strengthened the general education support programming by expanding successful reading interventions to also include interventions in mathematics and other subject areas.

In addition at East Hills, student achievement is measured by the significant number of students involved in all aspects of student life from

academics to co-curricular activities. Students grow and thrive when they are given developmentally appropriate tasks that challenge them to explore their understanding through the use of authentic learning opportunities. As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement.

Over the last two school years, East Hills also embarked on the implementation of new programming to further engage students and support student achievement. The Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use was added to help support students. East Hills has also continued to use the practices developed by the Michigan Department of Education's Superintendent's Challenge to identify students that may require support. East Hills has also implemented the use of Harvard University Project Zero's Cultures of Thinking routines and strategies and has worked closely with Oakland Schools consultants, specifically with Dr. Jay Marks--Culturally Responsive Teaching and with Mr. Marty Chaffee--Instructional Leadership and Team Building.

How do you know the factors made a positive impact on student achievement?

All support and general education students at East Hills Middle School were monitored daily through a range of data measures that included MEAP (Grades 5-8); ACT Explore (Grades 7-8); Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use; district common assessments (Grades 5-8)--all subject areas; International Baccalaureate Middle Years Programme locally created assessment tasks based on assessment criterion in all eight MYP subject areas (Language and Literature (language arts), Language Acquisition (world languages), Individuals and Societies (social studies), Sciences, Mathematics, Arts, Design, and Physical and Health Education); SRI; Bloomfield Hills Reading Inventory (BHRI): Full Battery-Grade 5, BHRI Screener (Grades 6-8); Pearson Inform Data; Qualitative Reading Inventory (QRI); and teacher referral based upon individual classroom assessments.

Reading Support Services

Once selected and receiving reading support services, students were monitored through running records, anecdotal records, and formative and summative assessments. Entrance and exit QRI & NWEA MAP Reading scores were collected for the purpose of showing change over time and the progress made while in the reading support program. Results of this data are outlined in an annual report on reading support services at East Hills.

QRI scores in the area of comprehension of expository text reflected at least one level of growth for 14 out of 24 students served through reading support. Six students showed at least one year of growth, five students showed two years of growth, three students showed three years of growth. One 7th grade student, new to the district this year, only made a half years growth. Four of the 6th grade students did not show any growth on the QRI. These students all reached grade level proficiency as 5th graders and were not pulled out for an additional reading support class due to the nature of the 6th grade schedule. Instead, the reading specialist pushed into the 6th grade reading class to support these students. Based upon this data, it appears that pushing into the class did not help these students progress on the QRI. Of the 16 students receiving pull out reading support, 16 students (100%) showed at least a half years growth or more in the area of reading comprehension on the QRI. Out of the seven students receiving push in support, 0% showed growth on the QRI. The data is clear. Those students who were pulled out for additional reading support services in addition to their regular reading class performed better than those who only received push-in services.

NWEA MAP Reading scores showed growth for 21 out 23 students tested. One 6th grade student did not take the test. This was the student who was re-certified this year and taken out of the reading support class. The one 8th grade student who did not show any growth and regressed was the student who was decertified as learning disabled. One 5th grade student did not show any growth and was certified this year. Another 5th grade student showed a two point decline. In addition, she did not regularly come to the reading support class on the

scheduled days. Attendance could be a factor in why her score went down by 2 points. The student in 6th grade who made the greatest gains as reflected in the scores was the certified student whose parents revoked special education services and entered the reading support class at the beginning reader level. The 6th grade student whose score went down might have had an initial inflated score due to how high it was and in comparing this to her QRI score. The 7th grade student whose testing showed a decline of 12 points may not have been an accurate score due to the fact that she spent 13 minutes on the test. In addition, her QRI exit score was very strong. The 8th grade student who showed a decline of one point on the test is also the certified student whose parents revoked special education services and the one who refused to cooperate when trying to administer the QRI. Of the 23 students who received reading support services, 19 students (91%) showed growth across all three goal performance areas on the NWEA MAP Reading test.

In general, reading support students who took the NWEA MAP Reading test with their language arts class did not score as well as when they took the test with the smaller reading support class. Students indicated that they preferred to take it with the smaller group and divide the test into shorter testing sessions. Many shared that they felt rushed when taking the test with the larger class and did not do their best. In the future, all reading support students should take all district mandated tests in a smaller setting to maximize the results of their testing.

QRI and MAP Reading scores were generally aligned in that students who were low on the QRI were also low on the MAP Reading test. The two tests are very different. The QRI gives us a comprehension level and is an indication of what level a student can access or comprehend grade level content. The MAP Reading test is much more content specific, assessing the three goal performance areas of literature, informational text, and foundational skills and vocabulary. This assessment is more item-dependent. If students have not been taught something, or do not remember something, they will not know the answer.

To address these gaps in item knowledge, as reflected on the NWEA MAP Reading test, a website called MAP READING was piloted that allows teachers to target the instruction based upon a student's RIT score. This website was suggested during one of the NWEA district trainings. Each student's 'Goal Setting Worksheet,' which indicated the RIT range for each of the goal performance areas, was printed and together teacher and student set a goal to work on. Then after using the online MAP Reading website, students practiced skills within their personal RIT range when the computers were available (2 to 3 times a week) and for 10 to 15 minutes each time. Students logged their activity on their goal setting worksheet which included the date and the score they received. Based upon the mid-year assessment for some of the students, scores went up in the goal performance areas that were practiced. Classroom teachers also used another site suggested during the NWEA district training to help meet the needs of individual students based upon their RIT scores. The Reading for Big Kids link was used to design lessons based upon the Common Core State Standards.

One of the highlights this year was the progress made by a former reading support student who was discontinued from reading support for his 8th grade year. Based upon the testing, this student demonstrated having the skills and strategies necessary to read grade level material and was not scheduled in for reading support. This student continued showing strong growth without additional support as evidenced by his NWEA MAP Reading scores. It is interesting to note that his scores far surpassed his sibling's scores. This had not been the case in the past. This demonstrates how important it is to use all the data available to determine the appropriate services and let students move out of the support class when ready. This student demonstrated having the necessary skills and strategies to continue growing as a reader without support which is the goal of the reading support class.

Mathematics Support Services

Once selected and receiving mathematics support services at East Hills, students were monitored through running records, anecdotal records, and formative assessments. In mathematics, summative assessments were given upon completion of units of instruction and aligned with content standards and district-required testing timelines. The NWEA MAP test data was used to investigate student growth. All students were tested in the fall, and most students were tested in the winter for a mid-year score. Then, all the students were tested sometime in the spring for an end of the year score.

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Using NWEA test data and projected growth scores, four 8th grade students met their projected growth score, and three students did not meet it, however, all of the 8th grade students showed growth in their score from the beginning of the year to the end of the year. One student in particular had an incredible growth of 15 points in his score. He went from the 26th percentile to 49th percentile and is now testing at grade level. Another eighth grader is also now testing above grade level. All of the 7th graders receiving math support showed growth in their NWEA RiT scores, and all of them met their projected growth score. Particularly exciting was the growth of two students, who grew 18 and 10 points respectively.

Seven out of the nine 6th graders met their projected growth score, and, eight out of the nine showed growth from the beginning of the year to the end of the year, including growth of 19 points, 11 points, and two students who grew 10 points in their growth scores.

5th grade students had four students meet their projected growth score and four students did not meet their projected growth score. However, all of these students showed growth. (Note: Fifth graders have the greatest expectation for growth of all the middle grades. For example, the 5th grade RIT scores are projected to improve by 8 points, whereas the 8th grade scores are only projected to grow by 4 points.) Some exciting growth worth mentioning is the growth of 24 points, 19 points, 14 points, and 13 points by individual fifth grade students. These students grew by more than one grade level according to NWEA results, with one student now testing above grade level and another student testing at grade level.

All math support students were monitored daily through running records. In addition to the measurable growth previously discussed, the students in math-support classes showed improvement in their engagement, attitude and confidence in mathematics. Relationships and trust were built with students. Many non-measurable gains were observed during our class time this year.

Writing Support Services

All writing students were monitored daily through running records and anecdotal records by classroom teachers. In addition to the role of the classroom teacher, student achievement was impacted positively through support provided by our General Education Resource Teacher (GERT). In addition, our writing program began in more earnest the implementation of writing units guided by Oakland Schools and district curriculum coordination as detailed units were used to guide instruction and information was collected and reviewed to demonstrate growth through a carefully laid out series of writing prompts that are consistently used across the elementary and middle school classrooms. East Hills also provides support for students during academic extension periods in seventh and eighth grades along with two ELA classes specifically dedicated to writing and reading in sixth grade. East Hills uses Readers' and Writers' Workshop strategies throughout the school.

The support process used in reading and mathematics along with writing was very effective in identifying students and affording them an opportunity to receive services as quickly as possible. In both general and support classes, students showed improvement in their engagement and confidence. Relationships and trust were built with students through interventions and in the general education classrooms. Both measurable and non-measurable gains were observed during the school year.

Which content area(s) indicate the lowest levels of student achievement?

Science and Social Studies (MEAP); Reading and Science (ACT Explore)

Which content area(s) show a negative trend in achievement?

Social Studies and Science (small negative trend)

In which content area(s) is student achievement below the state targets of performance?

Mathematics (at three grade levels); Science (at one grade level); and Social Studies (at one grade level)

What trends do you notice among the bottom 30% of students in each content area?

The general trends for the bottom 30% of student performance on the MEAP is fairly inconsistent, but some trends do emerge in some content areas. In math across all four grade levels (5th-8th), the bottom 30% of students are generally made up of students that are economically disadvantaged and more African-American students than students of other races. In reading across all four grade levels (5th-8th), the bottom 30% of students are generally made up of students that are economically disadvantaged, students and more African-American students than students of other races. In science, social studies and writing, the results were mixed with a general trend toward more students that are economically disadvantaged and more African-American students than students of other races in the bottom 30% of students tested in those three content areas.

What factors or causes contributed to the decline in student achievement?

At East Hills Middle School, a variety of factors and causes may have contributed to a decline in student achievement in some content areas. Frequently, the lowest-performing students at East Hills lack formative curriculum when transferring to the school from other school districts, have difficulty performing well on traditional assessment measures, and struggle with homework completion. At East Hills, teachers and staff need to continue to develop deeper ties and relationships with students to combat declines in achievement through the more regular use of differentiated instructional approaches to teaching and more targeted academic approaches to learning that support all learners. Through the development of strong relationships with students and families, East Hills will provide authentic learning opportunities for all students through relevant instruction that allows students to develop skills through strong curricular and instructional alignment and measured by both traditional and project based assessments.

Specifically in the subject areas of science and social studies, East Hills Middle School continues to work toward better alignment with state and national expectations that are guided by the Common Core State Standards. With increased emphasis on reading and mathematics through the Common Core State Standards, there may be some ancillary and unintended decrease of emphasis being placed on science and social studies instruction causing a decline in student achievement on the science and social studies MEAP test. While there has been some declines in mathematics scores on the MEAP, mathematics scores are generally still very close to the state learning proficiency goals often with a point of two of the set targets.

How do you know the factors made a negative impact on student achievement?

Similar factors affected student achievement trends across the state, county, and district. The challenges at East Hills seem to follow these broader trends.

What action(s) could be taken to address achievement challenges?

In Bloomfield Hills Schools, the middle schools and elementary schools are very fortunate to have a GERT (General Education Resource Teacher) in each building. The job description of this teacher is to target support and direct instruction for our lowest achieving student populations that are not eligible for special education services. Since frequently these students are the same students receiving other services, the GERT and mathematics/reading specialists work hand in hand to provide an individualized plan for each student needing support. Next year, our GERT will focus on supporting the subject areas of writing, social studies, and science while continuing to provide East Hills Middle School additional support in reading and mathematics.

