



School Improvement Plan

Bloomfield Hills High School

Bloomfield Hills Schools

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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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We are going to update the Goals and Plans in Assist for the 2018/2019 school year.	

School Improvement Plan 2018/2019

Overview

Plan Name

School Improvement Plan 2018/2019

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: 9	Academic	\$0
2	All students will increase their proficiency in Reading and Writing.	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$15000
3	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 2 Strategies: 7 Activities: 14	Organizational	\$152500
4	All students will become proficient in Inquiry and Reflection.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$1500

Goal 1: All Students will increase their proficiency in Math

Measurable Objective 1:

90% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Economically Disadvantaged and English Learners students will demonstrate a proficiency in their current course in Mathematics by 06/21/2019 as measured by a C or better for both semester grades.

Strategy 1:

9th and 10th Grade Support - 9th grade students identified for Algebra I and Geometry support will have an additional 45 minutes (or more) with a highly qualified Math teacher through a support block.

9th and 10th Grade interdisciplinary support course

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

Activity - Interdisciplinary Class for 9th and 10th Grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning community teachers will use common preparatory time to communicate and plan with the other LC team members to support students in Algebra I and Geometry instructional team....	Academic Support Program, Professional Learning	09/04/2018	06/21/2019	\$0	No Funding Required	LC team members, building administration ; interventions teacher 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% of more below average on the NWEA diagnostic, (2) are identified by the building instructional team or (3) are recommended by their previous mathematics teacher. Data Wise protocols to be used.	Academic Support Program	09/04/2018	06/21/2019	\$0	No Funding Required	Building instructional team, Administrative team and math department.

Strategy 2:

11th and 12th Grade Support - Possible Algebra 2/Pre-Calc Support Course

Possible Calculus Support Course

Algebra 2A/2B two year sequence course

Additional elective course offerings such as Statistics and Financial Literacy

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

Activity - Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Algebra II or Precalculus may enroll in an additional support hour where they will receive guidance and reinforcement in their current math course this includes the use of Khan Academy, Interventions, and Test Prep	Professional Learning	09/04/2018	06/21/2019	\$0	No Funding Required	Algebra II teachers, Precalculus teachers, Support teacher, building administration, and district learning services team.

Activity - Elective Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may enroll as juniors and seniors in two elective math courses, Statistics and Financial Literacy, designed to provide them with real-world practical applications of math skills.	Academic Support Program	09/04/2018	06/21/2019	\$0	No Funding Required	Building instructional team, Administrative team and math department.

Activity - Algebra 2A / 2B	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may choose to take Algebra II over two years rather than one. This sequence is called Algebra 2A and Algebra 2B.	Academic Support Program	09/04/2018	06/21/2019	\$0	No Funding Required	Algebra 2A and 2B teachers, building administrators

Measurable Objective 2:

70% of Eleventh grade students will demonstrate a proficiency in Common Core Math Standards in Mathematics by 06/21/2019 as measured by Achievement on state mandated standardizes testing / SAT.

Strategy 1:

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

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

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers of a particular math course, working during common planning time, will write common unit and end of course assessments based upon current assessment data.	Professional Learning	09/04/2018	06/21/2019	\$0	No Funding Required	Math teachers, building administration, and district learning services team.
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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	09/04/2018	06/21/2019	\$0	No Funding Required	Math teachers, building administration, and district learning services team.

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	09/04/2018	06/21/2019	\$0	No Funding Required	Members of mathematics department

Strategy 2:

Teacher Collaboration - All 11th Math teachers will continue to collaborate to share various instructional units and to validate alignment of common core standards within their course and department.

Research Cited: Oakland Schools, CCSS,, Critical Literacy Cohort

Activity - Class/Curriculum Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet during common planning to review curriculum, assessment data and student achievement.	Professional Learning	09/04/2018	06/21/2019	\$0	No Funding Required	Math teachers, building administration and district learning services team..

Goal 2: All students will increase their proficiency in Reading and Writing.

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Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American and Students with Disabilities students will demonstrate a proficiency in Common Core ELA Standards in English Language Arts by 06/15/2018 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/Curriculum Area Leaders to review student data and to prioritize areas of focus.	Professional Learning	09/04/2018	06/21/2019	\$0	No Funding Required	Teachers, building administrators and District Learning Services Team.

