School Improvement Plan

Bloomfield Hills Middle School

Bloomfield Hills School District

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School Additional Requirements Diagnostic

2016-2017 BHMS Plan for School Improvement

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 Middle School is located in the suburb of Bloomfield Hills, Michigan. The district is one of the highest per pupil spending districts in Michigan, spending just under $12,000 per pupil per year. Bloomfield Middle currently houses over 700 students in grades five through eight. The student-teacher ratio is approximately 25:1. The student population is 75% Caucasian, 12% African American, 10% Asian, 2% Hispanic and 1% other. The level of diversity in the student population has increased in the past five years. The school has 43 FTE teachers, a Principal and Associate Principal, two counselors, two secretaries, a full-time media specialist, and five full-time and one part time paraeducators. Bloomfield Middle has enjoyed a highly positive reputation within the community and throughout the county. According to the school's annual report, students perform successfully on state tests, national tests and district common assessments. BHMS became an authorized Middle Years Programme school by the International Baccalaureate Organization in the fall of 2010. As an active learning center, our school day begins well before the beginning of the official school day and often concludes well into the evening hours. Sporting events, club meetings, drama productions, and musical performances represent a sampling of the before-school and after-school activities in which students are engaged. Annually, over 90% of our students participate in school clubs and sports. BHMS recognizes the importance of celebrations in nurturing a positive school climate and hosts a variety of formal and informal recognition programs throughout the school year to honor individual and collective achievements. Parents play an integral role in celebrating the successes of our students and staff members. As a school community, we continue to come together around our commitment to the educational, social and emotional well-being of our students and families. Subsequently with respect to parental involvement, Bloomfield Hills Middle School continues to work to provide an increasingly more open and inviting school for parents to engage with their students and staff in the teaching and learning environment.

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.

The school and district purpose is to allow learners to be architects of their futures, building on a foundation of scholarship, citizenship, service and integrity. We aim to provide our students with a personalized, world class comprehensive educational experience by developing internal capacity and collaborative partnerships that build upon our strengths and history of innovation.

Vision Statement:
As an MYP school, we embrace the vision of the International Baccalaureate Middle Years Programme: "Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning."

Mission Statement:
We at Bloomfield Hills Middle School are committed to the pursuit of knowledge through inquiry and the development of young people who act as citizens of the world. To this end, BHMS strives to foster the value of cultural differences, commit to continuous growth and learning, establishing a climate of caring and respect for people and their perspectives as well as building broader communication capacities through access to global information.

Beliefs Statement:
We believe that learning occurs through relationship and inquiry and in an environment of intellectual safety and respect. When students are provided a safe and nurturing environment and recognize the importance of individual differences, they will actualize their potential. We believe in holding students to high expectations of personal and academic success and in preparing students to be international citizens.

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.

BHMS General Points of Pride:

*Fully Authorized IB Middle Years Programme School, 2010

*WEB (Where Everyone Belongs) Program connecting 8th grade student ambassadors with incoming 5th grade students

*Lancer Leadership / Upstander Program launched in 2015/2016 for students in grades 5 through 8

*Two teachers were honored with the Distinguished Service Award in 2015/2016

*Three Oakland County Teacher of the Year winners in the last 13 years

*Full offering of specials courses in fifth-grade: Spanish, physical education, visual art, general music, and instrumental music (either band or strings)

*Sixth through eighth grade Unified Arts Program provides a creative and integrated exploratory experience in the Visual and Performing Arts, Technology, and Health

*Over 80% of our families join the PTO

*92% student participation in sports, clubs or co-curricular opportunities

*Student - teacher ratio approximately 25:1

*8th grade Washington, DC trip

*8th grade Chicago trip for students in music

*13 District sponsored co-curricular clubs with a variety of additional clubs sponsored by the PTO

*Various sports opportunities for all grade levels

*Active participation in the First Lego League (FLL) and First Tech Challenge (FTC)

Technology Points of Pride:

*1 to 1 iPad deployment in grades 6-8

*1 to 2 iPad deployment in grade 5

*Upgraded wireless access throughout the school

*Smart technology classrooms

*Interactive Promethean Boards in all classrooms

*Over 200 computers

*Gateway Space: a flexible learning space infused with updated technology and at the hub of the school building

Support Staff Points of Pride:

*A full continuum of support services including general and special education resource teachers

*Daily (before school) Learning Lab instructional support for all students (5-8)

*Building Intervention Team (BIT) that establishes academic and behavioral intervention planning

*2 General Education Resource Teacher (GERT) that provide additional supports for advanced and struggling learners