East Hills Middle School will also continue to work with Dan Badgley and Jason Rubel, the Bloomfield Hills Schools curriculum coordinators for science and social studies, on addressing achievement challenges. Dan Badgley has been very helpful supporting staff and helping to implement the new Next Generation Science Standards at the building level. Science and social studies work has included involvement in the state of Michigan's Testing Readiness Infrastructure Grant (TRIG) which will support improved alignment between curriculum and instruction with assessment requirements. In social studies, curriculum work has supported the increased use of the International Baccalaureate Middle Years Programme objectives and assessment criterion. East Hills will also continue to look for ways to support the science and social studies curriculum as students transition from fourth to fifth grade from elementary school into East Hills and from eighth to ninth grade as students transition from East Hills to high school. East Hills is also working on integrating standards-based grading practices at the building level, and the science and social studies teachers at East Hills have been a supportive catalyst in the creation of more holistic strategies toward defining and articulating student achievement. In conjunction with our International Baccalaureate Middle Years Programme Coordinator, East Hills has also worked to develop grading practices to further support all subject areas by taking a more interdisciplinary and hands-on approach to teaching and learning. East Hills science and social studies teachers have also been at the forefront of innovative curricular developments with the creation of specific projects like Shake, Rattle and Roll, mock trials, role plays, hands-on learning like the Lung Dissection unit of study and fifth-grade overnight camp, and experiences with social studies outside of the classroom (Washington DC Trip and Constitution Day activities) and many other progressive and real-world applications of scientific and social studies understanding.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- White
- Male
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Male
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

No identifiable trends have been discovered. Our scores have remained fairly stable. While in most content areas there remains an achievement gap, generally scores are improving incrementally for all subgroups. From a marco-level analysis, the achievement gap is being reduced inconsistently. Some content areas show reduction at some grade levels just as some content areas show a widening of the achievement gap at other grade levels. At the same time, there have been some closing of the achievement gap in reading among most subgroups and some closing of the achievement gap for students with disabilities across nearly all content areas. However, there is no clear trend based on grade level or content area from the data available on the achievement gap.

How do you know the achievement gap is closing?*

The achievement gap is closing inconsistently. Over a five-year trend of MEAP data, the achievement gap between African Americans and whites is closing in the areas of 5th grade mathematics and 8th grade reading. MEAP data shows a closing of the achievement gap between African Americans and whites by 16 percentage points in 5th grade mathematics and by 27 percentage points in 8th grade reading over the last five years and the last three years respectively. Over a five-year trend of MEAP data, there is very little gap between the performance of males and females at East Hills. Over a five-year trend of MEAP data, the achievement gap between students with disabilities and students without disabilities has decreased significantly in mathematics and reading at nearly every grade level.

What other data support the findings?

Beyond the use of MEAP data, student data was gathered using ACT Explore (Grades 7-8); Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use-based assessments; district common assessments (Grades 5-8)--all subject areas; International Baccalaureate Middle Years Programme locally created assessment tasks based on

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assessment criterion in all eight MYP subject areas (Language and Literature (ELA), Language Acquisition (world languages), Individuals and Societies (social studies), Sciences, Mathematics, Arts, Design, and Physical and Health Education); SRI; Bloomfield Hills Reading Inventory (BHRI): Full Battery-Grade 5, BHRI Screener (Grades 6-8); Pearson Inform Data; Qualitative Reading Inventory (QRI); Learning Achievement Coalition - Oakland (LAC-O) student survey results, and teacher referral based upon individual classroom assessments along with additional student and teacher survey results.

What factors or causes contributed to the gap closing? (Internal and External)*

East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT). The RtI model used by East Hills is a multi-tiered intervention model. East Hills has a strong continuum of support programming for students including special education, reading and mathematics specialists, general education resource teachers, and para-education services.

Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. Over the last three school years, East Hills has strengthened the general education support programming by expanding successful reading interventions to also include interventions in mathematics and other subject areas.

In addition at East Hills, student achievement is measured by the significant number of students involved in all aspects of student life from academics to co-curricular activities. Students grow and thrive when they are given developmentally appropriate tasks that challenge them to explore their understanding through the use of authentic learning opportunities. As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement.

Over the past two school years, East Hills has embarked on new programming to further engage students and support student achievement. Some of the programming that was added was adopting the school district's 10 Guiding Principles for Teaching and Learning, using the Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use-based assessments, identifying and supporting students through the Michigan Department of Education's Superintendent's Challenge and using this structure to guide transition meetings between grade levels, implementing Harvard University Project Zero's Cultures of Thinking routines and strategies, and working closely with Oakland Schools consultants, specifically with Dr. Jay Marks--Culturally Responsive Teaching and with Mr. Marty Chaffee--Instructional Leadership and Team Building.

As noted above with the assistance of Jay B. Marks, Ph.D. a school quality consultant from Oakland Schools, East Hills Middle School is also working to address the role cultural diversity plays in instructional design and in developing an atmosphere of social justice and cultural responsive teaching. In addressing the need for increased student engagement, East Hills Middle School has continued to explore ways to identify, develop, and implement culturally responsive teaching practices by building upon the existing relationships between students and teachers and by developing practices that celebrate and acknowledge cultural similarities and differences at the school. East Hills Middle School values the importance of developing strong relationships across the spectrum of individuals and cultures that make up the larger school community.

How do you know the factors made a positive impact on student achievement?

These factors have made a positive impact on student achievement by using data collected from a range of sources, including surveys and testing data from a number of sources.

As stated previously beyond the use of MEAP data, student data was gathered using ACT Explore (Grades 7-8); Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use-based assessments; district common assessments (Grades 5-8)--all subject areas; International Baccalaureate Middle Years Programme locally created assessment tasks based on assessment criterion in all eight MYP subject areas (Language and Literature (ELA), Language Acquisition (world languages), Individuals and Societies (social studies), Sciences, Mathematics, Arts, Design, and Physical and Health Education); SRI; Bloomfield Hills Reading Inventory (BHRI): Full Battery-Grade 5, BHRI Screener (Grades 6-8); Pearson Inform Data; Qualitative Reading Inventory (QRI); Learning Achievement Coalition - Oakland (LAC-O) student survey results, and teacher referral based upon individual classroom assessments along with additional student and teacher survey results.

What actions could be taken to continue this positive trend?

East Hills Middle School faculty and staff will continue to develop strong relationships with students and families in subgroup populations facing achievement gaps. As faculty and staff have become more aware of the growing needs of students, East Hills expects to narrow and to eliminate the causes and gaps in student achievement among all sub groups.

East Hills Middle School should continue to implement new programming to further engage students and support student achievement. The faculty and staff at East Hills will work to integrate the school district's 10 Guiding Principles for Teaching and Learning.

Bloomfield Hills Schools 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.

Additionally, the East Hills staff has moved from the implementation phase in its use of the Northwest Evaluation Association (NWEA) MAP computer adaptive testing to full integration including more specific analysis of student results to improve daily instruction to better address student deficits.

East Hills will also continue to identify and support students through the Michigan Department of Education's Superintendent's Challenge and use this process to guide transition meetings between grade level teams. East Hills will continue to grow in its development of the Harvard University Project Zero's Cultures of Thinking routines and strategies. East Hills will continue to work closely with Oakland Schools

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consultants, specifically with Dr. Jay Marks--Culturally Responsive Teaching and with Mr. Marty Chaffee--Instructional Leadership and Team Building. As noted with the assistance of Jay B. Marks, Ph.D. a school quality consultant from Oakland Schools, East Hills Middle School will continue to address the role cultural diversity plays in instructional design and developing an atmosphere of social justice and cultural responsive teaching. In addressing the need for increased student engagement, East Hills Middle School has continued to explore ways to identify, develop, and implement culturally responsive teaching practices by building upon the existing relationships between students and teachers and by developing practices that celebrate and acknowledge cultural similarities and differences at the school. East Hills Middle School values the importance of developing strong relationships across the spectrum of individuals and cultures that make up the larger school community.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Economically Disadvantaged

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap greater for these subgroups?*

No identifiable trends have been discovered. the scores at East Hills Middle School have remained fairly stable. While in most content areas there remains an achievement gap, generally scores are improving incrementally for all subgroups. From a marco-level analysis, the achievement gap is being reduced inconsistently. Some content areas show reduction at some grade levels just as some content areas show a widening of the achievement gap at other grade levels. Only among students facing economic disadvantage does there seem to be some growth in the achievement gap. However, there is no clear trend based on grade level or content area from the data analyzed regarding the achievement gap.

How do you know the achievement gap is becoming greater?*

The achievement gap is closing inconsistently. Over a five-year trend of MEAP data, the achievement gap between African-Americans and whites is becoming greater in the areas of 6th grade mathematics and 6th grade social studies. MEAP data shows a growing of the achievement gap by 8 percentage points in 6th grade mathematics and 6 percentage points in 6th grade social studies. Over a five-year trend of MEAP data, the achievement gap between students facing economic disadvantage and students not facing economic disadvantage is becoming greater in the areas of 5th through 7th grade mathematics. MEAP data shows a growing of the achievement gap by 15 percentage points in 5th grade mathematics, 17 percentage points in 6th grade mathematics, and 14 percentage points in 7th grade mathematics between students facing economic disadvantage and students not facing economic disadvantage.

What other data support the findings?*

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Beyond the use of MEAP data, student data was gathered using ACT Explore (Grades 7-8); Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use-based assessments; district common assessments (Grades 5-8)--all subject areas; International Baccalaureate Middle Years Programme locally created assessment tasks based on assessment criterion in all eight MYP subject areas (Language and Literature (ELA), Language Acquisition (world languages), Individuals and Societies (social studies), Sciences, Mathematics, Arts, Design, and Physical and Health Education); SRI; Bloomfield Hills Reading Inventory (BHRI): Full Battery-Grade 5, BHRI Screener (Grades 6-8); Pearson Inform Data; Qualitative Reading Inventory (QRI); Learning Achievement Coalition - Oakland (LAC-O) student survey results, and teacher referral based upon individual classroom assessments along with additional student and teacher survey results.

What factors or causes contributed to the gap increasing? (Internal and External)*

The school staff has determined that the contributing causes for achievement gaps have in part been due to historical trends of lower achievement levels among African-American students and students facing economic disadvantage. These gaps have been caused by flaws in the implementation of interventions and supports to match the precise needs of students. Despite the significant efforts of faculty and staff, East Hills must continue to develop strong relationships with students and families in subgroup populations facing achievement gaps. As faculty and staff have become more aware of the growing needs of students, East Hills expects to narrow and to eliminate the causes and gaps in student achievement among all subgroups.

How do you know the factors lead to the gap increasing?*

East Hills Middle School used data collected from a range of sources, including surveys and testing data from a number of sources to determine the factors that led to the achievement gap increasing for some grade levels and content areas at the school although any growth in the achievement gap depicted very little identifiable trends.

As stated previously beyond the use of MEAP data, student data was gathered using ACT Explore (Grades 7-8); Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use-based assessments; district common assessments (Grades 5-8)--all subject areas; International Baccalaureate Middle Years Programme locally created assessment tasks based on assessment criterion in all eight MYP subject areas (Language and Literature (ELA), Language Acquisition (world languages), Individuals and Societies (social studies), Sciences, Mathematics, Arts, Design, and Physical and Health Education); SRI; Bloomfield Hills Reading Inventory (BHRI): Full Battery-Grade 5, BHRI Screener (Grades 6-8); Pearson Inform Data; Qualitative Reading Inventory (QRI); Learning Achievement Coalition - Oakland (LAC-O) student survey results, and teacher referral based upon individual classroom assessments along with additional student and teacher survey results.