Activity - Critical Literacy Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Core Academic Teachers - Math, English, Social Studies and Science will work together with ELA teachers to ensure alignment of courses. This will include data from ELA intervention class.	Professional Learning	09/04/2018	06/21/2019	\$0	No Funding Required	All Core Subject Teachers - ELA, Science, Social Studies and Math.

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	09/04/2018	06/21/2019	\$0	No Funding Required	ELA teachers, building administrators

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Students with Disabilities students will demonstrate a proficiency in reading comprehension in Reading by 06/22/2018 as measured by Proficiency on summative state and building assessments.

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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. This will include the monitoring of student progress data.	Academic Support Program	09/04/2018	06/21/2019	\$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.

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	09/04/2018	06/21/2019	\$10000	District Funding	Special Education Director, district learning services team, and building administration.

Goal 3: All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.

Measurable Objective 1:

collaborate to build strong relationships with school stakeholders by 06/14/2019 as measured by local survey data throughout the 2018-2019 school year.

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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	Behavioral Support Program, Professional Learning	08/01/2015	06/14/2019	\$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	06/14/2019	\$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 for Staff & Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in Global Champion workshops or Institute for Healing Racism workshop series. These are multiple day trainings throughout the year.	Community Engagement, Policy and Process, Behavioral Support Program, Extra Curricular, Parent Involvement, Professional Learning	09/08/2014	06/14/2019	\$100000	District Funding	Munirah Muwasi, Bill Boyle, high school administration and staff

Activity - Training for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be trained in Global Champion workshops - both at introductory and advanced levels. Advanced students will offer and facilitate workshops for elementary and middle school students.	Community Engagement, Behavioral Support Program, Extra Curricular, Parent Involvement	09/05/2016	06/14/2019	\$1000	District Funding	Munirah Muwasi, Bill Boyle, high school administration, staff and trained high school students.
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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	06/14/2019	\$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	06/14/2019	\$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
Continue the Student Voice Group during upcoming school years.	Community Engagement, Policy and Process	09/05/2016	06/14/2019	\$0	No Funding Required	Administration representative to meet with students.

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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, Policy and Process, Other - Student Engagement	09/06/2016	06/14/2019	\$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.	Policy and Process, Professional Learning	09/06/2016	06/14/2019	\$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.	Policy and Process, Professional Learning	09/06/2016	06/14/2019	\$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.	Other - Faculty Engagement, Professional Learning	09/06/2016	06/14/2019	\$1000	Other	Principal and Social Committee staff made up of both Faculty and staff.

Activity - Intra-School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use various means to maintain open communication and transparency between administration and staff/faculty. Means of communication can include, but are not limited to, Weekly emails, Remind app, and MyBloomfield notifications.	Policy and Process, Other	09/04/2017	06/14/2019	\$0	No Funding Required	Building administration

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Measurable Objective 2:

collaborate to build respect and ownership within our student body. by 06/14/2019 as measured by national and local survey data.

Strategy 1:

Conflict Management & Restorative Circle - Through Conflict Management and Restorative Circle training, the school will build capacity with faculty to mitigate conflict and build and restore relationships between students and teachers.

Research Cited: Multiple sources including www.restorativecircles.org and <https://www.tolerance.org/magazine/talking-circles-for-restorative-justice-and-beyond>.

Activity - Increased use in classroom and administrative offices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both formal and informal circles will be used to help guide student discipline. The 5 restorative questions will be used to facilitate conflict negotiation and growth among all parties.	Behavioral Support Program	09/03/2018	06/14/2019	\$0	No Funding Required	Teachers and building administration

Strategy 2:

Student led Unity Activities - Multiple student groups, include the Global Student Leaders, are planning, implementing and assessing school-wide activities that support equity, inclusion, tolerance and unity.

Activity - 18/19 Opening Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific lessons and activities that focus school policies including explicit LC policy instruction and school cornerstones. Additionally, work will be done surrounding equity, inclusion, tolerance and unity. These activities will occur during academic hours, advisory and within Interdisciplinary courses.	Policy and Process, Behavioral Support Program, Direct Instruction	06/01/2018	06/14/2019	\$500	District Funding	Building administration, faculty and staff. Student groups will participate when necessary.

Goal 4: All students will become proficient in Inquiry and Reflection.

Measurable Objective 1:

70% of Eleventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Inquiry and Reflection practices in Science by 06/12/2020 as measured by m-step scores in Inquiry and Reflection..

