



School Improvement Plan

Bloomfield Hills High 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?

Bloomfield Hills High School is a comprehensive suburban high school of approximately 1635 students in grades 9-12. We occupied a brand new high school facility in the fall of 2015 located at 4200 Andover Road. The new high school campus incorporates both the main campus building and Model Center. Key design features of the new building include learning communities, distributed dining, and advanced technology. Our programming supports the district's ten guiding principles and our building cornerstones of relationships, authentic learning, responsibility and ownership, and innovation.

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

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

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

School's Purpose

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

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

District 10 Guiding Principles

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

Bloomfield Hills High School Cornerstones

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

- Relationships
- Authentic Learning
- Innovation
- Responsibility and Ownership

Learning Communities embody our four cornerstones through:

- Having shared core teachers and classmates in learning communities comprised of 125-150 students foster stronger, more meaningful relationships between students, teachers, parents, and administrators and a more culturally-responsive environment.
- Learning Communities allow for teachers to develop and implement stronger interdisciplinary units and lessons with common, overarching goals and unit questions, ensuring that students experience authenticity in their learning and make connections across multiple subjects.
- Both students and teachers have the opportunity for a higher level of innovation--time and resources will be more readily available to support this innovation.
- The community model will grant students a sense of ownership of their learning environment--this will increase their level of personal responsibility as well.

Ninth Grade Learning Communities

Each of the three ninth grade learning community will offer math, science, social studies and English. Students will travel outside their learning community for other curriculum offerings and academic support in English and Algebra 1.

Tenth Grade Learning Communities

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

Eleventh and Twelfth Grade Learning Communities

Upper level learning communities will be designed and developed in the future, including Model Center.

Notable Achievements and Areas of Improvement

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

The school's first year (2013-2014) was spent primarily on the transition of students together from the former Lahser and Andover high schools. The notable highlight of the high school was the development of learning communities for 9th and 10th grade for the 2014-2015 school year. This included extensive research on the topic, site visits and ultimately the development of several faculty lead committees for implementation. This included a 35 member learning committee made up of teachers and building administrators which developed three subcommittees: Learning Community Design, Shared Governance and Climate and Culture. The highlight of the collective work was the whole school development of cornerstones, a learning community design model for 9th and 10th grades and an evolving shared governance structure.

The 2015-16 school year saw the successful initial implementation of three 9th grade and four 10th grade learning communities. This included the successful implementation of bring your own device (BYOD) program.

From the recent external review, the following were areas of accomplishments:

- A variety of challenging curriculum options are provided for all students.
- Media staff provides a wide range of resources to support student learning.
- The building mission is based upon 4 Cornerstones the staff identified as the foundation for the instructional core within learning communities.

Areas of Improvement include:

- Lack of parental understanding of 21st century educational process (skills over content) (District and Building)
- Meeting the needs of all learners (District and Building)
- Curriculum mapping of instructional spaces to maximize instruction

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

From the recent external review, the following were areas for improvement:

- Create and use a clearly articulated, vertically-aligned curriculum in a single platform to ensure the continuous improvement of teaching and learning.
- Design a plan for implementation of initiatives that reflects a manageable number and pace.
- Provide professional development to establish a systemic process that uses multiple data sources to drive instructional decision making, identify achievement gaps, and formulate instructional targets.

Next Steps:

As learning communities develop, the future design process will involve:

- development of a BHHS graduate profile
- Clear missions and shared expectations for each learning community through a comprehensive four year plan

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- Discussion of alternative scheduling models to maximize student mastery of content and skills
- Reorganization of Curriculum Night and Parent-Teacher Conferences with focus on core classes in the learning communities
- Continued training for staff in the areas of Equity and Inclusion.
- Continued work on developing a Climate and Culture which supports our four cornerstones as a building.

Additional Information

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

93.2% of the graduating class will attend college in the fall.

\$4,848,300 scholarship dollars were offered to the senior class this past year.

Our Band and Orchestra received the highest ratings at MSBOA competitions.

Bloomfield Hills Schools named 2015 Best Communities for Music Education.

Bloomfield Hills High School earned Green School Award

Implementation of Global Champions and Institute for Healing Racism, two high impact programs, focusing on creating a cultural responsive school district for our community.

Numerous Art students won numerous Scholastic Art competition regional and national awards

2015-16 Forensics Team were State Champions

2015-16 Model UN won top state honors

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.

Development of the School Improvement Plan team, as well as the SIP data team to help facilitate the academic planning process. Survey data was obtained from students, staff and parents.

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

School Improvement Plan team members, 9th and 10th grade Learning Community team members, all School staff completed school improvement surveys.

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

Communication methods included: School Improvement Plan posted on website and updates through various communication resources. Professional development planning and different organizational meetings including PTO and PAC.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

The following are enrollment totals for the last three years:

2013-14: 1501

2014-15: 1499

2015-16: 1651

Enrollment has overall remained stable. Middle eastern and Asian student sub populations continue to grow.

Student Demographic Data

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

We continue to try and reduce tardiness and late unexcused absences as denoted in our attendance policy.

Student Demographic Data

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

The following challenge has been identified:

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

Student Demographic Data

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

The administration, School Improvement team, and Learning Community Council continue to develop new strategies to support a diversity of student learners. This includes building a culturally responsive environment that ensures every student is valued. Our Global Education Team and Principal's Advisory Committee will also be supporting these efforts.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

We have had a number of retirements recently of certified teachers although many of these teachers were not replaced due to budget constraints. The core of our administrative and teaching staff have taken part in a transformation of our building culture and instructional program as we transition into learning communities and a shared governance model.

Many new teachers are hired with multiple certifications to help provide maximum flexibility in supporting students in various content areas.

Teacher/School Leader(s) Demographic Data

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

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

Professional development plans includes developing a student growth mindset for teachers and staff.

Teacher/School Leader(s) Demographic Data

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

The high school administrative team over the last three years was involved in building of the new high school and spent a significant amount of time in transition activities as a result. Impact has been, as identified through surveys, to making sure climate and culture are organizational and leadership priorities.

Teacher/School Leader(s) Demographic Data

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

In our even/odd day block schedule, absences can have a significant impact. We will continue to utilize prep periods, after school and non-student attendance days for professional development.

Teacher/School Leader(s) Demographic Data

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

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

Process Data

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

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

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

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

Standard 3:

Indicator 3.2

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

Indicator 3.7

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

Standard 5:

Indicator 5.1,

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

Indicator 5.2

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

Indicator 5.3

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

12. How might these challenges impact student achievement?

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

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

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

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

Student with disabilities are identified through local and state assessment data for targeted interventions in the least restricted environment. We use a multi-tiered system of supports to help students.

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

Students have extended learning opportunities through various programs including advisory period and on-line support. These opportunities are available to all students. the 2016-17 school year will include a tutoring center during advisory for all students located in the Media Center.

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

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

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

Assessment data in many core content areas are aligned to state content standards through Atlas. Progress monitoring of assessment data indicates partial to full implementation of state standards. Curriculum Area Leaders (CALs) are working with building and central administration to support vertical and horizontal alignment.