*2 Special Education teachers with an instructional focus on Previewing content, Assessing tasks, and Reviewing work (PAR)

*Support teachers and paraprofessionals within general education classes

*Collaboration between classroom teachers and support staff when planning instruction

*Co-teaching between general education teachers and GERT/Special Education instructors

*Positive Behavioral Interventions and Support (PBIS) system with a focus on the traits of being respectful to Everyone, Everyday, Everywhere

Math Points of Pride:

*Accelerated mathematics classes offered for advanced students

*CML National Competition

*Math Club

*MYP Assessments

*Academic Extension Class

*Vertically aligned curriculum

*Horizontally aligned curriculum

*BHMS Math-a-thon: Connecting math with charitable support for local and international causes

Language and Literature Points of Pride:

*Technology integration

*Collaborative working environments

*Fully aligned with common core

*Vertically aligned curriculum

*Horizontally aligned curriculum

*5th grade Ford Freedom Essay Winner, 7th grade finalists

*7th and 8th grade Media and Me contest winners

*8th graders blog "Slice of Life" challenges every day in March

*8th grade weekly poetry club meetings

*Students expected to read a minimum of twenty books per year (200 pages = 1 "book) and last year, students read over 18 million pages

*Instructional reading courses in 6th grade

*Academic Extension courses offered in seventh and eighth grade that promote and encourage literacy, leadership, reflection, and technology

*World Language Instruction in Spanish and German

PE/Health Points of Pride:

*Students experienced a wide range of activities including individual and team sports such as rollerblading, dance and the MYP fitness challenge

*Students in grades 6-8 investigate "My Plate" to create a nutritious meal plan

Design Points of Pride:

*Eighth grade students in the Design and Technology class utilize the MYP Design Cycle to investigate, plan, create and evaluate a CO_2 car that is raced at the end of term to assess aerodynamics and craftsmanship

*Fifth grade students are involved in a design and technology experience where they utilize the Design Cycle to create an aerodynamic

paper rocket that is launched with a straw

Music Points of Pride:

*High ratings at MSVMA Solo and Ensemble Festival

*Highest ratings for band and orchestra at MSBOA Festival.

*Fifth grade performances and evening musicals.

*Over 50 students and/or events participated in Fall and Spring MSBOA Solo and Ensemble Festival

*Over 120 band and orchestra students participated in the first ever Pajama Jamin' (Festival Lock-in)

*Select students were able to participate in BHS District Honor Band

*Nominated students participated in Detroit Symphony Orchestra Middle School Honor Band, MSBOA District IV Honor Band

*Student selected for the MSBOA All-State Middle School Honor Band

*40 students participated and performed in the BHMS Honors Orchestra

*38 students participated and performed in the BHMS Jazz Band

Drama / Forensics Points of Pride:

*Students produced a musical, an improvisation show and interactive plays for preschool students

*Students had multiple opportunities to work on the tech crew

*Students worked with professional Shakespearean actors via a grant to study Elizabethan language

*Continuous award winning Forensics program with numerous First in State Winners annually

Visual Art Points of Pride:

*38 students in grades 5-8 had their artwork exhibited at a district wide art show hosted by the Bloomfield Township Public Library

*Over 50 students in grades 5-8 had their artwork exhibited at the BHS Board of Education office during the month of May

Sciences Points of Pride:

*Field Trip Experiences: Genetics, Weather, Conservation, Water Quality, Watershed and Water Testing, Evolution, Zoology and Animal Adaptations

*Weather Station

*Horizontally and Vertically Aligned to Michigan Grade Level Content Expectations

*Hands-on Inquiry Based Learning Approach

*STEM experiences

*Animal Advocates Club

*Raised over $1000 for various animal charities

Individuals and Societies Points of Pride:

*5th grade - Heritage Day, Holocaust Survivor visit, Black History speaker, Camp Tamarack team building activity

*6th grade - Heifer International Global Village field trip, Black History Month Banner

*7th grade - Religious Diversity field trips, parent speakers on cultural/religious beliefs and history, DIA World Culture field trip

*8th grade - Washington DC field trip, C-Span Student Cam documentary

Additional Information

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

BHMS is committed to building a culturally sound educational environment for all students and families. The following programs have played an integral part in building a strong partnership with students, parents, staff members and the BHS community:

Diversity, Academic Equity, and Race Relations (DAERR)
As a district, we have been working on the DAERR initiative for the past year. The partnership is an open group of educators, community members, and parents, who have defined their mission, "To champion the effort, with our community partners, to improve academic outcomes for all learners and increase cultural competency throughout the district." DAERR has delved into topics like, "Cultural Competence: A Concept for Pursuing Diversity, Academic Equity, and Race Relations in Our Schools and Community". Dr. Jay Marks has helped lead sessions like these and is doing a marvelous job of building awareness through some very difficult conversations. All community stakeholders (including staff) can participate in this work. To learn more, please visit the following website: www.bloomfield.org/community/community-partnership.