What actions could be taken to close the achievement gap for these students?*

East Hills must continue to develop interventions that support student achievement across all subject areas and sub group populations, particularly among African-American students and students facing economic disadvantage. Special attention should be given to the areas of mathematics and social studies by further growing and integrating the use of mathematics and reading specialists and the general education resource teacher. Summer programming should continue to develop online access to instruction in mathematics and in reading along with other subjects. Teachers, staff, and parents should continue to receive professional development on best practices in eliminating the achievement gap. East Hills faculty and staff should also continue to work with parents to communicate and to support families regarding

educational opportunities.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

At East Hills Middle School, English Language Learners (ELLs) achieve at nearly the same levels as the school aggregate. Per grade level, there are less than ten students identified as English Language Learners (ELLs). In many cases, specific English Language Learners (ELLs) achieve higher levels of proficiency than their grade level peers.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities at East Hills Middle School have priority scheduling for core and elective classes. Students with disabilities have access to all services (GERT--General Education Resource Teacher, mathematics and reading specialists, paraprofessional support, and all other supports) as do all students in need of interventions or support. East Hills reaches out directly to parents to inform them of the availability of interventions and support via public meetings, mailings, e-communications, phone calls, and all other available means of communication.

East Hills Middle School also assures that students have access to an array of intervention programs through a robust system of review that includes weekly meetings of the Building Instructional Team (BIT) whose composition is made up of support teachers, support staff (school psychologist and social worker), counselors, building administration, and a representative sampling of general education teachers when needed. General education teachers at both the grade-level and elective-level meet in a number of weekly and bi-weekly team meetings with administration, support staff, counselors, the MYP coordinator, discipline specific groups, and parents.

How are students designated 'at risk of failing' identified for support services?

East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT). The RtI approach that is used at East Hills is a multi-tiered intervention model that encourages and insists on direct communication with parents and families. East Hills has a strong continuum of support programming for students including special education, reading and mathematics specialists, general education resource teachers, and paraeducation services.

East Hills Middle School also assures that students have access to an array of intervention programs through a robust system of review that includes weekly meetings of the Building Instructional Team (BIT) whose composition is made up of support teachers, support staff (school psychologist and social worker), counselors, building administration, and a representative sampling of general education teachers when needed. General education teachers at both the grade-level and elective-level meet in a number of weekly and bi-weekly team meetings with administration, support staff, counselors, the MYP coordinator, discipline specific groups, and parents.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Each year, East Hills Middle School has around 7 to 15 students, who take advanced mathematics classes at the high school level (Bloomfield Hills High School). This past year, East Hills offered some virtual learning opportunities for students with unique scheduling

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challenges, focusing primarily on world language offerings. In the summer, East Hills offers summer resources primarily in the subjects of reading and mathematics supported through our general education resource teacher and intervention teachers. In addition when guided by students' Individualized Education Plans (IEPs), targeted and specific interventions are continued through the summer.

As an active learning center, the school day at East Hills Middle School begins well before first-hour class is scheduled and often concludes during the evening hours. Sporting events, club meetings, drama productions, and musical performances represent a sampling of the before-school and after-school activities in which students are engaged. Annually, approximately 90% of our students participate in school clubs and sports. Recognizing the importance of celebrations in nurturing a positive school climate, a variety of formal and informal recognition programs take place throughout the school year to honor individual and collective achievements. Parents play an integral role in celebrating the successes of students and staff members. The East Hills community takes special pride in being recognized by the United States Department of Education as a National Exemplary School and the International Baccalaureate Organization as a World School.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	13.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Parents are informed of Extended Learning Opportunities through the annual scheduling process along with individualized communication throughout the school year. Support programs, like summer reading and mathematics resources, are well publicized through public meetings, mailings, e-communications and phone calls.

Label	Question	Value
	What is the total FTE count of teachers in your school?	34.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	12.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	16.0

Label	Question	Value
	How many teachers have been teaching >15 years?	13.0

What impact might this data have on student achievement?

East Hills Middle School has a healthy continuum of teachers with a broad and rich spectrum of knowledge and experience in the implementation of successful teaching and learning. Regarding student achievement, support of teachers will continue to be emphasized through implementation of best practices to increase student engagement and personalized learning. As an IB World School, the faculty at East Hills continues to work toward greater collaboration and facilitation of learning experiences by supporting conceptual learning and connecting students to content knowledge and skill development through a range of real-world, global contexts. For teachers in Bloomfield Hills Schools, the teacher evaluation document encourages the use of assessment data, feedback, and higher-order thinking strategies by stating the following in the category of highly effective:

"Teacher actively and systemically elicits diagnostic information from individual students regarding their understanding and monitors the progress of each individual student. Teacher is able to fully adjust a lesson when needed to successfully engage all learners. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school."

and

"Quality feedback is consistently provided in a timely manner. Teacher engages with students to make personal use of the feedback that results in student growth. Assessment is fully integrated into instruction through extensive use of formative assessment."

and

"Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students engage in substantive conversation and assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students are challenged to frame problems and construct their own solutions."

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	246.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	232.0

What impact might this data have on student achievement?

Teacher attendance data can be used to support programs that value when teachers work regularly with students to support student achievement and academic equity. While there is some variation in teacher attendance patterns at East Hills Middle School, it is important to recognize that student performance and student achievement are impacted greatly by teacher attendance patterns. It will continue to be important to monitor attendance patterns throughout the year as part of the teacher evaluation process, to share information regarding

attendance with teachers and the human resources department, and when appropriate to address problematic attendance behavior promptly. When possible, teacher planning and preparation activities should occur at times that limit the impact on students and student achievement.

Perception Data - Students

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

Students were surveyed using a number of different instruments over the course of the school year. As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School surveyed students in a number of areas regarding teaching and learning focusing on how to access levels of student engagement and related factors. The LAC-O survey examined fair and clear practices, caring environment and expectations, cultural relevance, respectful interactions and pride, engagement and encouragement, and behavior standards within the school setting. In analyzing the survey data, East Hills students reported that they felt high levels of satisfaction that teachers enforced rules and expectations fairly. Students felt that teachers cared about them and their learning and believed that their teachers would help them learn. Students also reported that teachers showed respect for different races and/or ethnicities. Students reported that they put forth effort in school to achieve, and they respected themselves and their teachers. In addition, East Hills students reported that student learning is an important priority at school, and bullying is not tolerated.

Which area(s) show a positive trend toward increasing student satisfaction?

Students were surveyed using a number of different instruments over the course of the school year. As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School students were surveyed regarding the culture, climate, and environment of their school in the areas of fair and clear practices, caring environment and expectations, cultural relevance, respectful interaction and pride, engagement and encouragement, and behavior standards. In comparing data from previous LAC-O surveys, there were areas with positive trends toward increasing student satisfaction. Some areas with significant improvement in student satisfaction were that students felt more accepted by teachers in classes, enjoyed their teachers, and felt their teachers showed respect for different races and/or ethnicities. Students also reported being treated with respect by teachers, feeling that the work assigned by their teachers made them think and that bullying was not tolerated. The mean responses by East Hills students were on average higher than the aggregate mean responses given by all of the other LAC-O students surveyed at different schools across the county.

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

While the mean responses by East Hills Middle School students were on average higher than the aggregate mean responses given by all of the other LAC-O students surveyed at different schools across the county, there were a few areas where East Hills students respond slightly less favorably than their county peers. Some areas that could be improved to make school more satisfying for students were offering students an opportunity to retake tests or redo assignments, having open and supportive conversations regarding career goals, and talking more openly about racial issues in classes.

Which area(s) show a trend toward decreasing student satisfaction?

While the mean responses by East Hills Middle School students were on average higher than the aggregate mean responses given by all of the other LAC-O students surveyed at different schools across the county, there were a few areas where East Hills students showed a trend toward decreasing student satisfaction. Some areas that showed a decreasing trend toward student satisfaction were teachers giving

students the opportunity to retake tests or redo assignments and teachers having more open and supportive conversations regarding career goals and personal goals (including interests outside of school).

What are possible causes for the patterns you have identified in student perception data?

Some of the possible causes for the positive patterns identified could be a continued emphasis on teaching and learning practices that focus on culturally responsive teaching techniques as supported by Dr. Jay Marks' work with East Hills Middle School staff. As a staff, East Hills continues to work on developing and supporting student engagement and providing formative assessment feedback in a timely fashion as emphasized in the Bloomfield Hills Schools Teacher Evaluation Instrument. In working with other district administrators, the director of physical plant services, local law enforcement, and the implementation of a vibrant Positive Behavior Interventions and Supports (PBIS) at East Hills, student safety is also emphasized at East Hills further contributing to students feeling respected and safe at school. In terms of trends toward lower sanctification, East Hills should work to spend more time on long range planning for career and personal plans with students while working to maintain a continued emphasis on short-term academic gains. East Hills should also develop more uniform grading and assessment approaches that support authentic (including retakes and redos) and traditional assessment practices and better communicate these practices to students and families.

What actions will be taken to improve student satisfaction in the lowest areas?

These areas of improvement could be addressed by working with grade-level teams to use their academic extension classes and other appropriate times to develop personal relationships with students to help teachers better understand the personal interests and aspirations of their students. The sharing of information regarding future career paths of students could also be further supported by encouraging East Hills counselors and support staff during their weekly grade-level team meeting and Building Instructional Team (BIT) meeting to share relevant information with teachers and staff. In addition, a more consistent emphasis on career opportunities and conversations should be included in the successful Wednesday Winner's Circle East Hills speaker series. East Hills administration should also continue to spend professional development time supporting and encouraging teachers to discuss sensitive issues with students to create a more open and comfortable learning environment at the school. East Hills teachers should also continue to communicate with students regarding how grades are determined through the use of the International Baccalaureate-Middle Years Programme (IB-MYP) rubrics and other standards-based grading practices that support both authentic and traditional grading approaches.

Perception Data – Parents/Guardians

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

In collecting parent/guardian perception data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level. The perception data in these surveys revealed that East Hills parents and guardians felt that some of the areas of strength are the quality of the instructional programming, the existence of a positive school culture that is conducive to a range of student learning experiences, and the wide spread support for increasing the use of technology for instructional purposes.

At the end of the 2013-2014 school year, Bloomfield Hills Schools gave the Colbalt Community Survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide and further direct the implementation of the school improvement plan.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

In collecting parent/guardian perception data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level. The perception data in these surveys revealed that East Hills parents and guardians felt that there was a positive trend toward the quality of the instructional programming, the existence of a positive school culture that is conducive to a range of student learning experiences, and wide spread support for increasing the use of technology for instructional purposes. Additionally, the perception data in these surveys revealed that parents and guardians found the school climate to be uplifting and encouraging of student achievement, and the school was responsive and open to parent input including the effective use of resources at East Hills Middle School.

At the end of the 2013-2014 school year, Bloomfield Hills Schools gave the Colbalt Community Survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide and further direct the implementation of the school improvement plan.

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

In collecting parent/guardian perception data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level. While generally the perception data in these surveys described that parents and guardians were supportive of the quality of the instructional program at East Hills, parents and guardians wanted to see improved food services at the school, a continuation of facility improvements to support student learning, and increased opportunities for students to use technology to facilitate teaching and learning.

At the end of the 2013-2014 school year, Bloomfield Hills Schools gave the Colbalt Community Survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt

Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide and further direct the implementation of the school improvement plan.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

In collecting parent/guardian perception data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level. While generally the perception data in these surveys described that parents and guardians were supportive of the quality of the instructional program at East Hills, parents and guardians showed a trend of decreasing satisfaction with food services at the school, facility improvements (desiring a continuation for improved facilities), and opportunities for students to use technology to facilitate teaching and learning.

At the end of the 2013-2014 school year, Bloomfield Hills Schools gave the Colbalt Community Survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide and further direct the implementation of the school improvement plan.

What are possible causes for the patterns you have identified in parent/guardian perception data?