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

Not applicable

Achievement/Outcome Data

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

19a. Reading- Strengths

PSAT -9: 87 % met English, Reading and Writing benchmarks

PSAT 10: 89% met English, Reading and Writing benchmarks

SAT (Spring testing): 79% met English, Reading and Writing benchmarks

Students are provided with a variety of opportunities to read engaging and relevant literature. A combination of literature is provided, ranging from fiction to informational text. Students who need support are given the support through intervention classes, taught by their ELA teacher, in order to improve their skills. Students are able to identify themes in literature, have access and use multi-media material to assist them. There is also an awareness of connections between fiction and non-fiction, rhetoric, emerging writer's voice, awareness of voice in other texts, awareness of conventions of English (at some levels).

19b. Reading- Challenges

Students have experienced challenges in reading as it relates to the use of sophisticated vocabulary and reading comprehension of sophisticated texts. There are strategies that teachers use in the classroom to provide students with assistance in their areas of weakness.

19c. Reading- Trends

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There appears to be a lack of problem solving skills (students are quickly frustrated and aren't sure where to go next). Additionally, there is too much reliance on technology (not being engaged during class), not meeting due dates, lack of respectful behavior (with peers and adults) and too much of a focus on grades. These trends act as a detriment to students and their success.

19d. Reading- Summary

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

The School Improvement Plan will address many of the challenges noted by:

- Promoting a student growth mindset
- Aligning curriculum in the English department
- Content Area Leaders working with teachers to address curricular needs
- Continued use of intervention classes to address learning gaps

20a. Writing- Strengths

Students are able to demonstrate writing proficiency through a variety of assignments in grades 9-12, where they are given the opportunity to write:

- for specific audiences
- on specific tasks
- use and write within the dictates of rubrics
- awareness of ELA conventions of writing (grammar)
- development of their own voice in writing.

20b. Writing- Challenges

Students are challenged in writing as it relates to:

- organization (paragraphing)

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- vocabulary usage
- proofreading/editing skills
- submitting polished writing pieces
- using examples to support their opinions
- understanding appropriate register (especially formal versus informal writing tasks)

20c. Writing- Trends

The trend of using rubrics (and supplying those to students before the writing assignment) has proved to assist students as they write for a variety of assignments.

20d. Writing- Summary

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

Teachers will work on curriculum alignment, which will give students the opportunity to improve their skills across the ELA content area. Additionally, intervention courses will also support students in addressing their current writing challenges.

21a. Math- Strengths

PSAT-9: 70% of students met Math benchmarks

PSAT-10: 74% met students met Math benchmarks

Students are comfortable looking at mathematics from multiple perspective, including algebraic, numerical and graphical approaches. They also receive a lot of experience with problem solving and applications. Specifically, Relationships regarding Bi variate data and also probability and order of operation as documented on state assessment are areas of strength.

21b. Math- Challenges

Many students have weak number sense (thinking about number size, fractions, decimals, percents) which affects their ability to comprehend more abstract and advanced concepts.

21c. Math- Trends

Students are increasingly comfortable working with challenging/complex problems.

On average, however, student ability to take quality notes, pose question in class, manage their own understanding of a topic and access teacher-provided resources to support their learning are areas of continued improvement.

21d. Math- Summary

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

1. Implementation of interventions classes for identified students.
2. Realignment of curriculum and assessment development for Geometry and Algebra classes.
3. Teachers will be trained in Culturally Responsive Teaching methods to support student learning in mathematics.

22a. Science- Strengths

2016 M-Step Assessment and local survey data indicate a high level of student success in life sciences (specifically Biology) including understanding living systems and the environment.

In addition, assessment data indicates proficiency in Inquiry and Reflection. This is also affirmed through creativity when students are given open ended questioning on many student centered activities.

22b. Science- Challenges

2016 M-Step data indicates Earth Science as an area of focus. Specifically, Geology is an area for further improvement and targeted support.

22c. Science- Trends

Making/interpreting graphs is an area of continued focus. Additionally, local data suggests inquiry remains an improvement priority. In addition, the understanding of chemistry concepts has also been identified (including using the requisite math and problem solving skills).

22d. Science- Summary

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

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

Professional development will include working with Content Area Leaders to align curriculum to NGSS standards including development of local authentic assessments aligned with these standards.

Ultimate re-alignment of science course sequencing will be considered in order to fully implement and meet new NGSS requirements.

23a. Social Studies- Strengths

2016 M-Step state assessments show strengths in U.S. History and Geography as well as Civics.

23b. Social Studies- Challenges

Challenges includes World History & Geography as identified on state assessments.

23c. Social Studies- Trends

Students continue to be successful in United States History and Civics.

23d. Social Studies- Summary

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

tiered instruction if appropriate.

We will continue to review local and state assessment data and make necessary changes in curriculum alignment.

Perception Data

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

24a. Student Perception Data

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

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

In addition, learning community surveys indicated a high level of satisfaction for the new facility and programming

24b. Student Perception Data

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

Advisory period and more time for clubs were cited as two areas for improvement.

24c. Student Perception Data

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

We are looking to review advisory procedures through our Student Global Education Team and also look at expanding student voice in school governance.

25a. Parent/Guardian Perception Data

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

Curriculum and programs continue to rank highest among parents. In addition, recent survey data indicated a high approval rating for the new high school facility.

25b. Parent/Guardian Perception Data

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

25c. Parent/Guardian Perception Data

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

We will look at scheduling efficiencies this coming school year including programming and scheduling of Advisory period. In addition, we continue to train building stakeholder in the Global Champions and Healing Racism Institutes as part of our equity and inclusion efforts.

26a. Teacher/Staff Perception Data

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

Facilities (i.e new building). This includes environmental conditions. This also includes using different instructional spaces.

Working in LC teams which includes grade level team collaboration

Being in one building

More opportunities for collaboration

26b. Teacher/Staff Perception Data

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

Trust and communication with administration. Concern for enforcement of school rules and policies including discipline and attendance.

Communication is also another issue along of equity (location/expectations).

Lack of department time was cited as an area of concern as well.

26c. Teacher/Staff Perception Data

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

Department time and grade level collaboration time will be scheduled once a month for the 16-17 school year. The Climate and Culture Committee of the Learning Community Council will be revisiting and making recommendations for our current attendance policies.

Responsibilities of the building administrative team will also be restructured to help increase communication and support to staff.

27a. Stakeholder/Community Perception Data

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

New Building including learning communities.

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Standard 1: Purpose and Direction

Standard 3: Teaching and Assessing Learning

Standard 4: Resources and support

27b. Stakeholder/Community Perception Data

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

Communication and consistent implementation of policies around equity and inclusion

27c. Stakeholder/Community Perception Data

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

We continue to train staff and parents in our Global Champions and Healing Racism programming, In addition our Global Education Team continues to support equity and inclusion efforts through targeted help and support.

Summary

28a. Summary

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

Demographic Data: Enrollment remains stable. We have seen increase in several sub-group populations.

Achievement outcomes: We continue to exceed state averages on SAT, PSAT-9, and PSAT-10 assessments. M-Step scores reflect a need to improve especially in the area of Science.