Global Champions:
In an effort to bridge some ongoing cultural/racial gaps, openly tackle some broader issues, and strengthen community relations the district has been working closely with Global Champions and their educational consultant Munirah Mawusi. This has truly been a very powerful experience for a variety of parents, students, BHMS educators, BHMS administrators and board members. Topics are discussed openly and from multiple perspective - developing a better understanding of various cultural lenses and needs.

Institute for Healing Racism:
A powerful and thought provoking venue, the Institute for Healing Racism brings together diverse groups of people to explore and address issues of race and racism. Participants have the opportunity to examine how the "dis-ease" of racism affects ALL people and develop skills to detect and help eliminate institutional racism in our daily environments; home, work, education, community, organization and business. Interactive exercises, dialogue, videos and personal reflections, over the course of two days, allow participants and facilitators to create a safe place where diverse views and experiences are shared and validated. The Institute for Healing Racism can be a transforming experience that challenges all of us to become positive agents of change and intentional allies in the work of building inclusive and anti-racist communities.

Restorative Practices Training Sessions:
Restorative Practices are used to proactively build a classroom culture based on community and mutual responsibility, and to provide a safe space for students to share their thinking in a respectful, meaningful way. Or, as the International Institute for Restorative Practices puts it, "..to proactively build relationships and a sense of community to prevent conflict and wrongdoing." At its core any relationship practice is "restorative" when it builds connections and creates space for honesty.

Michigan Cyber Safety Initiative (CSI) & OK2SAY:
The Michigan Attorney General's office conducts annual presentations at BHMS on student safety featuring the Michigan Cyber Safety Initiative (CSI) and the student safety hotline, OK2SAY. The presentation are given to Bloomfield Hills Middle School students in grades 5, 6, 7, and 8th. The 5th grade presentation teaches students to recognize common Internet predator grooming techniques, as well as

additional appropriate responses to bullying and cyberbullying. Dynamic videos are provided compliments of SweetyHigh, the Ad Council, the National Crime Prevention Council, ShakeState, and Ahmir. Lastly, the students are introduced to the OK2SAY student safety hotline, which is an early warning program designed to prevent violence in schools before it occurs.

6th - 8th grade students first get an in-depth explanation of OK2SAY through a video compliments of Lifetouch National School Studios. They learn what the OK2SAY program is, how it works, what types of incidents they can report, how to submit a tip, and what will happen with the tip. Students then get detailed explanations about bullying, cyberbullying, suicide, sexting, sexual abuse, the predator threat, and how to protect themselves online. Students see two videos based on the stores of teenage Internet predator survivors provided by NetSmartz, they watch a video featuring students from Michigan that have died by suicide, the students view a video showing the impacts of sexting, and they watch other videos provided by the Ad Council, Trend Micro, NetSmartz, KSL News, and Keenan West. Handouts used during the presentations, and additional information, can be accessed at the Attorney General's website, www.mi.gov/csi. More information on OK2SAY, as well as resources, is available at www.mi.gov/ok2say.

Where Everybody Belongs (WEB):
WEB is a program founded by the Boomerang Project which is specifically designed to help fifth graders feel more comfortable transitioning to a new school and to help them achieve success in their first year at BHMS. The WEB fifth grade orientation and transition program is designed to both welcome and support the youngest students in our building by assigning them an 8th grade WEB Ambassador as a mentor during this first year. The WEB Ambassador is a responsible older student who is hand selected from a large pool of applicants and has participated in many hours of training to prepare for this important role.

Lancer Leadership / Upstander Program:
Bloomfield Hills Middle School provides leadership opportunities for 5th through 8th grade students. Lancer Leadership (in partnership with the Upstander anti-bullying program) works to constantly improve, and build upon, the school's positive culture. Students invested in this process will focus on three primary goals that will serve as the foundation for current and future work:

*Uplift the BHMS mission to display RESPECT for EVERYONE EVERY DAY EVERYWHERE
*Develop and promote strong leadership skills and good decision making (to become an Upstander)
*Further enhance the school's culture and treatment of others

This effort is designed to engage middle school students in meaningful conversations about negative social behaviors that lead to problems, and how to appropriately support an individual that needs help. Our mission will be accomplished through a variety of interactive workshops that promote team building and the development of effective critical thinking skills.