In collecting parent/guardian perception data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level.

Some of the possible causes for the positive patterns identified could be a continued emphasis on teaching and learning practices that focus on culturally responsive teaching techniques as supported by Dr. Jay Marks' work with East Hills staff. As an IB World School, East Hills continues to strengthen its approach to instructional practices through the implementation of the International Baccalaureate Middle Years Programme to provide quality instructional programming. The positive school culture at East Hills has been supported and maintained by the continuation of a vibrant Positive Behavior Interventions and Supports (PBIS) program at the school highlighting and reinforcing positive behavior at the school. Working with district administration, East Hills has been able to expand the district iPad pilot to focus more on teaching and learning practices and opportunities at the middle school level including a one-to-one implementation plan at the middle school level and a two-to-one implementation plan at the elementary school level.

Parent input is welcomed and encouraged through a number of outlets including the existence of a formal parent-teacher organization that supports informal, positive interactions between the school and families, consistent communication from the school to parents through the building listserv and immediate and regular access through formal and informal meetings between teachers and families by providing ongoing communication opportunities for parents and guardians throughout the school year.

In terms of trends toward lower satisfaction, East Hills Middle School will continue to work with our parents/guardians and food services to provide healthy food options for our students that support both federal and state requirements while meeting the desires of our students and parents for healthy and tasty food items. In the areas of technology and facilities, East Hills will continue to recognize and support the need for constant updating and improving to match the latest trends and best practices so that students are prepared for twenty-first century teaching and learning as the district moves toward more one-to-one access to technology at the middle school level and increased access at the elementary school level.

At the end of the 2013-2014 school year, Bloomfield Hills Schools gave the Colbalt Community Survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide and further direct the implementation of the school improvement plan.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

In collecting parent/guardian perception data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level. While generally the perception data in these surveys described that parents and guardians were supportive of the quality of the instructional program at East Hills, some of the areas of lowest satisfaction could be addressed by nutritional improvements and better communication with parents regarding food service and nutritional options for students. The facilities at East Hills Middle School have continued to undergo several significant renovations during the past few summers that have addressed many of the concerns outlined in the survey, and technology improvements have continued to occur including an expansion of the district's iPad pilot with a more direct focus on providing one-to-one access at the middle school level and increased access at the elementary level.

At the end of the 2013-2014 school year, Bloomfield Hills Schools gave the Colbalt Community Survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide the implementation of the school improvement plan.

Perception Data – Teachers/Staff

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

Teachers and staff were surveyed using a number of different instruments and committee structures over the course of the school year including the Learning Achievement Coalition - Oakland (LAC-O) survey and more informally through the East Hills "Think Tank." As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School teachers were surveyed regarding the culture, climate, and environment of their school in the areas of fair and clear practices, caring environment and expectations, cultural relevance, respectful interaction and pride, engagement and encouragement, and behavior standards. At the district level, teachers and staff were also surveyed using the Bright Bytes survey and through the use of Plante Moran focus groups to provide the district with data regarding the perceptions of teachers and staff toward the role of technology in teaching and learning practices and the effectiveness of the implementation of the school district's technology plan.

In analyzing the survey data, East Hills Middle School teachers and staff reported a strong desire to share with students when they are improving and enforcing rules and expectations consistently with all students. East Hills teachers and staff also reported having high expectations for all students, expressing pride when student achievements are commendable, and caring that all students learn. East Hills teachers also indicated that students show respect for different races and/or ethnicities, that student learning is an important priority at the school, and that bullying is not tolerated. In terms of technology, East Hills teachers welcome more access and training toward the implementation of twenty-first century teaching and learning practices.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Teachers and staff were surveyed using a number of different instruments and committee structures over the course of the school year including the Learning Achievement Coalition - Oakland (LAC-O) survey and more informally through the East Hills "Think Tank." As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School teachers were surveyed regarding the culture, climate, and environment of their school in the areas of fair and clear practices, caring environment and expectations, cultural relevance, respectful interaction and pride, engagement and encouragement, and behavior standards. At the district level, teachers and staff were also surveyed using the Bright Bytes survey and through the use of Plante Moran focus groups to provide the district with data regarding the perceptions of teachers and staff toward the role of technology in teaching and learning practices and the effectiveness of the implementation of the school district's technology plan.

Data from East Hills teachers and staff showed a trend toward increased satisfaction in their ability to provide students with consistent assessment practices and higher levels of student participation in classes. East Hills teachers and staff also reported that they felt they were able to make themselves available to students outside of class time, showed respect for different races and/or ethnicities, and implement varied ways of teaching. East Hills teachers and staff also articulated increased satisfaction about the school by responding quite favorably that they would send their own children to East Hills Middle School. The mean responses by East Hills teachers and staff were typically higher than the aggregate mean responses given by all of the other teachers surveyed at different schools across the county by LAC-O.

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

Teachers and staff were surveyed using a number of different instruments and committee structures over the course of the school year including the Learning Achievement Coalition - Oakland (LAC-O) survey and more informally through the East Hills "Think Tank." As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School teachers were surveyed regarding the culture, climate, and environment of their school in the areas of fair and clear practices, caring environment and expectations, cultural relevance, respectful interaction and pride, engagement and encouragement, and behavior standards. At the district level, teachers and staff were also surveyed using the Bright Bytes survey and through the use of Plante Moran focus groups to provide the district with data regarding the perceptions of teachers and staff toward the role of technology in teaching and learning practices and the effectiveness of the implementation of the school district's technology plan. In analyzing the survey data, East Hills teachers and staff reported that they would like to develop more consistent assessment strategies and grading practices, to make sure that all students were supported with any necessary supplies, and to continue to work to implement more varied instructional practices that support innovative uses of technology.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Teachers and staff were surveyed using a number of different instruments and committee structures over the course of the school year including the Learning Achievement Coalition - Oakland (LAC-O) survey and more informally through the East Hills "Think Tank." As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School teachers were surveyed regarding the culture, climate, and environment of their school in the areas of fair and clear practices, caring environment and expectations, cultural relevance, respectful interaction and pride, engagement and encouragement, and behavior standards. At the district level, teachers and staff were also surveyed using the Bright Bytes survey and through the use of Plante Moran focus groups to provide the district with data regarding the perceptions of teachers and staff toward the role of technology in teaching and learning practices and the effectiveness of the implementation of the school district's technology plan.

While the mean responses by East Hills Middle School teachers and staff were on average higher than the aggregate mean responses given by all of the other LAC-O teachers and staff surveyed at different schools across the county, there were a few areas where East Hills teachers showed a trend toward decreasing satisfaction. As stated previously, East Hills teachers and staff reported that they would like to develop more consistent assessment strategies and grading practices, to make sure all students have any necessary supplies, and to continue to work to implement more varied instructional practices that support innovative uses of technology.

What are possible causes for the patterns you have identified in staff perception data?

Teachers and staff were surveyed using a number of different instruments and committee structures over the course of the school year including the Learning Achievement Coalition - Oakland (LAC-O) survey and more informally through the East Hills "Think Tank." As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School teachers were surveyed regarding the culture, climate, and environment of their school in the areas of fair and clear practices, caring environment and expectations, cultural relevance, respectful interaction and pride, engagement and encouragement, and behavior standards. At the district level, teachers and staff were also surveyed using the Bright Bytes survey and through the use of Plante Moran focus groups to provide the district with data regarding the perceptions of teachers and staff toward the role of technology in teaching and learning practices and the effectiveness of the implementation of the school district's technology plan.

Some of the possible causes for the positive patterns identified could be a continued emphasis on teaching and learning practices that focus on culturally responsive teaching techniques as supported by Dr. Jay Marks' work with East Hills staff. As an IB World School, East Hills Middle School continues to strengthen its approach to instructional practices through the implementation of the International Baccalaureate

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Middle Years Programme to provide quality instructional programming. The positive school culture at East Hills has been supported and maintained by the continuation of a vibrant Positive Behavior Interventions and Supports (PBIS) program at the school highlighting and reinforcing positive behavior at the school. Working with district administration, East Hills has been able to expand the district iPad pilot to focus more on teaching and learning practices and opportunities with a one-to-one implementation plan at the middle school level and a two-to-one implementation plan at the elementary school level. Parent-teacher communication is welcomed and encouraged through a number of outlets including the existence of a formal parent-teacher organization that supports informal, positive interactions with teachers, consistent use of technology from the school with parents to support formal and informal meetings throughout the school year.

In terms of trends toward lower satisfaction, East Hills Middle School will continue to work to improve the communication and implementation of assessment and grading practices as the school begins to integrate and shift toward standards-based grading practices and away from more inconsistent grading practices. Teachers and staff are also looking to collaborate more and provide more teacher-facilitated instruction rather than continue to teach in a more traditional, isolated manner that is less student-centered. In the areas of technology and facilities, East Hills will continue to recognize and support the need for updating and improving to match the latest trends and best practices so that teachers are prepared and trained to move toward more authentic, twenty-first century teaching and learning practices that are in line with the district's move toward implementation of more one-to-one technology access for teachers and students.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

Traditionally, East Hills has not formally collected MiPHY data, but East Hills Middle School did participate in the MiPHY survey this past school year. East Hills participates annually in surveys provided by the Birmingham-Bloomfield Community Coalition (BBCC). The BBCC is a local community organization, whose mission is to raise awareness and mobilize the entire community to prevent the abuse of alcohol, tobacco and other drugs, with a primary focus on community youth. In conjunction with the BBCC, East Hills participates in an annual student survey that provides important data regarding health risk behavior issues. This data is shared with students, teachers, and the community to support and to guide instructional programming in health and other subject area classes. In addition, recently Bloomfield Hills Schools participated in a district-wide survey of health and physical education teachers and administrators to better support and coordinate efforts across the district and within schools and has established a district coordinator to oversee district and building efforts.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

East Hills Middle School continues to work toward full inclusion of all stakeholders in the decisions about curriculum, instruction, and assessment. As a school community, East Hills will continue to come together around a commitment to the educational, social, and emotional well-being of students and families. Subsequently, every action taken at East Hills with respect to parental and stakeholder involvement has provided an increasingly more open and inviting school for all parties. Specifically, faculty and parent professional development opportunities have fostered more open dialogue regarding the decision-making process. Over the last few years, the implementation of the International Baccalaureate Middle Years Programme has further encouraged and integrated a wide range of stakeholders into the decision-making process at the school. Meetings take place in several venues on a weekly basis at the school. These meeting sessions include PTO meetings, parent-led events and initiative planning meetings, faculty meetings, daily team meetings with unified arts and core academic teams, the Middle Years Programme steering committee, the Middle Years Programme Global Context leader meetings, the East Hills "Think Tank," office team meetings, Building Intervention Team (BIT) meetings, and professional development planning sessions as well as many smaller subject-specific and whole staff professional development meetings. East Hills is dedicated to making the school a collaborative and inclusive community where all input is welcomed and valued.

What evidence do you have to indicate the extent to which the standards are being implemented?

East Hills Middle School is implementing the Common Core State Standards which have helped to focus student learning on building knowledge through literacy including content-rich nonfiction, reading and writing grounded in the identification of strong evidence, and regular practice with complex texts and academic language. The Common Core State Standards have also focused student learning in mathematics on fewer topics, linked topics and thinking across grades in mathematics, and provided a rigorous pursuit of conceptual understanding, procedural skill, and application in mathematics and across other disciplines.

In support of the Common Core State Standards at the general education classroom level, the workshop model is used across several

subject areas, particularly in mathematics and language arts--reading and writing (literacy), to provide students with a range of learning opportunities that offer differentiated instruction and one-on-one conferencing opportunities. Along with these instructional supports, East Hills Middle School has implemented the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) in the subject areas of mathematics, reading, and language usage to assess in a formative manner student progress toward the Common Core State Standards. At East Hills Middle School, NWEA-MAP assessments are given in the fall and spring as district common assessments. The NWEA-MAP tests are unique in that they are aligned to the Common Core State Standards, administered online, and are computer adaptive, which means the test adapts to each student's level of learning, providing timely data on student growth so that teachers can use data to inform instruction and students are given regular updates on their individual progress.