Perception Data: Stakeholders continue to have high level of satisfaction with academic programming and curriculum. Stakeholders also have a high level of satisfaction in our new building. Equity and Inclusion along with efforts in the area of Climate and Culture will be a priority focus for next school year.

28b. Summary

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

These challenges may create a lack of student ownership, engagement, and potential academic gaps in learning.

28c. Summary

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

We will address these in both organizational and academic goals with the school improvement plan. These goals include:

Improving Proficiency in Math

Improving Reading, Writing and Critical Thinking Skills

All students will become proficient in their use of Technology

All BHHS Curriculum will be aligned

All BHHS teachers will develop a student growth mindset

To develop and inclusive climate and culture.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Local, state and national standardized testing (NWEA) utilized.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.bloomfield.org/parents-students/school-improvement-plans	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Available for review in school counseling office	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Policies listed on district website, student and employee handbooks.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Christine Barnett, Assistant Superintendent for Human Resources Bloomfield Hills District Office 7273 Wine Lake Road Bloomfield Hills, MI 48301 248-341-5427	

School Improvement Plan

Bloomfield Hills High School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

School Improvement Plan 16-17

Overview

Plan Name

School Improvement Plan 16-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will increase their proficiency in Math	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$0
2	All students will increase their proficiency in Reading, Writing, and Critical Thinking	Objectives: 3 Strategies: 6 Activities: 7	Academic	\$25500
3	All students and staff will become proficient in the current use of technology.	Objectives: 3 Strategies: 5 Activities: 10	Organizational	\$14000
4	All BHHS Curriculum will be aligned	Objectives: 3 Strategies: 7 Activities: 16	Organizational	\$10500
5	All BHHS staff will develop a student growth mindset.	Objectives: 2 Strategies: 4 Activities: 9	Organizational	\$0
6	To have an inclusive, positive climate and culture	Objectives: 2 Strategies: 7 Activities: 15	Organizational	\$151000
7	All students will become proficient in application of the Scientific Method	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

Goal 1: All Students will increase their proficiency in Math

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Economically Disadvantaged and English Learners students will demonstrate a proficiency in achieved college and career readiness benchmarks in Mathematics by 06/09/2017 as measured by Proficiency on summative state and local assessments.

Strategy 1:

Algebra I Support - 9th grade students identified for Algebra I support will have an additional 45 minutes (or more) with a highly qualified Math teacher through a support block.

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

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teacher will use common preparatory time to communicate and plan with the Algebra I instructional team.	Professional Learning	09/08/2015	06/09/2017	\$0	No Funding Required	All Algebra I teachers, building administration, and district learning services team.

Activity - Identifying students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school uses a diagnostic method of identifying students for participation in Algebra I support. Students are recommended for the course if they (1) score 30% or more below average on the NWEA diagnostic, (2) are identified by the building instructional team or (3) are recommended by their previous mathematics teacher.	Academic Support Program	06/10/2016	06/09/2017	\$0	No Funding Required	Building instructional team, Administrative team and math department.

Strategy 2:

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

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

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Geometry intervention teacher will share a prep with tenth grade geometry instructors. This time will be used to coordinate activities and discuss individual student performance.	Professional Learning	09/02/2014	06/15/2015	\$0	No Funding Required	Geometry teachers, building administration , and district learning services team.
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Activity - Identifying students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school uses a diagnostic method of identifying students for participation in Algebra I support. Students are recommended for the course if they (1) score 30% or more below average on the NWEA diagnostic, (2) are identified by the building instructional team or (3) are recommended by their previous mathematics teacher.	Academic Support Program	06/14/2016	06/09/2017	\$0	No Funding Required	Building instructional team, Administrative team and math department.

Measurable Objective 2:

75% of Eleventh grade students will demonstrate a proficiency in Common Core Math Standards in Mathematics by 06/08/2018 as measured by Achievement on state mandated standardized testing / SAT.

Strategy 1:

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

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

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

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

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Activity - Monthly Department Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet after school once a month to discuss curriculum and alignment issues within the department.	Academic Support Program	09/06/2016	06/09/2017	\$0	No Funding Required	Members of mathematics department

Strategy 2:

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

Research Cited: Oakland Schools

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

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

Measurable Objective 1:

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

Strategy 1:

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

Research Cited: MDE

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

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

Strategy 2:

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

Research Cited: Various

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

Measurable Objective 2:

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

Strategy 1:

Reading Fluency and Decoding - Fountas and Pinnell program to be implemented to help improve reading fluency and decoding skills.

Research Cited: Oakland Schools

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

Strategy 2:

Reading Comprehension - To develop a variety of research based strategies to help all students with disabilities improve their reading comprehension.

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Research Cited: Various

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

Measurable Objective 3:

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

Strategy 1:

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

Research Cited: International Baccalaureate Programme

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

Strategy 2:

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

Research Cited: Harvard Visible Thinking

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

Goal 3: All students and staff will become proficient in the current use of technology.

Measurable Objective 1:

demonstrate a proficiency for staff use of technology as determined by the Digital IQ Qualtrics tool. by 06/15/2018 as measured by an overall growth in the proficiency of technology use of teachers..

Strategy 1:

Determine teachers current technology proficiency level - We will determine teachers starting technology proficiency level as determined by the Digital IQ Qualtrics tools.

Activity - Develop the Digital IQ Qualtrics tool.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with the district Information Services and Learning Services departments, a tool to determine the current proficiency level in technology will be developed. This tool is current called Digital IQ Qualtrics.	Professional Learning, Technology	09/06/2016	06/16/2017	\$5000	District Funding	High School Building Administration , Information Services, Learning Services, High School Faculty

Activity - Administer Digital IQ Qualtrics to staff.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once the Digital IQ Qualtrics tool is developed, it will be administered to the faculty.	Professional Learning, Technology	09/06/2016	06/15/2018	\$0	No Funding Required	Information Service and building faculty and staff.

Strategy 2:

Develop Plan to increase technology proficiency of staff. - Once the technology proficiency level of staff has been determined, a committee will be formed to create a plan to move every staff member forward on the Digital IQ Qualtrics scale.

Activity - Form committee to develop plan for increasing staff proficiency.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee comprised of faculty, training experts, Information Services and building and district administration will be formed to analyze the results of the Digital IQ Qualtrics tool. After seeing where are faculty currently are in terms of tech proficiency, they can create a viable plan to increase their expertise.	Professional Learning, Technology	09/05/2017	06/14/2019	\$0	No Funding Required	Building faculty and administration in conjunction with Information Services.

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Activity - Create Professional Development Plan for increase technology proficiency.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan, schedule and implement targeting professional development to meet faculty where they are technologically and move them forward in proficiency.	Professional Learning, Technology	09/05/2017	06/14/2019	\$3000	District Funding	Building faculty and administration in conjunction with Information Services.

Measurable Objective 2:

demonstrate a proficiency demonstrate a proficiency for student use of technology as determined by the Digital IQ Qualtrics tool. by 06/15/2018 as measured by an overall growth in the proficiency of technology use of students..