Strategy 1:

NGSS incorporated into all science curriculum - All NGSS standards will be implemented into the science courses.

Research Cited: NGSS is mandated curriculum

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Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate to incorporate NGSS standards into curriculum, starting with the 2018-2019 freshmen classes. All science classes will be completed by June 2020.	Academic Support Program, Direct Instruction	05/01/2018	06/12/2020	\$0	No Funding Required	All Science teachers

Strategy 2:

Implementation of template - All Science teachers will implement 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.	Behavioral Support Program, Academic Support Program	09/05/2017	06/07/2019	\$0	No Funding Required	All Science teachers

Activity - Interdisciplinary Class for 9th and 10th Grade Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning community teachers will use common preparatory time to communicate and plan with other learning community team members to support students in Biology and Chemistry to improve the implementation of the science template.	Academic Support Program	09/04/2018	06/14/2019	\$0	No Funding Required	All 9th and 10th grade science teachers.

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	09/04/2018	06/14/2019	\$0	No Funding Required	All Science teachers

Strategy 4:

Curriculum offering changes - The science classes will be restructured to incorporate the NGSS standards into instructional learning beginning in the fall of 2018 beginning with the Biology classes and then the other science classes will follow in the fall of 2019.

Research Cited: NGSS science standards that have been adopted by the state and the school district.

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be collaborating on building the curriculum for the Biology course for the 2018-2019 school year. Continuing with the remainder of the science course beginning in 2019.	Academic Support Program, Direct Instruction	06/18/2018	06/12/2020	\$1500	General Fund	All certified Science teachers.
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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
Curriculum Development	Teachers will be collaborating on building the curriculum for the Biology course for the 2018-2019 school year. Continuing with the remainder of the science course beginning in 2019.	Academic Support Program, Direct Instruction	06/18/2018	06/12/2020	\$1500	All certified Science teachers.
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. This will include the monitoring of student progress data.	Academic Support Program	09/04/2018	06/21/2019	\$5000	ELA and special education teachers, building administration, and district learning services team.
Total					\$6500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Other - Faculty Engagement, Professional Learning	09/06/2016	06/14/2019	\$1000	Principal and Social Committee staff made up of both Faculty and staff.
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Training for Staff & Parents	Staff will be trained in Global Champion workshops or Institute for Healing Racism workshop series. These are multiple day trainings throughout the year.	Community Engagement, Policy and Process, Behavioral Support Program, Extra Curricular, Parent Involvement, Professional Learning	09/08/2014	06/14/2019	\$100000	Munirah Muwasi, Bill Boyle, high school administration and staff
Professional Development	Special Education Director, building administration and special education teachers to investigate and implement a program to help improve reading comprehension.	Professional Learning	09/04/2018	06/21/2019	\$10000	Special Education Director, district learning services team, and building administration .
18/19 Opening Activities	Specific lessons and activities that focus school policies including explicit LC policy instruction and school cornerstones. Additionally, work will be done surrounding equity, inclusion, tolerance and unity. These activities will occur during academic hours, advisory and within Interdisciplinary courses.	Policy and Process, Behavioral Support Program, Direct Instruction	06/01/2018	06/14/2019	\$500	Building administration , faculty and staff. Student groups will participate when necessary.
Training for Students	Students will be trained in Global Champion workshops - both at introductory and advanced levels. Advanced students will offer and facilitate workshops for elementary and middle school students.	Community Engagement, Behavioral Support Program, Extra Curricular, Parent Involvement	09/05/2016	06/14/2019	\$1000	Munirah Muwasi, Bill Boyle, high school administration , staff and trained high school students.
Training	Two day trainings in the use of Restorative Practices	Behavioral Support Program, Professional Learning	08/01/2015	06/14/2019	\$50000	Bill Boyle, Margaret Schultz
Total					\$161500	