Along with the personalized and individualized testing structures available through NWEA-MAP assessments, East Hills Middle School continues to create formative and summative assessments that support student learning and are aligned with the Common Core State Standards, the IB-MYP assessment criterion, MEAP data from state assessments, and a range of other assessment information generated at the individual classroom level to support the implementation of the Common Core State Standards.

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
	Literacy and math are tested annually in grades 1-5.	Yes	-MEAP -Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use -District Common Assessments (Grades 5-8)--All subject areas -International Baccalaureate Middle Years Programme locally created assessment tasks based on assessment criterion in all eight MYP subject areas -SRI -Bloomfield Hills Reading Inventory (BHRI): Full Battery-Grade 5 -Pearson Inform Scores -Qualitative Reading Inventory (QRI) -Teacher referral based upon individual classroom assessments	

Label	Assurance	Response	Comment	Attachment
	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	http://www.bloomfield.org/parents-students/annual-reports/index.aspx	EHMS Annual Report 2012-2013 Final

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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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. 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		Notice of Nondiscrimination - Bloomfield Hills Schools

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 comment field.	Yes	Inquiries related to discrimination on the basis of disability should be directed to: Section 504 Coordinator Pam Schoemer Director of Special Education 7273 Wing Lake Road Bloomfield Hills, MI 48301 (248) 341-5415 AND Direct all other inquiries related to discrimination to: Christine Barnett Assistant Superintendent for Human Resources and Labor Relations 7273 Wing Lake Road Bloomfield Hills, MI 48301 (248) 341-5425	

Label	Assurance	Response	Comment	Attachment
	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.	Yes		East Hills Middle School Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		East Hills Middle School Parent-School Compact

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Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	School Life: Points of Pride -In January of 2011, EHMS earned full authorization as an IB Middle Years Programme World School. -North Central Accredited School. -Michigan Green School: Emerald Status. -Positive Behavior Interventions and Support (PBIS). -Accelerated math classes offered. -Spanish offered in fifth grade; Chinese and Spanish offered in sixth through eighth grades. -Student - teacher ratio approximately 14:1. -Wireless access throughout the building. -Interactive/Promethean Boards in every classroom. -Over 20 sports opportunities offered. -A wide range of clubs opportunities.	East Hills Middle School Points of Pride 2013-2014

East Hills Middle School--School Improvement Goals 2014-2015

Overview

Plan Name

East Hills Middle School--School Improvement Goals 2014-2015

Plan Description

East Hills Middle School has continued to collaborate with central office administration, building administration, staff, and the broader school community to further implement and grow a school culture and structure that supports school improvement. As a planning committee, the team of stakeholders from all areas of the district and school community identified teaching and learning priorities with a focus on decreasing achievement gaps at East Hills Middle School while increasing achievement for all students. As a result of this work and an analysis of the unique needs and circumstances found at East Hills Middle School, student engagement and individualized learning outcomes were identified and continue to be identified as the most significant teaching and learning priorities for the 2014-2015 school year. The school improvement goals that are identified in this plan are aligned with these priorities and are intentionally created to support both traditional and authentic measures of student learning.

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 at East Hills Middle School will become proficient mathematicians.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$10000
2	All students at East Hills Middle School will become proficient readers.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$10000
3	All students at East Hills Middle School will become proficient writers.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$5000
4	All students at East Hills Middle School will become proficient scientists.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$5000
5	All students at East Hills Middle School will become proficient social scientists.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$5000
6	All students at East Hills Middle School will be known and valued.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1000
7	All students at EHMS will become proficient in the non-tested subject areas of the MEAP-Smarter Balanced and the MYP subject areas of Language Acquisition; Arts; Design; and Physical and Health Education or the BHS elementary specials subject areas.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$8000

Goal 1: All students at East Hills Middle School will become proficient mathematicians.

Measurable Objective 1:

76% of All Students will demonstrate a proficiency on MEAP-Smarter Balanced and/or NWEA in Mathematics by 06/16/2015 as measured by MEAP-Smarter Balanced and/or NWEA.

Strategy 1:

Mathematics Reasoning and Investigations - Students will be exposed to teaching and learning exercises through increased implementation of the workshop model to support the International Baccalaureate Middle Years Programme and Common Core State Standards that support the development of mathematics reasoning and investigations that focus on the construction of viable arguments, developing the ability to critique the reasoning of others, and understanding and identifying patterns in mathematics.

Research Cited: Lynn Arthur Steen (St. Olaf College), Sharif Shakrani (National Center for Education Statistics); Deborah Schifter, Virginia Bastable, and Susan Jo Russell; International Baccalaureate Organization support documents

Tier: Tier 1

Activity - Problem Solving and Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will continue to implement formative and summative assessments and class work (workshop model and project-based learning) that concentrate on problem solving and real-world scenarios where students will look at a completed problem and critique the reasoning found in the problem. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$2000	General Fund	Mathematics Teachers (Grades 5-8); Sarah Mclain-- Mathematics Specialist; Doug Thompson--GERT; Support Staff; Heidi Kattula-- Director of Learning Services; Jill Sloan-- IB Middle Years Programme Coordinator ; and Jason Rubel-- Principal

School Improvement Plan

East Hills Middle School

Activity - Investigating Patterns in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will continue to implement the use of a number of instructional structures including the use of technology that can be used to support instruction and offer students problem-solving opportunities (Smarter Balanced-based, TenMarks-based, and ACT Explore-based) that will provide students with learning experiences where students develop the ability to find a pattern (or patterns) in different ways and apply that knowledge to real-world circumstances. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$2000	General Fund	Mathematics Teachers (Grades 5-8); Sarah McInnis--Mathematics Specialist; Doug Thompson--GERT; Support Staff; Heidi Kattula--Director of Learning Services; Jill Sloan--IB Middle Years Programme Coordinator; and Jason Rubel--Principal

Strategy 2:

Mathematics Communication and Student Self-Assessment - Teachers and staff will develop a common mathematics vocabulary using the International Baccalaureate Middle Years Programme and Common Core State Standards terms by focusing on student reflections and instructional opportunities to support the ability of students to communicate as mathematicians and provide opportunities for students to self assess.

Research Cited: International Baccalaureate Organization Command Terms and other IB documents; National Commission on Mathematics and Science Teaching for the 21st Century; Common Core State Standards support documents

Tier: Tier 1

Activity - Communication and Student Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Teachers and staff will continue to develop a common language for instruction for grades 5-8 so that students are able to gain a rich mathematics vocabulary using the International Baccalaureate Middle Years Programme Command Terms that support Common Core State Standards. Teachers and staff will further monitor and assess the effectiveness of using a bank of student reflection forms by collecting samples of student self-assessments after summative assessments. This data will hopefully show growth particularly when used to score students on the Middle Years Programme Mathematics criterion that focus on Communication and Reflection and Common Core assessment tasks that focus on student communication and reflection skills in the area of math.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Title II Part A</p>	<p>Mathematics Teachers (Grades 5-8); Sarah McInnis--Mathematics Specialist; Doug Thompson--GERT; Support Staff; Heidi Kattula--Director of Learning Services; Jill Sloan--IB Middle Years Programme Coordinator; and Jason Rubel--Principal</p>
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Strategy 3:

NWEA Mathematics Assessment Training - Teachers will continue their professional development in proctoring NWEA assessment testing and understanding NWEA reports. All mathematics teachers will work with building proctors, other teachers, and school administration to identify each student's goals, skills, and learning preference regarding data provided by NWEA reports.

Research Cited: NWEA resources and research reports from NWEA website

Tier: Tier 1

Activity - NWEA Mathematics Assessment:Teacher Training on NWEA MAP Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

Continue to train 5th-8th grade mathematics teachers through professional development and administrative conferencing in how to analyze and evaluate information from NWEA MAP reports regarding each specific student's performance to support classroom instruction aimed at improving mathematical reasoning and other aspects of mathematical teaching and learning, particularly for students in sub-groups that do not perform well on standardized tests.	Evaluation	Tier 2	Implement	09/02/2014	06/16/2015	\$1000	Title II Part A	Mathematics Teachers (Grades 5-8); Sarah McInnis--Mathematics Specialist; Counselors ; Doug Thompson--GERT Teacher; Support Staff; Media Specialist; Heidi Kattula--Director of Learning Services; Jill Sloan--IB MYP Coordinator ; and Jason Rubel--Principal
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Measurable Objective 2:

85% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 5th grade students from pre-test assessments to standards based end-of-unit reporting in Mathematics by 06/16/2015 as measured by Sixth, Seventh, and Eighth Grade students improving from one MYP score to a higher score or 5th Grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

Strategy 1:

21st Century Assessment - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Jill Sloan (East Hills MYP coordinator) and Heidi Kattula (BHS Director of Learning Services), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Research Cited: Brookhart, S. 2013. How to Create and Use Rubrics; Hayes Jacobs, H. 2004. Getting Results with Curriculum Mapping; McTighe, J and Wiggins, G. 2004. Understanding by Design; Vygotsky, L. 1999. Thought and Language; and additional works by Lynn Erickson, Michael Schmoker and Tony Wagner

Tier: Tier 1

Activity - 21st Century Assessment: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

Train 5th-8th grade mathematics teachers in developing 21st century assessments, focusing on MYP Mathematics and Common Core-based assessments that support mathematics units that emphasize conceptual understanding and student inquiry.	Professional Learning	Tier 1	Implement	08/22/2014	06/16/2015	\$2000	Title II Part A	Mathematics Teachers; Sarah Mclain-- Mathematics Specialist; Doug Thompson--GERT; Support Staff; Jill Sloan-- International Baccalaureate Middle Years Programme Coordinator; Heidi Kattula-- Director of Learning Services; and Jason Rubel-- Principal
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Activity - 21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Mathematics criterion and Mathematics Common Core State Standards, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples of student work with each other and building administration that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$2000</p>	<p>General Fund</p>	<p>Mathematics Teachers (Grades 5-8); Sarah McInnes--Mathematics Specialist; Doug Thompson—GERT; Support Staff; Heidi Kattula--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel--Principal</p>
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Goal 2: All students at East Hills Middle School will become proficient readers.

Measurable Objective 1:

84% of All Students will demonstrate a proficiency on MEAP-Smarter Balanced and/or NWEA in Reading by 06/16/2015 as measured by MEAP-Smarter Balanced and/or NWEA.

Strategy 1:

Close Reading - The practice of close reading invites students to read repeatedly for a level of detail not used in everyday reading. Close reading develops the habits of readers as they engage with the complex text of the discipline and to build their stamina and skill toward independent reading. Close reading is accompanied by purposeful, scaffolded instruction and is guided by the discussion of text-dependent questions.

Research Cited: Douglas Fisher and Nancy Frey: Engaging the Adolescent Learner – Text Complexity and Close Readings, 2013 International Reading Association (doi:10.1598/e-ssentials.8015)

Tier: Tier 1

Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Select short text passages 2. Design the lesson so students reread several times 3. Prepare questions in advance that will facilitate the information students need from the reading 4. Construct a series of tasks that will require students to read the messages several times 5. Have students read the text independently and annotate the text (highlight, underline, or circle powerful words or phrases or those that are confusing) 6. Lead a short discussion about student impressions, initial observations, and confusions 7. Read aloud and model the text using think alouds 8. Discuss the text (students discuss first) 9. Ask text-dependent questions using a Question Answer Relationship (QAR) framework <ol style="list-style-type: none"> a. Move from text-explicit to text-implicit questions (right there, think & search, author & you, on your own) b. Steer student attention as needed to evidence in the text 	Implementation	Tier 1	Implement	09/02/2014	06/16/2015	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan--IB Middle Years Programme Coordinator ; and Jason Rubel--Principal
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Strategy 2:

Best Practices in Reading - Staff will continue to research and collaborate on the delivery of best practices for reading instruction across all disciplines and grow in their understanding of data analysis to better interpret MEAP-Smarter Balance, NWEA, and QRI data to encourage appropriate leveled reading exercises within the classroom to support the needs of all students.