Strategy 1:

Determine students current technology proficiency level - We will determine students starting technology proficiency level as determined by the Digital IQ Qualtrics tools.

Activity - Develop the Digital IQ Qualtrics tool.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with the district Information Services and Learning Services departments, a tool to determine the current proficiency level in technology will be developed. This tool is current called Digital IQ Qualtrics.	Technology	09/06/2016	06/16/2017	\$5000	District Funding	Building administration , Information Services, Building staff and Learning Services

Activity - Administer Digital IQ Qualtrics tool to students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once the Digital IQ Qualtrics tool is developed, it will be administered to the student body.	Technology	09/06/2016	06/15/2018	\$0	No Funding Required	Building administration and Information Services.

Strategy 2:

Develop Plan to increase technology proficiency of students. - Once the technology proficiency level of staff has been determined, a committee will be formed to create a plan to move every staff member forward on the Digital IQ Qualtrics scale.

Activity - Form committee to develop plan to increase student efficiency.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A committee comprised of faculty, training experts, Information Services and building and district administration will be formed to analyze the results of the Digital IQ Qualtrics tool. After seeing where are students currently are in terms of tech proficiency, they can create a viable plan to increase their expertise.	Technology	09/06/2016	06/15/2018	\$0	No Funding Required	Building faculty and administration in conjunction with Information Services.
Activity - Create and offer integrated disciplinary lessons to support technology improvement plan.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan, schedule and implement targeted integrated disciplinary lessons to meet students where they are technologically and move them forward in proficiency.	Technology	09/05/2017	06/14/2019	\$1000	District Funding	Building faculty and administration in conjunction with Information Services.

Measurable Objective 3:

demonstrate a proficiency in the use of collaboration and communication tools by staff in the building. by 06/15/2018 as measured by local survey data.

Strategy 1:

Professional Development and Training of Staff - Staff in the building will participate in Professional Development focusing on 2 of the 4 C's of 21st Century Learning - Collaboration and Communication. PD will be developed and offered in small chunks throughout the school year to maximize retention and use in the classroom.

Activity - Google Drive Refresher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD will be developed and offered on Google Drive with specific focus on communication and collaboration with stakeholders throughout the district. A goal is to offer two versions - basic and advanced.	Professional Learning, Technology	09/06/2016	06/15/2018	\$0	No Funding Required	Building faculty and administration
Activity - Develop and offer training on technology tools that support communication and collaboration.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and offer training on technology tools that specifically support communication and collaboration (outside of Google Drive).	Professional Learning, Technology	09/06/2016	06/15/2018	\$0	No Funding Required	Building faculty and administration

Goal 4: All BHHS Curriculum will be aligned

Measurable Objective 1:

collaborate to align all curriculum between sections of a course by 06/08/2018 as measured by continuity of assignments and assessments across sections of a course.

School Improvement Plan

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Strategy 1:

Data Warehousing - Faculty will share curriculum documents using ATLAS course management system and Google Drive.

Activity - Updating ATLAS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will update the courses they teach on ATLAS course management system to reflect changes in curriculum and include documents like end-of course exams that are common to each section of a course.	Technology	09/06/2016	06/08/2018	\$0	District Funding	All instructional staff
Activity - Sharing documents using Google Drive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each course will have a shared google drive folder accessible by all teachers of that course. Faculty will use google drive to share planning documents, course notes, assignments and assessments. Faculty will update google drive for each unit.	Technology	09/08/2015	06/08/2018	\$0	District Funding	All instructional staff
Activity - Curriculum Area Leader Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum area leaders will support teachers in their respective departments to align curriculum within a course.	Policy and Process	09/06/2016	06/08/2018	\$0	District Funding	Content area leaders

Strategy 2:

Planning - The school will provide opportunities for collaborative planning time for teachers of a common course in and outside of the school day.

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will be designed so that, whenever possible, teachers of a common course will share at-least one of their two preparatory periods. Teachers will use this time to write curriculum, plan lessons and prepare common assessments.	Policy and Process	09/06/2016	06/08/2018	\$0	No Funding Required	Associate principles in charge of master schedule. Most of instructional staff.
Activity - Collaborative curriculum requests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide time either during the school day or during the summer will pay for the development of course curriculum.	Professional Learning	06/17/2016	06/08/2018	\$10000	District Funding	Staff that request time based on the needs of course curriculum work.

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Activity - Development of common standards document for each course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of each course will develop a document detailing the topics covered in the course and the common core standards that they meet.	Policy and Process	09/06/2016	06/08/2018	\$0	No Funding Required	All instructional staff

Activity - Assessment alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students taking a particular course will take a common end-of course examination. End-of-course exams will be revised to meet current course objectives and standards.	Policy and Process	09/06/2016	06/08/2018	\$0	District Funding	All instructional staff

Measurable Objective 2:

collaborate to to align curriculum vertically within content areas by 06/08/2018 as measured by a comprehensive inventory of common core standards by department.

Strategy 1:

Atlas Rubicon - Teachers will enter the common core state standards into Atlas Rubicon.

Activity - House curricular components of high school courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will enter the common core standards and associated activities into Atlas Rubicon.	Professional Learning	09/01/2015	06/08/2018	\$0	District Funding	All high school common core area teachers.

Strategy 2:

Departmental curriculum support - Department members will work, in conjunction with their Content Area Leader (CAL), to align curriculum within their departments.

Activity - Curriculum area leaders support their departments to help align curriculum with departments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CALs will work with their department members during various points of the school year (pull outs, department meetings, summer work) to ensure that curriculum is aligned across the department.	Professional Learning	05/01/2016	06/08/2018	\$0	District Funding	All core curriculum area teaching staff.

Activity - Development of Department Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide time for department teaching staff to work together in order to align curriculum.	Professional Learning	09/06/2016	06/08/2018	\$0	No Funding Required	Building administrators will work with CALs and teaching staff to ensure that time is allotted for department members to work together in order to coordinate curriculum alignment.
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Strategy 3:

Align grading procedures with content expectations - Teaching staff will work within the procedures set forth in their syllabus and other content related documents in order to align grading practices and procedures across the content area.

Activity - Implement common grading/assessment guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assemble a group of teachers to review current grading and assessment processes in order to align grading/assessment procedures.	Policy and Process	09/06/2016	06/08/2018	\$0	No Funding Required	All teaching staff, working in conjunction with building administration and CALs.

Measurable Objective 3:

collaborate to align curriculum horizontally across content areas by 06/08/2018 as measured by a common set of expectations for skills and procedures across grade/ability levels..

Strategy 1:

9th/10th grade learning communities - Each students at BHHS in the 9th or 10th grade is a member of a learning community. The learning community is comprised of 120 to 125 students of the same grade level who take their English, social studies, math and science courses together. Each learning community is managed by the teachers of those four course courses and supported by a building administrator, counselor and directed studies staff member. The learning community creates an environment where teachers of course courses can work together to align curriculum horizontally by highlighting common themes, combining classes, developing interdisciplinary lessons and balancing student workload across courses.