No Funding Required

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/04/2018	06/14/2019	\$0	All Science teachers
Interdisciplinary Class for 9th and 10th Grades	Learning community teachers will use common preparatory time to communicate and plan with the other LC team members to support students in Algebra I and Geometry instructional team....	Academic Support Program, Professional Learning	09/04/2018	06/21/2019	\$0	LC team members, building administration , interventions teacher and district learning services team.
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, Policy and Process, Other - Student Engagement	09/06/2016	06/14/2019	\$0	Administration , Student Leadership Teachers, Faculty Club Sponsors.
Continue Student Voice Group	Continue the Student Voice Group during upcoming school years.	Community Engagement, Policy and Process	09/05/2016	06/14/2019	\$0	Administration representative to meet with students.
Elective Courses	Students may enroll as juniors and seniors in two elective math courses, Statistics and Financial Literacy, designed to provide them with real-world practical applications of math skills.	Academic Support Program	09/04/2018	06/21/2019	\$0	Building instructional team, Administrative team and math department.
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	09/04/2018	06/21/2019	\$0	ELA teachers, building administrators .
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	09/04/2018	06/21/2019	\$0	Math teachers, building administration , and district learning services team.
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	06/14/2019	\$0	Trained teachers in the building.

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Teacher Collaboration	Science teachers will collaborate to incorporate NGSS standards into curriculum, starting with the 2018-2019 freshmen classes. All science classes will be completed by June 2020.	Academic Support Program, Direct Instruction	05/01/2018	06/12/2020	\$0	All Science teachers
Interdisciplinary Class for 9th and 10th Grade Students	Learning community teachers will use common preparatory time to communicate and plan with other learning community team members to support students in Biology and Chemistry to improve the implementation of the science template.	Academic Support Program	09/04/2018	06/14/2019	\$0	All 9th and 10th grade science teachers.
Intra-School Communication	Use various means to maintain open communication and transparency between administration and staff/faculty. Means of communication can include, but are not limited to, Weekly emails, Remind app, and MyBloomfield notifications.	Policy and Process, Other	09/04/2017	06/14/2019	\$0	Building administration
Professional Development	Teachers will meet regularly together and with district Learning Services Team/Curriculum Area Leaders to review student data and to prioritize areas of focus.	Professional Learning	09/04/2018	06/21/2019	\$0	Teachers, building administrators and District Learning Services Team.
Class/Curriculum Analysis	Math teachers will meet during common planning to review curriculum, assessment data and student achievement.	Professional Learning	09/04/2018	06/21/2019	\$0	Math teachers, building administration and district learning services team..
Common Assessment	Teachers of a particular math course, working during common planning time, will write common unit and end of course assessments based upon current assessment data.	Professional Learning	09/04/2018	06/21/2019	\$0	Math teachers, building administration, and district learning services team.
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.	Policy and Process, Professional Learning	09/06/2016	06/14/2019	\$0	All teachers in the building.
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	06/14/2019	\$0	Administration, PAC, PTO and Global Education Team

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Increased use in classroom and administrative offices	Both formal and informal circles will be used to help guide student discipline. The 5 restorative questions will be used to facilitate conflict negotiation and growth among all parties.	Behavioral Support Program	09/03/2018	06/14/2019	\$0	Teachers and building administration
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	06/14/2019	\$0	District and building communication staff; Principal
Assessment of template document	All students taking a science class will use the template in their lab settings.	Behavioral Support Program, Academic Support Program	09/05/2017	06/07/2019	\$0	All Science teachers
Algebra 2A / 2B	Students may choose to take Algebra II over two years rather than one. This sequence is called Algebra 2A and Algebra 2B.	Academic Support Program	09/04/2018	06/21/2019	\$0	Algebra 2A and 2B teachers, building administrators
Support Classes	Students in Algebra II or Precalculus may enroll in an additional support hour where they will receive guidance and reinforcement in their current math course this includes the use of Khan Academy, Interventions, and Test Prep	Professional Learning	09/04/2018	06/21/2019	\$0	Algebra II teachers, Precalculus teachers, Support teacher, building administration, and district learning services team.
Critical Literacy Cohort	All Core Academic Teachers - Math, English, Social Studies and Science will work together with ELA teachers to ensure alignment of courses. This will include data from ELA intervention class.	Professional Learning	09/04/2018	06/21/2019	\$0	All Core Subject Teachers - ELA, Science, Social Studies and Math.
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.	Policy and Process, Professional Learning	09/06/2016	06/14/2019	\$0	All teachers in the building.
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. Data Wise protocols to be used.	Academic Support Program	09/04/2018	06/21/2019	\$0	Building instructional team, Administrative team and math department.

School Improvement Plan

Bloomfield Hills High School

Monthly Department Time	Math teachers will meet after school once a month to discuss curriculum and alignment issues within the department.	Academic Support Program	09/04/2018	06/21/2019	\$0	Members of mathematics department
					Total	\$0