Research Cited: Atwell's The Reading Zone; Schudt Caldwell & Leslie's Qualitative Reading Inventory; Schudt Caldwell & Leslie's Intervention Strategies to Follow Informal Reading Inventory Assessment; Angelillo's Writing about Reading; and Supporting Young Adolescents' Literacy Learning, A Joint Position Statement of the International Reading Association and National Middle School Association, 2002

Tier: Tier 1

Activity - Best Practices and Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>There will be continued professional development on reading instruction and assessment, best practices for instruction will be reviewed, and readers' workshop will be more fully implemented in classes across the school. In addition, Catherine Young, the East Hills Reading Specialist, will continue to support teachers with specific professional development in reading to meet the needs of all students with special emphasis on students who are not performing well in the classroom and on standardized tests. Classroom libraries will be supported to address the specific needs of the learners in each classroom.</p>	Professional Learning	Tier 2	Implement	08/22/2014	06/16/2015	\$1500	Title II Part A	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel--Principal
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Activity - Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Teacher will work with students to further develop their comprehension strategies by monitoring conversation – the inner conversation; activating and connecting to background knowledge; questioning; visualizing; inferring; determining importance; summarizing and synthesizing. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	Direct Instruction	Tier 1	Implement	08/22/2014	06/16/2015	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel--Principal
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Strategy 3:

NWEA Reading Assessment - Teachers will continue to receive professional development in proctoring NWEA assessment testing and understanding NWEA reports. All reading teachers will work with proctors, other teachers, and school administration to identify each student's goals, skills, and learning preference regarding word recognition, fluency, reading comprehension and analysis of both informational and literary texts with a particular focus on subgroups who under perform on standardized tests.

Research Cited: Fisher, D., Frey, N., & Lapp, D. Text Complexity: Raising Rigor in Reading and In a Reading State of Mind; Parris, S., Fisher, D. & Headley, K. Adolescent Literacy, Field Tested; Zwiers, J. Building Reading Comprehension Habits in Grades 6–12; and additional works by Richard Allington

Tier: Tier 1

Activity - NWEA Reading Assessment: Teacher Training on NWEA MAP Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

Train 5th-8th grade reading teachers in language arts and content specific areas how to analyze and evaluate information from NWEA MAP reports regarding each specific student's RIT ranges and Lexile range to support classroom instruction aimed at improving reading comprehension of informational and literary texts.	Professional Learning	Tier 1	Implement	08/22/2014	06/16/2015	\$1500	Title II Part A	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Counselors ; Support Staff; Christine DiPilato--Director of Learning Services; and Jason Rubel--Principal
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Measurable Objective 2:

85% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 5th grade students from pre-test assessments to standards based end-of-unit reporting in Reading by 06/16/2015 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP score to a higher score or fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

Strategy 1:

21st Century Assessment - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Jill Sloan (East Hills MYP coordinator) and Christine DiPilato (BHS Director of Learning Services), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Research Cited: Brookhart, S. 2013. How to Create and Use Rubrics; Hayes Jacobs, H. 2004. Getting Results with Curriculum Mapping; McTighe, J and Wiggins, G. 2004. Understanding by Design; Vygotsky, L. 1999. Thought and Language; and additional works by Lynn Erickson, Michael Schmoker and Tony Wagner

Tier: Tier 1

Activity - 21st Century Assessment Activity: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Train 5th-8th grade teachers in developing 21st century assessments, focusing on MYP assessments and Common Core-based assessments that support reading curriculum and instruction that emphasize conceptual understanding and student inquiry.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$2000</p>	<p>Title II Part A</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
<p>Activity - 21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

School Improvement Plan

East Hills Middle School

<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$2000</p>	<p>General Fund</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
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Goal 3: All students at East Hills Middle School will become proficient writers.

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on MEAP-Smarter Balanced in Writing by 06/16/2015 as measured by MEAP-Smarter Balanced.

Strategy 1:

Revision Process - Teachers will work with students in writers' workshop and other instructional formats to develop writing proficiency by focusing on the revision process.

Research Cited: "Study Driven"- Katie Wood Ray; "Writing workshop: The Essential Guide"- Ralph Fletcher; "Revisers Toolbox"- Barry Lane; "How's It Going"- Carl Anderson; "Learning Under the Influence of Language and Literature"- Lester Laminata and Reba Wadsworth; "Cracking Open the Author's Craft"- Lester Laminata; "The Writer's Workshop Working through the Hard Parts and they are all Hard Parts"- Katie Wood Ray; "Units of Study for Teaching Writing Grades 3-5"- Lucy Calkins; "Live Writing"- Ralph Fletcher; "Lessons that Change Writer's"- Nancy Atwell; "Craft Lessons"- Ralph Fletcher; "Non-Fiction Craft Lessons"- Joann Portalupi; MAISA-developed writing units; and Common Core State Standards support material

School Improvement Plan

East Hills Middle School

Tier: Tier 1

Activity - Emphasis on Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will focus on a number of instructional practices that concentrate on writing about writing (reflecting); conferencing with both teacher and peers; peer review; redo's (teacher/peer guided); checklists; mentor text for modeling; and mini lessons on specific skills. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal

Strategy 2:

Pre-Writing, Organizing, Editing; and Creativity in Writing - This strategy will address a number of the steps of the writing process. Teachers will introduce how students can best use outlines and graphic organizers as part of the pre-writing process to better organize their writing. Teacher will also further support students to improve the use of writing conventions and to increase the quality of sentence structure in writing by emphasizing pre-writing techniques and by fostering student creativity in writing.

Research Cited: "Teaching the Process Approach to Writing Through Outlining"- Deborah Sims; "Approaches to Process Writing"- BBC- Teaching English

Tier: Tier 1

Activity - Instructional Practices that Support Pre-Writing, Organizing, Editing, and Creativity in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Teachers and staff will focus making the writing process enjoyable and a place that supports student creativity. Teacher will use a number of instructional techniques to support pre-writing, organizing, and editing (daily journals; student choice in writing; peer sharing of writing; house/hamburger graphic organizer; formal outlines/box bullets; inspiration software—creates graphic organizers; read-write-think graphic organizers; reorganizing graphic organizers; masterpieces/million dollar sentences; critical review and identification of other authors' works; planning pages (Atwell); process approach--prewriting; focusing ideas; evaluating, structuring, editing; daily oral language; dictation; mentor texts; teacher conferences individual lessons; and "No Excuse" words. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
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Measurable Objective 2:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 5th Grade students on standards based grading criterion in all subject areas in Writing by 06/16/2015 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP score to a higher score or fifth-grade students improving to higher criterion scores on writing samples taken from the beginning to the end of the school year.

Strategy 1:

21st Century Assessment - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Jill Sloan (East Hills MYP coordinator) and Christine DiPilato (BHS Director of Learning Services), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Research Cited: Brookhart, S. 2013. How to Create and Use Rubrics; Hayes Jacobs, H. 2004. Getting Results with Curriculum Mapping; McTighe, J and Wiggins, G. 2004. Understanding by Design; Vygotsky, L. 1999. Thought and Language; and additional works by Lou Marchesano, Lynn Erickson, Michael Schmoker and Tony Wagner

Tier: Tier 1

Activity - 21st Century Assessment Activity: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Train 5th-8th grade teachers in developing 21st century assessments, focusing on MYP Language and Literature criterion-related and Common Core-based assessments that support writing units that emphasize conceptual understanding and student inquiry both in language arts and across the other content areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2013</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Title II Part A</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
<p>Activity - 21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

School Improvement Plan

East Hills Middle School

<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners both in language arts and across the other content areas.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
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Goal 4: All students at East Hills Middle School will become proficient scientists.

Measurable Objective 1:

54% of Seventh grade students will demonstrate a proficiency on MEAP-Smarter Balanced in Science by 06/16/2015 as measured by MEAP-Smarter Balanced.

Strategy 1:

Goal Setting in Science - Teachers will provide students with opportunities to engage in regular reflection as part of the learning progress focusing on International Baccalaureate Middle Years Programme Sciences objective areas and goal setting.

Research Cited: "How to Understand Locke's SMART Goal Setting Theory." LIVESTRONG.COM. N.p., n.d. Web. 05 Mar. 2013; and "Six Steps to Continuous Improvement of Student Learning." Six Steps to Continuous Improvement of Student Learning. N.p., n.d. Web. 05 Mar. 2013.

Tier: Tier 1

Activity - Communication and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Teachers will work with students to understand Middle Years Programme objectives and command terms (language). Teachers will support students to develop an understanding of MYP rubrics so they can become meaningful tools. Specific lessons will highlight the importance of reflection and goal setting using SMART goal setting protocols. Teachers will conference regularly with students. Teachers will support these activities by using the MYP framework as an overarching philosophy that emphasizes communication, reflection, and goal setting as critical elements within the learning process. Instruction will be differentiated (project-based and technology-based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	General Fund	Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
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Strategy 2:

Scientific Inquiry, Problem Solving, and Application of Knowledge - In working with students, teachers will provide instruction that emphasizes student inquiry, problem-solving opportunities, and unique activities that support real-world application.

Research Cited: Ritchart, Ron et. Al. 2011. Making Thinking Visible; Hassard, Jack. 2000. Science as Inquiry; National Research Council. 2000. Inquiry and the National Science Education Standards; Gardner, Howard. Five Minds for the Future. Boston: Harvard Business School, 2008.

Tier: Tier 1

Activity - Visible Thinking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

Teacher will provide students with opportunities to engage in Visible Thinking Strategies by training all teachers (5th-8th) on Visible Thinking Routines to use visible thinking strategies regularly in science and technology classrooms.	Professional Learning	Tier 1	Implement	08/22/2014	06/16/2015	\$1000	General Fund	Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator; Jill Sloan—IB Middle Years Programme Coordinator; and Jason Rubel—Principal
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Activity - Hands-on Learning and Application of Scientific Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to provide students with hands-on explorations and/or applications of science concepts. Students will use the design cycle to create and explore scientific topics with an emphasis on lab-based activities that require critical thinking. Teachers will familiarize students with the scientific method by developing curriculum that will require students to carry out a complete inquiry-based investigation at least twice each school year.	Direct Instruction	Tier 1	Implement	08/22/2014	06/16/2015	\$1000	General Fund	Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator; Jill Sloan—IB Middle Years Programme Coordinator; and Jason Rubel—Principal

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Activity - Creative Problem Solving in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for creative problem solving by creating time for students to explore ideas based on individual curiosity and skill-sets using the International Baccalaureate Middle Years Programme Approaches to Learning skills and attaching them to specific MYP sciences objectives. Teachers will prepare curriculum that will require students to choose and complete a personal improvement project as part of the way students will demonstrate understanding in science using labs and other project-based learning opportunities to support learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	General Fund	Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal

Measurable Objective 2:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Sciences Criterion or 5th grade students from pre-test assessments to standards-based end-of-unit reporting in Science by 06/16/2015 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP score to a higher score or fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

Strategy 1:

21st Century Assessment - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Jill Sloan (East Hills MYP coordinator), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Research Cited: Brookhart, S. 2013. How to Create and Use Rubrics; Hayes Jacobs, H. 2004. Getting Results with Curriculum Mapping; McTighe, J and Wiggins, G. 2004. Understanding by Design; Vygotsky, L. 1999. Thought and Language; and additional works by Lynn Erickson, Michael Schmoker and Tony Wagner

Tier: Tier 1

Activity - 21st Century Assessment Activity: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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East Hills Middle School

<p>Train 5th-8th grade science teachers in developing 21st century assessments, focusing on MYP Sciences assessments that support science units that emphasize conceptual understanding and student inquiry. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the hands-on lab opportunities to support a range of learners.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Title II Part A</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
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Activity - 21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Sciences criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>

Goal 5: All students at East Hills Middle School will become proficient social scientists.