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The four teachers in a learning community will have a common preparatory period during which they can prepare interdisciplinary lessons and discuss common policies for their group of 120-125 students.	Policy and Process	09/08/2015	06/08/2018	\$0	No Funding Required	Teachers in 9th and 10th grade learning communities.
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Activity - Grade level meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at the 9th grade level will meet monthly to discuss curriculum, policy and procedures within their respective learning communities. Teachers at the 10th grade level will do the same.	Policy and Process	09/06/2016	06/08/2018	\$0	No Funding Required	Teachers at the 9th and 10th grade levels.

Strategy 2:

Middle Years Program - All courses at the 9th and 10th grade level participate in International Baccalaureate' middle-years program. Teachers use a common set of rubrics to measure student progress as well as a common approach to learning.

Activity - Implementation of the new MYP approaches to learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IB has updated and altered its approaches to learning to be (1) communication, (2) social, (3) self-management, (4) research and (5) thinking. Teachers at the 9th and 10th grade level across courses will implement these approaches into their instruction and assessment. Teachers will learn more about these approaches monthly in meetings with the school's MYP coordinators.	Policy and Process	09/06/2016	06/08/2018	\$500	General Fund	All staff teaching 9th and 10th grade courses.

Activity - Development of MYP interdisciplinary units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet with the building MYP coordinators. During this time, teachers will begin to design and ultimately implement a set of interdisciplinary units.	Policy and Process	09/06/2016	06/07/2019	\$0	No Funding Required	MYP coordinators. Staff at 9th and 10th grade level

Activity - Common MYP rubric implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff teaching at the 9th and 10th grade levels will use common MYP grading rubrics to assess student growth. Rubrics are content specific but include common language for measuring student growth across content areas.	Policy and Process	09/06/2016	06/08/2018	\$0	No Funding Required	All staff teaching 9th and 10th grade level courses.

Goal 5: All BHHS staff will develop a student growth mindset.

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Measurable Objective 1:

increase student growth by completing expectations of grade level Advisories by 06/09/2017 as measured by the completion of their Advisory lessons.

Strategy 1:

Implementation of Advisory lessons - Teacher consistently provides implementation of all lessons for all the students

Activity - Differentiation of lessons and 1:1 meeting time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instruct students and meet with individual students during Advisory class time.	Direct Instruction	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers
Activity - Review Advisory policies and expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers grading lessons and participation completed by students	Policy and Process	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers and All students
Activity - Advisory committee meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee discusses Advisory and makes recommendations on Advisory changes	Policy and Process	09/06/2016	06/09/2017	\$0	No Funding Required	Advisory grade level teacher representatives

Strategy 2:

Proper use of collaboration time by students - Teachers ensure proper academic use by students during collaboration time in Advisory.

Activity - Student travel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students moving to meet with teachers and other students for group work, as well as tutoring opportunities provided by NHS students	Tutoring, Academic Support Program	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers
Activity - Grade Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students checkin with Advisory teachers to review academic grades and progress in their classes.	Academic Support Program	09/06/2016	06/09/2017	\$0	No Funding Required	All teachers

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Measurable Objective 2:

collaborate to build common academic expectations by 06/08/2018 as measured by teacher curriculum guides and LC policies within the learning communities.

Strategy 1:

Biweekly meetings - All LCs will meet biweekly to discuss student academic growth

Activity - LCs meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LC teams discuss student concerns and strategies to increase student performance	Academic Support Program, Parent Involvement, Behavioral Support Program	09/06/2016	06/08/2018	\$0	No Funding Required	All teachers

Activity - LC support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LC teams follow up with counselors and parent contacts on student issues. Use D/E list to monitor student progress	Academic Support Program, Parent Involvement, Behavioral Support Program	09/06/2016	06/08/2018	\$0	No Funding Required	All teachers and counselors

Strategy 2:

LC common planning period - LC teams will have one common planning period.

Activity - LC lesson plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LC teams discuss interdisciplinary lessons within their LC	Direct Instruction	09/06/2016	06/08/2018	\$0	No Funding Required	All teachers

Activity - LC team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LC teams meet and reflect on lessons and student performance on lessons	Academic Support Program, Behavioral Support Program	09/06/2016	06/08/2018	\$0	No Funding Required	All teachers

Goal 6: To have an inclusive, positive climate and culture

Measurable Objective 1:

collaborate to build relationships between various school stakeholders by 06/16/2017 as measured by national and local survey data throughout the 2016-17 school year.

Strategy 1:

Grow use of Restorative Practices - Our goal is to train as many staff in the use of Restorative Practices in order to help build a positive classroom environment and learning community throughout the school.

Research Cited: State and national data on Restorative Practices.

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two day trainings in the use of Restorative Practices	Professional Learning, Behavioral Support Program	08/01/2015	06/08/2018	\$50000	District Funding	Bill Boyle, Margaret Schultz

Activity - Use Restorative Practices with more students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize trained staff to use Restorative Practices principles with students in a multitude of settings including general classroom issues and disciplinary issues.	Behavioral Support Program	09/06/2016	06/15/2018	\$0	No Funding Required	Trained teachers in the building.

Strategy 2:

Global Student and Staff Leader Program - Staff and students will be trained to become global leaders within our building to help support an environment of equity and inclusion.

Research Cited: Munirah Muwasi, Forest Hills School District

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be trained in Global Champion workshops or Institute for Healing Racism workshop series. These are multiple day trainings throughout the year.	Professional Learning, Community Engagement, Extra Curricular, Policy and Process, Parent Involvement, Behavioral Support Program	09/08/2014	06/15/2018	\$100000	District Funding	Munirah Muwasi, Bill Boyle, high school administration and staff
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Strategy 3:

Parents as School Stakeholders - To develop/formalize opportunities for parents as school stakeholders.

Research Cited: Parent Involvement Research

Activity - PT/Curriculum Event Restructuring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will work with various parent stakeholder groups such as Principal's Advisory Committee, PTO and Global Education Team to restructure events in order to improve parent participation and communication.	Community Engagement, Policy and Process, Parent Involvement	09/06/2016	06/16/2017	\$0	No Funding Required	Administration, PAC, PTO and Global Education Team

Activity - Cultivate two-way parent communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate school policies & procedures via multiple avenues and solicit parent feedback on various school initiatives as needed through multiple avenues, including but not limited to surveys.	Parent Involvement	09/06/2016	06/15/2018	\$0	No Funding Required	District and building communication staff; Principal

Strategy 4:

Grow student representation - We want to grow our student voice throughout the building to create a more positive sense of buy-in and build relationships between the staff and students in the building. Adult stakeholders in the building will actively look for ways to solicit student voice and incorporate those opinions into policy/procedure decisions where able.

Activity - Continue Student Voice Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue the Student Voice Group during upcoming school years.	Community Engagement, Policy and Process	09/05/2016	06/15/2018	\$0	No Funding Required	Administration representative to meet with students.
Activity - Explore Student Leadership opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Look at current Student Leadership demographic make-up; determine best size, make-up and selection process. Decide how to leverage current student clubs. Topics for groups could include Advisory, general policies and student governance organizational structure.	Community Engagement, Other - Student Engagement, Policy and Process	09/06/2016	06/15/2018	\$0	No Funding Required	Administration, Student Leadership Teachers, Faculty Club Sponsors.

Strategy 5:

Build Staff Relationships & Trust - In order to foster a more positive climate and culture, staff relationships are an integral part of that equation. A staff that has a positive view of their colleagues and trust each other will be more productive and successful in their teaching. The school will look at ways to bring various teacher groups together both inside of school and outside of school. Groups could be heterogeneous Learning Community groups or homogeneous discipline or grade level groupings.

Activity - Department Meeting time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will be given regular meeting time to together. Formally, this will occur at least once per month during the school year.	Professional Learning, Policy and Process	09/06/2016	06/15/2018	\$0	No Funding Required	All teachers in the building.
Activity - Grade Level Meeting Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be given time to meet as a grade level. Formally, this will occur at least once a month during the school year. Teachers will also have the ability to break in to smaller groups of teachers that have the same class.	Professional Learning, Policy and Process	09/06/2016	06/15/2018	\$0	No Funding Required	All teachers in the building.
Activity - Social Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee shall be formed to grow activities to teachers to foster and grow relationships both inside the school and outside the school. The goal is to have activities held monthly.	Professional Learning, Other - Faculty Engagement	09/06/2016	06/15/2018	\$1000	Other	Principal and Social Committee staff made up of both Faculty and staff.

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Measurable Objective 2:

collaborate to build respect and ownership within our student body. by 06/15/2018 as measured by national and local survey data.

Strategy 1:

Review school policies and procedures - Review policies and procedures for standardization across the school. Groups shall be formed to look at various policies/procedures including attendance, student voice and learning community best practices.

Activity - Review attendance policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a committee to analyze our current policy, determine alternate policies and move a new through the district.	Policy and Process	09/06/2016	06/15/2018	\$0	No Funding Required	Building administration and faculty on committee.

Activity - Improve student voice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with existing student groups (e.g. Student Leadership, clubs, and Student Voice Group) to improve student voice.	Other - Student Engagement, Policy and Process	09/06/2016	06/08/2018	\$0	No Funding Required	Building administration and faculty.

Activity - Collaborate with Learning Communities on determining best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the current Learning Community groups to determine best practices on school policies and procedures in correlation to respect and ownership with students.	Other - Faculty Engagement, Policy and Process	09/06/2016	06/15/2018	\$0	No Funding Required	Learning Community faculty.

Strategy 2:

Review classroom policies and procedures - Review policies and procedures for standardization within the classroom. Groups shall be formed to look at various classroom policies/procedures including classroom management and learning community best practices.

Activity - Review classroom policies and procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review classroom policies and procedures in regards to standardization.	Professional Learning, Academic Support Program, Policy and Process, Behavioral Support Program	09/06/2016	06/15/2018	\$0	No Funding Required	Building faculty and administration

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Activity - Determine Learning Community Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with existing Learning Communities to determine best practices regarding respect and ownership with students.	Professional Learning, Academic Support Program, Policy and Process, Behavioral Support Program	09/06/2016	06/15/2018	\$0	No Funding Required	Building faculty and staff.

Goal 7: All students will become proficient in application of the Scientific Method

Measurable Objective 1:

100% of All Students will demonstrate student proficiency (pass rate) by applying the Scientific Method in classroom lab setting in Science by 06/07/2019 as measured by student grades in their lab write ups..

Strategy 1:

Science teachers collaboration - Science teachers will collaborate biweekly during departmental time.

Activity - Template design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate to design a template for the Scientific Method to use in all science classes.	Academic Support Program, Direct Instruction	09/06/2016	06/09/2017	\$0	No Funding Required	All Science teachers

Strategy 2:

Implimentation of template - All Science teachers will impliment the template design for Scientific Method

Activity - Assessment of template document	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students taking a science class will use the template in their lab settings.	Academic Support Program, Behavioral Support Program	09/05/2017	06/07/2019	\$0	No Funding Required	All Science teachers

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Strategy 3:

Assesment of Scientific Method design template - All science teachers will work together to have a similar grading technique with the template design.

Activity - Reveiw of grade distribution each semester	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will meet to review distribution of student grades using the Scientific Method Design template	Academic Support Program	09/06/2016	06/09/2017	\$0	No Funding Required	All Science teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
9th/10th Grade Support Classes	ELA teachers in conjunction with Special Education teachers will implement a multi-level program on reading fluency and decoding skills during a support hour for identified students.	Academic Support Program	09/08/2015	06/17/2016	\$5000	ELA and special education teachers, building administration, and district learning services team.
Workshop	To expand Cultures of Thinking (Visible Thinking) professional development within the building. This would include using inaugural high school and Model school teams together to lead this program with staff.	Professional Learning	09/08/2015	06/17/2016	\$500	Assistant Superintendent, Principal and volunteer teachers from high school and Model high school.
Training	Teachers will be trained through Middle Years Coordinator and MYP workshops on various instructional and assessment techniques to support critical thinking.	Professional Learning	09/08/2015	06/17/2016	\$10000	Principal and Middle Years Programme Coordinator
Implementation of the new MYP approaches to learning	IB has updated and altered its approaches to learning to be (1) communication, (2) social, (3) self-management, (4) research and (5) thinking. Teachers at the 9th and 10th grade level across courses will implement these approaches into their instruction and assessment. Teachers will learn more about these approaches monthly in meetings with the school's MYP coordinators.	Policy and Process	09/06/2016	06/08/2018	\$500	All staff teaching 9th and 10th grade courses.
Total					\$16000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Social Committee	A committee shall be formed to grow activities to teachers to foster and grow relationships both inside the school and outside the school. The goal is to have activities held monthly.	Professional Learning, Other - Faculty Engagement	09/06/2016	06/15/2018	\$1000	Principal and Social Committee staff made up of both Faculty and staff.
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Atlas Rubicon	ELA teachers will review and update in Atlas Rubicon all courses to ensure alignment. New tenth grade American Studies course to be included in newly designed units in Atlas Rubicon.	Professional Learning	09/08/2015	06/17/2016	\$0	ELA teachers, building and district learning services team,
Google Drive Refresher Training	PD will be developed and offered on Google Drive with specific focus on communication and collaboration with stakeholders throughout the district. A goal is to offer two versions - basic and advanced.	Professional Learning, Technology	09/06/2016	06/15/2018	\$0	Building faculty and administration
Review Advisory policies and expectations	Teachers grading lessons and participation completed by students	Policy and Process	09/06/2016	06/09/2017	\$0	All teachers and All students
LC support	LC teams follow up with counselors and parent contacts on student issues. Use D/E list to monitor student progress	Academic Support Program, Parent Involvement, Behavioral Support Program	09/06/2016	06/08/2018	\$0	All teachers and counselors
Template design	Science teachers will collaborate to design a template for the Scientific Method to use in all science classes.	Academic Support Program, Direct Instruction	09/06/2016	06/09/2017	\$0	All Science teachers
Common Planning	Intervention teacher will use common preparatory time to communicate and plan with the Algebra I instructional team.	Professional Learning	09/08/2015	06/09/2017	\$0	All Algebra I teachers, building administration, and district learning services team.