Measurable Objective 1:

64% of Fifth and Eighth grade students will demonstrate a proficiency on MEAP-Smarter Balanced in Social Studies by 06/16/2015 as measured by MEAP-Smarter Balanced.

Strategy 1:

Linking Middle Years Programme Individuals and Societies Objectives to the Common Core - Social studies teachers will work to build a more focused approach toward the teaching of International Baccalaureate Middle Years Programme Individuals and Societies aims and objectives and applying this learning to Common Core State Standards.

Research Cited: MYP Global Issues; Nonfiction Craft Lessons (Fletcher); Reading Strategies for the Social Studies Classroom (Irvin); Reading Like a Historian (Wineburg); Lou Brookhart; Oakland Schools Social Studies Curriculum; Harvard University Project Zero; Making Thinking Visible (Ritchhart); Issues in Geography Teaching (Fisher and Binns); and Cooperative Learning (Kagan)

Tier:

Activity - Analyzing Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students will be provided with instruction that focuses on analyzing data such as: maps, charts, sources (primary and secondary); and visual images. Teachers will continue to build on curricular units that highlight opportunities to work with data (5th-8th grade map skills; 7th grade MDG project; 6th grade mystery region; 8th grade primary source documents; and working with the East Hills media specialist by emphasizing research and locating reliable sources. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	General Fund	Social Studies Teachers and All Staff (Grades 5-8); Holly Smith---Media Specialist; Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
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Activity - Content Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>Social studies teachers will focus on providing students with rich learning experiences that support students acquisition of knowing and understanding with detailed knowledge of social studies content (6th Grade Foundations of Social Studies; 5th Grade First People to New Government of U.S; 8th Grade Revolution to Reconstruction--US History; 6th Grade Western Hemisphere; 7th Grade Eastern Hemisphere and Text Structures in Nonfiction across all grade levels. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	General Fund	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
Activity - Thinking Critically	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will prepare critical thinking learning opportunities in the subject area of social studies through explicit experiences that stress problem solving and research exercises (5th-8th Grade: Use of Visible Thinking; 6th Grade: Natural Disasters and Global Issues; 7th Grade: Foreign Policy Project; 7th Grade: MDG Project; 8th Grade: Current Issues Debate; 8th Grade: DBQ Investigations; and 8th Grade:Mock Trial). Teachers will support the development of critical thinking skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	General Fund	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will provide students with regular opportunities to communicate their understanding of social studies through the use of collaborative learning exercises, classroom discourse, Socratic seminars, and formal and informal writing tasks, including essay writing. Teachers will support the development of communication skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	General Fund	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
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Measurable Objective 2:

85% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Individuals and Societies Criterion or 5th grade students from pre-test assessments to standards-based end-of-unit reporting in Social Studies by 06/16/2015 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP score to a higher score or fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

Strategy 1:

21st Century Assessment - Teachers will continue professional development in International Baccalaureate Middle Years Programme assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Jill Sloan (East Hills MYP coordinator) and Jason Rubel (BHS District Social Studies Curriculum Coordinator), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Research Cited: Brookhart, S. 2013. How to Create and Use Rubrics; Hayes Jacobs, H. 2004. Getting Results with Curriculum Mapping; McTighe, J and Wiggins, G. 2004. Understanding by Design; Vygotsky, L. 1999. Thought and Language; and additional works by Lynn Erickson, Michael Schmoker and Tony Wagner

Tier: Tier 1

Activity - 21st Century Assessment Activity: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

<p>Train 5th-8th grade social studies teachers in developing 21st century assessments, focusing on MYP Individuals and Societies assessments that support social studies units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1500</p>	<p>Title II Part A</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
<p>Activity - 21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Individuals and Societies criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of instructional delivery that focuses on the application of learning to the real-world to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1500</p>	<p>General Fund</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
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Goal 6: All students at East Hills Middle School will be known and valued.

Measurable Objective 1:

demonstrate a behavior of all East Hills Middle School students being known and valued by 06/16/2015 as measured by qualitative evidence of student engagement.

Strategy 1:

Positive School Culture - A positive school culture will be developed by providing a renewed emphasis on Positive Behavior Interventions and Supports (PBIS) along with providing space for the creation of new and innovative approaches to supporting the creation of a positive school culture for students, families, teachers, and staff. Research Cited: PBIS literature; Marilyn Price Mitchell, Youth Development and Education; Jay B. Marks, Oakland Schools--Social Justice Project and Culturally Responsive Teaching; Marty Chaffee, Oakland Schools--Leadership and Personality Training; Ruby Payne; Glenn Singleton, Courageous Conversations about Race

Tier: Tier 1

Activity - East Hills Spread the Happiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

East Hills Middle School

Random Act of Kindness (initiated by Staff and Students); ID Wall/Symbols/learner profile traits observed put on wall; New International Baccalaureate Middle Years Programme signage; Social Activities for Staff- "Food for Thought"; Revamp Student of the month; Weekly Vodcast about the Lives of East Hills staff; Live Video Announcements Daily; Coffee House Days; Annual Lib Dub - "Happy" - June 2014	Community Engagement	Tier 1	Implement	08/22/2014	06/16/2015	\$250	Other	All East Hills Middle School Staff and Students
Activity - Anti-Bullying Campaign	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Internet Campaign "It Gets Better" (own version); Peer Mentoring (Peer and Middle School to High School-support from counselors and social worker); Work with district police liaison officer and further develop curriculum including social media component aligned and supported by health curriculum; Use of Colorado Climate Survey, Learning Achievement Coalition-Oakland Survey or other surveys	Behavioral Support Program	Tier 1	Implement	08/22/2014	06/16/2015	\$250	Other	All East Hills Middle School Staff and Students
Activity - Advisory Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade former students more involved with fifth-grade students in classrooms; and more focused use of home room and alternative schedules to support school climate; counselors, front office, and staff will further develop and build upon existing safe places for students to reach out to adults when needed; teachers will participate in vertical articulation meetings during transition times beginning and end of school year	Behavioral Support Program	Tier 1	Getting Ready	08/22/2014	06/16/2015	\$250	Other	All East Hills Middle School Students and Staff
Activity - Achievement Gap Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to build upon the work with Jay B. Marks from Oakland Schools with a focus on culturally responsive teaching; further and continue to develop an outside speakers program - Wednesday Winner's Circle with identified speakers each month focused on supporting the achievement of all students; create a monthly focus at staff meetings for addressing achievement gap and school climate concerns (authentic utilization).	Behavioral Support Program	Tier 1	Implement	08/22/2014	06/16/2015	\$250	Other	All East Hills Middle School Staff and Students

Goal 7: All students at EHMS will become proficient in the non-tested subject areas of the MEAP-Smarter Balanced and the MYP subject areas of Language Acquisition; Arts; Design; and

Physical and Health Education or the BHS elementary specials subject areas.

Measurable Objective 1:

85% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 5th grade pre-test assessments to standards based end-of-unit reporting in Practical Living by 06/16/2015 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP score to a higher score or fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

Strategy 1:

21st Century Assessment - Teachers will continue professional development in International Baccalaureate Middle Years Programme assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Jill Sloan (East Hills MYP coordinator), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Research Cited: Brookhart, S. 2013. How to Create and Use Rubrics; Hayes Jacobs, H. 2004. Getting Results with Curriculum Mapping; McTighe, J and Wiggins, G.

2004. Understanding by Design; Vygotsky, L. 1999. Thought and Language; and additional works by Lynn Erickson, Michael Schmoker and Tony Wagner

Tier: Tier 1

Activity - 21st Century Assessment Activity: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 5th-8th grade world language, arts, design, health, and physical education teachers in developing 21st century assessments, focusing on MYP Language Acquisition-, Arts-, Design-, and Physical and Health Education-based assessments that support curricular units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Professional Learning	Tier 1	Implement	08/22/2014	06/16/2015	\$4000	Title II Part A	World Language, Arts, Design, and Health and Physical Education Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal

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Activity - 21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language Acquisition, Arts, Design, and Physical and Health Education criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the student-centered inquiry to support a range of learners.</p>	Teacher Collaboration	Tier 1	Implement	08/22/2014	06/16/2015	\$4000	General Fund	World Language, Arts, Design, Health, and Physical Education Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Achievement Gap Support	Continue to build upon the work with Jay B. Marks from Oakland Schools with a focus on culturally responsive teaching; further and continue to develop an outside speakers program - Wednesday Winner's Circle with identified speakers each month focused on supporting the achievement of all students; create a monthly focus at staff meetings for addressing achievement gap and school climate concerns (authentic utilization).	Behavioral Support Program	Tier 1	Implement	08/22/2014	06/16/2015	\$250	All East Hills Middle School Staff and Students
Advisory Program	Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade former students more involved with fifth-grade students in classrooms; and more focused use of home room and alternative schedules to support school climate; counselors, front office, and staff will further develop and build upon existing safe places for students to reach out to adults when needed; teachers will participate in vertical articulation meetings during transition times beginning and end of school year	Behavioral Support Program	Tier 1	Getting Ready	08/22/2014	06/16/2015	\$250	All East Hills Middle School Students and Staff
Anti-Bullying Campaign	Internet Campaign "It Gets Better" (own version); Peer Mentoring (Peer and Middle School to High School-support from counselors and social worker); Work with district police liaison officer and further develop curriculum including social media component aligned and supported by health curriculum; Use of Colorado Climate Survey, Learning Achievement Coalition-Oakland Survey or other surveys	Behavioral Support Program	Tier 1	Implement	08/22/2014	06/16/2015	\$250	All East Hills Middle School Staff and Students

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East Hills Spread the Happiness	Random Act of Kindness (initiated by Staff and Students); ID Wall/Symbols/learner profile traits observed put on wall; New International Baccalaureate Middle Years Programme signage; Social Activities for Staff- "Food for Thought"; Revamp Student of the month; Weekly Vodcast about the Lives of East Hills staff; Live Video Announcements Daily; Coffee House Days; Annual Lib Dub - "Happy" - June 2014	Community Engagement	Tier 1	Implement	08/22/2014	06/16/2015	\$250	All East Hills Middle School Staff and Students
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Assessment: Teacher Training on MYP Assessment	Train 5th-8th grade mathematics teachers in developing 21st century assessments, focusing on MYP Mathematics and Common Core-based assessments that support mathematics units that emphasize conceptual understanding and student inquiry.	Professional Learning	Tier 1	Implement	08/22/2014	06/16/2015	\$2000	Mathematics Teachers; Sarah McInain-- Mathematics Specialist; Doug Thompson--GERT; Support Staff; Jill Sloan-- International Baccalaureate Middle Years Programme Coordinator ; Heidi Kattula-- Director of Learning Services; and Jason Rubel-- Principal