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Collaboration	Math teachers will meet during common planning to review curriculum and upload any changes or additions to Atlas.	Professional Learning	09/02/2014	06/15/2015	\$0	Math teachers, building administration and district learning services team..
Development of MYP interdisciplinary units	Teachers meet with the building MYP coordinators. During this time, teachers will begin to design and ultimately implement a set of interdisciplinary units.	Policy and Process	09/06/2016	06/07/2019	\$0	MYP coordinators. Staff at 9th and 10th grade level
Develop and offer training on technology tools that support communication and collaboration.	Develop and offer training on technology tools that specifically support communication and collaboration (outside of Google Drive).	Professional Learning, Technology	09/06/2016	06/15/2018	\$0	Building faculty and administration .
LCs meetings	LC teams discuss student concerns and strategies to increase student performance	Academic Support Program, Parent Involvement, Behavioral Support Program	09/06/2016	06/08/2018	\$0	All teachers
Common Planning	Geometry intervention teacher will share a prep with tenth grade geometry instructors. This time will be used to coordinate activities and discuss individual student performance.	Professional Learning	09/02/2014	06/15/2015	\$0	Geometry teachers, building administration , and district learning services team.
Administer Digital IQ Qualtrics tool to students.	Once the Digital IQ Qualtrics tool is developed, it will be administered to the student body.	Technology	09/06/2016	06/15/2018	\$0	Building administration and Information Services.
Assessment of template document	All students taking a science class will use the template in their lab settings.	Academic Support Program, Behavioral Support Program	09/05/2017	06/07/2019	\$0	All Science teachers
Reveiw of grade distribution each semester	All Science teachers will meet to review distribution of student grades using the Scientific Method Design template	Academic Support Program	09/06/2016	06/09/2017	\$0	All Science teachers

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Common MYP rubric implementation	Staff teaching at the 9th and 10th grade levels will use common MYP grading rubrics to assess student growth. Rubrics are content specific but include common language for measuring student growth across content areas.	Policy and Process	09/06/2016	06/08/2018	\$0	All staff teaching 9th and 10th grade level courses.
Administer Digital IQ Qualtrics to staff.	Once the Digital IQ Qualtrics tool is developed, it will be administered to the faculty.	Professional Learning, Technology	09/06/2016	06/15/2018	\$0	Information Service and building faculty and staff.
Identifying students	The school uses a diagnostic method of identifying students for participation in Algebra I support. Students are recommended for the course if they (1) score 30% or more below average on the NWEA diagnostic, (2) are identified by the building instructional team or (3) are recommended by their previous mathematics teacher.	Academic Support Program	06/14/2016	06/09/2017	\$0	Building instructional team, Administrative team and math department.
Continue Student Voice Group	Continue the Student Voice Group during upcoming school years.	Community Engagement, Policy and Process	09/05/2016	06/15/2018	\$0	Administration representative to meet with students.
Department Meeting time	Departments will be given regular meeting time to together. Formally, this will occur at least once per month during the school year.	Professional Learning, Policy and Process	09/06/2016	06/15/2018	\$0	All teachers in the building.
Review attendance policies	Create a committee to analyze our current policy, determine alternate policies and move a new through the district.	Policy and Process	09/06/2016	06/15/2018	\$0	Building administration and faculty on committee.
Best Practices	Math teachers will use common planning time to discuss and identify best practices for instruction and assessment working within and outside their learning community.	Professional Learning	09/08/2015	06/17/2016	\$0	Math teachers, building administration, and district learning services team.
Professional Development	Teachers will meet regularly together and with district learning services team to review student progress.	Professional Learning	09/08/2015	06/17/2016	\$0	Teachers, building administrators and District Learning Services Team.

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Development of Department Time	Provide time for department teaching staff to work together in order to align curriculum.	Professional Learning	09/06/2016	06/08/2018	\$0	Building administrators will work with CALs and teaching staff to ensure that time is allotted for department members to work together in order to coordinate curriculum alignment.
Monthly Department Time	Math teachers will meet after school once a month to discuss curriculum and alignment issues within the department.	Academic Support Program	09/06/2016	06/09/2017	\$0	Members of mathematics department
Identifying students	The school uses a diagnostic method of identifying students for participation in Algebra I support. Students are recommended for the course if they (1) score 30% or more below average on the NWEA diagnostic, (2) are identified by the building instructional team or (3) are recommended by their previous mathematics teacher.	Academic Support Program	06/10/2016	06/09/2017	\$0	Building instructional team, Administrative team and math department.
LC team meetings	LC teams meet and reflect on lessons and student performance on lessons	Academic Support Program, Behavioral Support Program	09/06/2016	06/08/2018	\$0	All teachers
Form committee to develop plan for increasing staff proficiency.	A committee comprised of faculty, training experts, Information Services and building and district administration will be formed to analyze the results of the Digital IQ Qualtrics tool. After seeing where are faculty currently are in terms of tech proficiency, they can create a viable plan to increase their expertise.	Professional Learning, Technology	09/05/2017	06/14/2019	\$0	Building faculty and administration in conjunction with Information Services.
Use Restorative Practices with more students	Utilize trained staff to use Restorative Practices principles with students in a multitude of settings including general classroom issues and disciplinary issues.	Behavioral Support Program	09/06/2016	06/15/2018	\$0	Trained teachers in the building.
Advisory committee meeting	Committee discusses Advisory and makes recommendations on Advisory changes	Policy and Process	09/06/2016	06/09/2017	\$0	Advisory grade level teacher representatives

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Improve student voice	Work with existing student groups (e.g. Student Leadership, clubs, and Student Voice Group) to improve student voice.	Other - Student Engagement, Policy and Process	09/06/2016	06/08/2018	\$0	Building administration and faculty.
Grade Check	Students checkin with Advisory teachers to review academic grades and progress in their classes.	Academic Support Program	09/06/2016	06/09/2017	\$0	All teachers
PT/Curriculum Event Restructuring	We will work with various parent stakeholder groups such as Principal's Advisory Committee, PTO and Global Education Team to restructure events in order to improve parent participation and communication.	Community Engagement, Policy and Process, Parent Involvement	09/06/2016	06/16/2017	\$0	Administration , PAC, PTO and Global Education Team
Differentiation of lessons and 1:1 meeting time	Teachers instruct students and meet with individual students during Advisory class time.	Direct Instruction	09/06/2016	06/09/2017	\$0	All teachers
Common Planning	The four teachers in a learning community will have a common preparatory period during which they can prepare interdisciplinary lessons and discuss common policies for their group of 120-125 students.	Policy and Process	09/08/2015	06/08/2018	\$0	Teachers in 9th and 10th grade learning communities.
Grade level meetings	Teachers at the 9th grade level will meet monthly to discuss curriculum, policy and procedures within their respective learning communities. Teachers at the 10th grade level will do the same.	Policy and Process	09/06/2016	06/08/2018	\$0	Teachers at the 9th and 10th grade levels.
Determine Learning Community Best Practices	Collaborate with existing Learning Communities to determine best practices regarding respect and ownership with students.	Professional Learning, Academic Support Program, Policy and Process, Behavioral Support Program	09/06/2016	06/15/2018	\$0	Building faculty and staff.
Common Planning	The master schedule will be designed so that, whenever possible, teachers of a common course will share at-least one of their two preparatory periods. Teachers will use this time to write curriculum, plan lessons and prepare common assessments.	Policy and Process	09/06/2016	06/08/2018	\$0	Associate principles in charge of master schedule. Most of instructional staff.

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Common Assessment	Teachers of a particular math course, working during common planning time, will write common unit and end of course assessments.	Professional Learning	09/08/2015	06/17/2016	\$0	Math teachers, building administration, and district learning services team.
Development of common standards document for each course	Teachers of each course will develop a document detailing the topics covered in the course and the common core standards that they meet.	Policy and Process	09/06/2016	06/08/2018	\$0	All instructional staff
Implement common grading/assessment guidelines	Assemble a group of teachers to review current grading and assessment processes in order to align grading/assessment procedures.	Policy and Process	09/06/2016	06/08/2018	\$0	All teaching staff, working in conjunction with building administration and CALs.
Cultivate two-way parent communication	Communicate school policies & procedures via multiple avenues and solicit parent feedback on various school initiatives as needed through multiple avenues, including but not limited to surveys.	Parent Involvement	09/06/2016	06/15/2018	\$0	District and building communication staff; Principal
LC lesson plans	LC teams discuss interdisciplinary lessons within their LC	Direct Instruction	09/06/2016	06/08/2018	\$0	All teachers
Review classroom policies and procedures	Review classroom policies and procedures in regards to standardization.	Professional Learning, Academic Support Program, Policy and Process, Behavioral Support Program	09/06/2016	06/15/2018	\$0	Building faculty and administration
Form committee to develop plan to increase student efficiency.	A committee comprised of faculty, training experts, Information Services and building and district administration will be formed to analyze the results of the Digital IQ Qualtrics tool. After seeing where are students currently are in terms of tech proficiency, they can create a viable plan to increase their expertise.	Technology	09/06/2016	06/15/2018	\$0	Building faculty and administration in conjunction with Information Services.
Bi-weekly collaboration	ELA teachers will meet bi-weekly to review student performance data and to implement research based instructional strategies to help students improve their level of performance.	Professional Learning	09/02/2014	06/08/2015	\$0	ELA teachers, building administrators

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Collaborate with Learning Communities on determining best practices	Use the current Learning Community groups to determine best practices on school policies and procedures in correlation to respect and ownership with students.	Other - Faculty Engagement, Policy and Process	09/06/2016	06/15/2018	\$0	Learning Community faculty.
Grade Level Meeting Time	All teachers will be given time to meet as a grade level. Formally, this will occur at least once a month during the school year. Teachers will also have the ability to break in to smaller groups of teachers that have the same class.	Professional Learning, Policy and Process	09/06/2016	06/15/2018	\$0	All teachers in the building.
Explore Student Leadership opportunities	Look at current Student Leadership demographic make-up; determine best size, make-up and selection process. Decide how to leverage current student clubs. Topics for groups could include Advisory, general policies and student governance organizational structure.	Community Engagement, Other - Student Engagement, Policy and Process	09/06/2016	06/15/2018	\$0	Administration, Student Leadership Teachers, Faculty Club Sponsors.
Student travel	Students moving to meet with teachers and other students for group work, as well as tutoring opportunities provided by NHS students	Tutoring, Academic Support Program	09/06/2016	06/09/2017	\$0	All teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop the Digital IQ Qualtrics tool.	In conjunction with the district Information Services and Learning Services departments, a tool to determine the current proficiency level in technology will be developed. This tool is current called Digital IQ Qualtrics.	Professional Learning, Technology	09/06/2016	06/16/2017	\$5000	High School Building Administration, Information Services, Learning Services, High School Faculty
Training	Two day trainings in the use of Restorative Practices	Professional Learning, Behavioral Support Program	08/01/2015	06/08/2018	\$50000	Bill Boyle, Margaret Schultz

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Training	Staff will be trained in Global Champion workshops or Institute for Healing Racism workshop series. These are multiple day trainings throughout the year.	Professional Learning, Community Engagement, Extra Curricular, Policy and Process, Parent Involvement, Behavioral Support Program	09/08/2014	06/15/2018	\$100000	Munirah Muwasi, Bill Boyle, high school administration and staff
Curriculum Area Leader Support	Curriculum area leaders will support teachers in their respective departments to align curriculum within a course.	Policy and Process	09/06/2016	06/08/2018	\$0	Content area leaders
Collaborative curriculum requests	The district will provide time either during the school day or during the summer will pay for the development of course curriculum.	Professional Learning	06/17/2016	06/08/2018	\$10000	Staff that request time based on the needs of course curriculum work.
Updating ATLAS	Faculty will update the courses they teach on ATLAS course management system to reflect changes in curriculum and include documents like end-of course exams that are common to each section of a course.	Technology	09/06/2016	06/08/2018	\$0	All instructional staff
Curriculum area leaders support their departments to help align curriculum with departments	CALs will work with their department members during various points of the school year (pull outs, department meetings, summer work) to ensure that curriculum is aligned across the department.	Professional Learning	05/01/2016	06/08/2018	\$0	All core curriculum area teaching staff.
Assessment alignment	All students taking a particular course will take a common end-of course examination. End-of-course exams will be revised to meet current course objectives and standards.	Policy and Process	09/06/2016	06/08/2018	\$0	All instructional staff
House curricular components of high school courses	Teachers will enter the common core standards and associated activities into Atlas Rubicon.	Professional Learning	09/01/2015	06/08/2018	\$0	All high school common core area teachers.
Create and offer integrated disciplinary lessons to support technology improvement plan.	Plan, schedule and implement targeted integrated disciplinary lessons to meet students where they are technologically and move them forward in proficiency.	Technology	09/05/2017	06/14/2019	\$1000	Building faculty and administration in conjunction with Information Services.

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Develop the Digital IQ Qualtrics tool.	In conjunction with the district Information Services and Learning Services departments, a tool to determine the current proficiency level in technology will be developed. This tool is current called Digital IQ Qualtrics.	Technology	09/06/2016	06/16/2017	\$5000	Building administration , Information Services, Building staff and Learning Services
Create Professional Development Plan for increase technology proficiency.	Plan, schedule and implement targeting professional development to meet faculty where they are technologically and move them forward in proficiency.	Professional Learning, Technology	09/05/2017	06/14/2019	\$3000	Building faculty and administration in conjunction with Information Services.
Professional Development	Special Education Director, building administration and special education teachers to investigate and implement a program to help improve reading comprehension.	Professional Learning	09/08/2015	06/17/2016	\$10000	Special Education Director, district learning services team, and building administration .
Sharing documents using Google Drive	Each course will have a shared google drive folder accessible by all teachers of that course. Faculty will use google drive to share planning documents, course notes, assignments and assessments. Faculty will update google drive for each unit.	Technology	09/08/2015	06/08/2018	\$0	All instructional staff
Total					\$184000	