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<p>Communication and Student Self-Reflection</p>	<p>Teachers and staff will continue to develop a common language for instruction for grades 5-8 so that students are able to gain a rich mathematics vocabulary using the International Baccalaureate Middle Years Programme Command Terms that support Common Core State Standards. Teachers and staff will further monitor and assess the effectiveness of using a bank of student reflection forms by collecting samples of student self-assessments after summative assessments. This data will hopefully show growth particularly when used to score students on the Middle Years Programme Mathematics criterion that focus on Communication and Reflection and Common Core assessment tasks that focus on student communication and reflection skills in the area of math.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Mathematics Teachers (Grades 5-8); Sarah McInnes--Mathematics Specialist; Doug Thompson--GERT; Support Staff; Heidi Kattula--Director of Learning Services; Jill Sloan--IB Middle Years Programme Coordinator ; and Jason Rubel--Principal</p>
<p>21st Century Assessment Activity: Teacher Training on MYP Assessment</p>	<p>Train 5th-8th grade teachers in developing 21st century assessments, focusing on MYP Language and Literature criterion-related and Common Core-based assessments that support writing units that emphasize conceptual understanding and student inquiry both in language arts and across the other content areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2013</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>

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<p>NWEA Mathematics Assessment:Teacher Training on NWEA MAP Reports</p>	<p>Continue to train 5th-8th grade mathematics teachers through professional development and administrative conferencing in how to analyze and evaluate information from NWEA MAP reports regarding each specific student's performance to support classroom instruction aimed at improving mathematical reasoning and other aspects of mathematical teaching and learning, particularly for students in sub-groups that do not perform well on standardized tests.</p>	<p>Evaluation</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Mathematics Teachers (Grades 5-8); Sarah McInnis--Mathematics Specialist; Counselors ; Doug Thompson--GERT Teacher; Support Staff; Media Specialist; Heidi Kattula--Director of Learning Services; Jill Sloan--IB MYP Coordinator ; and Jason Rubel--Principal</p>
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School Improvement Plan

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<p>21st Century Assessment Activity: Teacher Training on MYP Assessment</p>	<p>Train 5th-8th grade teachers in developing 21st century assessments, focusing on MYP assessments and Common Core-based assessments that support reading curriculum and instruction that emphasize conceptual understanding and student inquiry.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$2000</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
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School Improvement Plan

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<p>NWEA Reading Assessment: Teacher Training on NWEA MAP Reports</p>	<p>Train 5th-8th grade reading teachers in language arts and content specific areas how to analyze and evaluate information from NWEA MAP reports regarding each specific student's RIT ranges and Lexile range to support classroom instruction aimed at improving reading comprehension of informational and literary texts.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Counselors ; Support Staff; Christine DiPilato--Director of Learning Services; and Jason Rubel--Principal</p>
<p>21st Century Assessment Activity: Teacher Training on MYP Assessment</p>	<p>Train 5th-8th grade world language, arts, design, health, and physical education teachers in developing 21st century assessments, focusing on MYP Language Acquisition-, Arts-, Design-, and Physical and Health Education-based assessments that support curricular units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$4000</p>	<p>World Language, Arts, Design, and Health and Physical Education Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>

School Improvement Plan

East Hills Middle School

<p>21st Century Assessment Activity: Teacher Training on MYP Assessment</p>	<p>Train 5th-8th grade science teachers in developing 21st century assessments, focusing on MYP Sciences assessments that support science units that emphasize conceptual understanding and student inquiry. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the hands-on lab opportunities to support a range of learners.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator; Jill Sloan—IB Middle Years Programme Coordinator; and Jason Rubel—Principal</p>
<p>21st Century Assessment Activity: Teacher Training on MYP Assessment</p>	<p>Train 5th-8th grade social studies teachers in developing 21st century assessments, focusing on MYP Individuals and Societies assessments that support social studies units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1500</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator; Jill Sloan—IB Middle Years Programme Coordinator; and Jason Rubel—Principal</p>

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Best Practices and Classroom Libraries	There will be continued professional development on reading instruction and assessment, best practices for instruction will be reviewed, and readers' workshop will be more fully implemented in classes across the school. In addition, Catherine Young, the East Hills Reading Specialist, will continue to support teachers with specific professional development in reading to meet the needs of all students with special emphasis on students who are not performing well in the classroom and on standardized tests. Classroom libraries will be supported to address the specific needs of the learners in each classroom.	Professional Learning	Tier 2	Implement	08/22/2014	06/16/2015	\$1500	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel--Principal
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General Fund

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

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21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Plan, implement, and reflect on MYP task-specific assessments for all MYP Mathematics criterion and Mathematics Common Core State Standards, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples of student work with each other and building administration that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.	Teacher Collaboration	Tier 1	Implement	08/22/2014	06/16/2015	\$2000	Mathematics Teachers (Grades 5-8); Sarah McInnis--Mathematics Specialist; Doug Thompson—GERT; Support Staff; Heidi Kattula--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel--Principal
Thinking Critically	Teachers will prepare critical thinking learning opportunities in the subject area of social studies through explicit experiences that stress problem solving and research exercises (5th-8th Grade: Use of Visible Thinking; 6th Grade: Natural Disasters and Global Issues; 7th Grade: Foreign Policy Project; 7th Grade: MDG Project; 8th Grade: Current Issues Debate; 8th Grade: DBQ Investigations; and 8th Grade:Mock Trial). Teachers will support the development of critical thinking skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal

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<p>Hands-on Learning and Application of Scientific Knowledge</p>	<p>Teachers will continue to provide students with hands-on explorations and/or applications of science concepts. Students will use the design cycle to create and explore scientific topics with an emphasis on lab-based activities that require critical thinking. Teachers will familiarize students with the scientific method by developing curriculum that will require students to carry out a complete inquiry-based investigation at least twice each school year.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
<p>Emphasis on Revision</p>	<p>Teachers and staff will focus on a number of instructional practices that concentrate on writing about writing (reflecting); conferencing with both teacher and peers; peer review; redo's (teacher/peer guided); checklists; mentor text for modeling; and mini lessons on specific skills. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>

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<p>21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners both in language arts and across the other content areas.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
<p>21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Sciences criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>

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<p>21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language Acquisition, Arts, Design, and Physical and Health Education criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the student-centered inquiry to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$4000</p>	<p>World Language, Arts, Design, Health, and Physical Education Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
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<p>Comprehension Strategies</p>	<p>Teacher will work with students to further develop their comprehension strategies by monitoring conversation – the inner conversation; activating and connecting to background knowledge; questioning; visualizing; inferring; determining importance; summarizing and synthesizing. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel--Principal</p>
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<p>21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$2000</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
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School Improvement Plan

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<p>Instructional Practices that Support Pre-Writing, Organizing, Editing, and Creativity in Writing</p>	<p>Teachers and staff will focus making the writing process enjoyable and a place that supports student creativity. Teacher will use a number of instructional techniques to support pre-writing, organizing, and editing (daily journals; student choice in writing; peer sharing of writing; house/hamburger graphic organizer; formal outlines/box bullets; inspiration software—creates graphic organizers; read-write-think graphic organizers; reorganizing graphic organizers; masterpieces/million dollar sentences; critical review and identification of other authors' works; planning pages (Atwell); process approach--prewriting; focusing ideas; evaluating, structuring, editing; daily oral language; dictation; mentor texts; teacher conferences individual lessons; and "No Excuse" words. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
<p>Communication</p>	<p>Teachers will provide students with regular opportunities to communicate their understanding of social studies through the use of collaborative learning exercises, classroom discourse, Socratic seminars, and formal and informal writing tasks, including essay writing. Teachers will support the development of communication skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$500</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>

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Investigating Patterns in Mathematics	Teachers and staff will continue to implement the use of a number of instructional structures including the use of technology that can be used to support instruction and offer students problem-solving opportunities (Smarter Balanced-based, TenMarks-based, and ACT Explore-based) that will provide students with learning experiences where students develop the ability to find a pattern (or patterns) in different ways and apply that knowledge to real-world circumstances. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$2000	Mathematics Teachers (Grades 5-8); Sarah McInnis--Mathematics Specialist; Doug Thompson--GERT; Support Staff; Heidi Kattula--Director of Learning Services; Jill Sloan--IB Middle Years Programme Coordinator ; and Jason Rubel--Principal
21st Century Assessment Activity: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Plan, implement, and reflect on MYP task-specific assessments for all MYP Individuals and Societies criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of instructional delivery that focuses on the application of learning to the real-world to support a range of learners.	Teacher Collaboration	Tier 1	Implement	08/22/2014	06/16/2015	\$1500	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal

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Close Reading	<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Select short text passages 2. Design the lesson so students reread several times 3. Prepare questions in advance that will facilitate the information students need from the reading 4. Construct a series of tasks that will require students to read the messages several times 5. Have students read the text independently and annotate the text (highlight, underline, or circle powerful words or phrases or those that are confusing) 6. Lead a short discussion about student impressions, initial observations, and confusions 7. Read aloud and model the text using think alouds 8. Discuss the text (students discuss first) 9. Ask text-dependent questions using a Question Answer Relationship (QAR) framework <ol style="list-style-type: none"> a. Move from text-explicit to text-implicit questions (right there, think & search, author & you, on your own) b. Steer student attention as needed to evidence in the text 	Implementation	Tier 1	Implement	09/02/2014	06/16/2015	\$1500	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Doug Thompson—GERT; Support Staff; Christine DiPilato--Director of Learning Services; Jill Sloan--IB Middle Years Programme Coordinator ; and Jason Rubel--Principal</p>
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Content Mastery	Social studies teachers will focus on providing students with rich learning experiences that support students acquisition of knowing and understanding with detailed knowledge of social studies content (6th Grade Foundations of Social Studies; 5th Grade First People to New Government of U.S; 8th Grade Revolution to Reconstruction--US History; 6th Grade Western Hemisphere; 7th Grade Eastern Hemisphere and Text Structures in Nonfiction across all grade levels. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
Communication and Goal Setting	Teachers will work with students to understand Middle Years Programme objectives and command terms (language). Teachers will support students to develop an understanding of MYP rubrics so they can become meaningful tools. Specific lessons will highlight the importance of reflection and goal setting using SMART goal setting protocols. Teachers will conference regularly with students. Teachers will support these activities by using the MYP framework as an overarching philosophy that emphasizes communication, reflection, and goal setting as critical elements within the learning process. Instruction will be differentiated (project-based and technology-based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal

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<p>Problem Solving and Reasoning</p>	<p>Teachers and staff will continue to implement formative and summative assessments and class work (workshop model and project-based learning) that concentrate on problem solving and real-world scenarios where students will look at a completed problem and critique the reasoning found in the problem. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$2000</p>	<p>Mathematics Teachers (Grades 5-8); Sarah McInnes--Mathematics Specialist; Doug Thompson--GERT; Support Staff; Heidi Kattula--Director of Learning Services; Jill Sloan--IB Middle Years Programme Coordinator; and Jason Rubel--Principal</p>
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Analyzing Data	Students will be provided with instruction that focuses on analyzing data such as: maps, charts, sources (primary and secondary); and visual images. Teachers will continue to build on curricular units that highlight opportunities to work with data (5th-8th grade map skills; 7th grade MDG project; 6th grade mystery region; 8th grade primary source documents; and working with the East Hills media specialist by emphasizing research and locating reliable sources. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2015	\$500	Social Studies Teachers and All Staff (Grades 5-8); Holly Smith---Media Specialist; Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal
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<p>Visible Thinking Strategies</p>	<p>Teacher will provide students with opportunities to engage in Visible Thinking Strategies by training all teachers (5th-8th) on Visible Thinking Routines to use visible thinking strategies regularly in science and technology classrooms.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/16/2015</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>
<p>Creative Problem Solving in Science</p>	<p>Teachers will provide opportunities for creative problem solving by creating time for students to explore ideas based on individual curiosity and skill-sets using the International Baccalaureate Middle Years Programme Approaches to Learning skills and attaching them to specific MYP sciences objectives. Teachers will prepare curriculum that will require students to choose and complete a personal improvement project as part of the way students will demonstrate understanding in science using labs and other project-based learning opportunities to support learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/16/2015</p>	<p>\$500</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Jill Sloan—IB Middle Years Programme Coordinator ; and Jason Rubel—Principal</p>