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.

Historically, comprehensive parent surveys were administered and data from those surveys were analyzed by both parent organizations, teachers and administration. A committee of teachers serves as the School Improvement Team, an advisory committee to the Principal and the Steering Team for MYP (International Baccalaureate). Teachers serve as volunteer members and represent a cross section of grade and curricular levels. Meetings are open to all staff members, however in practice, only members of the School Improvement Team typically attend. Meetings take place in the morning before school and also during the day twice per year with substitute coverage. The group analyzes achievement data and create goals for school improvement, and they also help write the School Improvement Plan. Bloomfield Hills Middle School follows the Common Core State Standards and the related middle school and elementary school GLCEs found in the Michigan Curriculum Framework. Teachers meet daily in team meetings. Administrative, special education and counseling staff representatives are present at least bi-weekly to discuss curriculum, instruction, assessments and other concerns related to the school improvement process. In addition, professional development days and faculty meetings serve as a continual opportunities throughout the school year to work together on making decisions related to the educational needs of students. As an International Baccalaureate (IB) World School, BHMS is an authorized Middle Years Programme. This authorization process requires the creation of a steering committee made up of representatives of the school community including administration, teachers, and parents. Parents are updated on a weekly basis via an extensive email broadcast and debriefed at length through monthly PTO meetings. Parental feedback is solicited (often times anonymously), valued, and considered when making instructional decisions at the school.

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

The School Improvement / Principal's Advisory Committee (PAC) team meets to analyze data from M-Step, NWEA and district common assessments. This data analysis leads to goal setting and the team develops the strategies, objectives and activities that are written in the school improvement plan. This group also meets to determine professional development for the upcoming school year that is in alignment with the school improvement plan and also fulfills needs and requirements of the Middle Years Programme, 21st Century teaching and learning, and the districts vision and mission.

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

School improvement plans are available on the school website and links to this information are sent out on the school listerv. Copies are available in the school office as well. Teachers receive copies and information from the School Improvement Team and the Principal's Advisory Committee. Professional development will be aligned with goals and objectives in the SIP.

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?

After analyzing the unique aspects of student enrollment data at Bloomfield Hills Middle School, student engagement, collaborative learning strategies, and individualized learning outcomes were identified as the most significant teaching and learning priorities and challenges for Bloomfield Hills Middle School. These priorities have continued to be monitored and tweaked through the annual and ongoing school improvement process including the review and creation of annual goals, objectives, strategies, and activities to meet the specific needs of the school community each year.

Student Demographic Data

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

Overall, student attendance at Bloomfield Hills Middle School is very good. We have a small percentage (1-2%) of students who struggle to maintain regular attendance. In these extreme cases the school works with Oakland Schools and the county truancy office to help support students and families beginning with supports at the building level and broadening the approach to include county supports as needed or required. Over 98% of students regularly attend school, and there are minimal fluctuations in enrollment during the school year.

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?

Individual challenges include:

*Ongoing training for staff, students and parents associated with further developing a culturally competent educational environment

*Consistent review of student behavior trends and monitoring of discipline referrals based on age, gender, race, religion and culture

*Decrease the amount of discipline referrals the main office receives from classroom teachers

*When appropriate, utilization of various forms of disciplinary action that minimizes the loss of instructional time for students

*Continue you improve overall attendance rates, primarily students arriving to school on time each morning

Student Demographic Data

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

Bloomfield Hills Middle School has established a Principal's Advisory Committee (PAC) that is charged with designing professional

development opportunities that align with the specific needs of the building. Making student engagement and collaborative learning a priority has helped keep a student-centered approach at the forefront of Bloomfield Hills Middle School's improvement efforts. Bloomfield Hills Middle School has establish frequent opportunities for all stakeholders to analyze and discuss school-wide goals and objectives. Efforts include, but are not limited to, PTO meetings, faculty meetings, daily team meetings with unified arts and core academic teams, the Middle Years Programme steering committee, office team meetings, Building Intervention Team (BIT) meetings, and professional development planning sessions along with many smaller subject specific and whole staff professional development meetings. Bloomfield Hills Middle School is dedicated to making the school a collaborative and inclusive community where all input is welcomed and valued.

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?

Mr. English, the building principal, has taught at the elementary level (2nd and 5th grade) for five years. In addition, he has taught at the middle school level for three years. Exposure to both elementary and secondary education provides a strong understanding of both instructional / behavioral expectations and the impact each has on student achievement. Mr. English completed his undergraduate and graduate course work in the following areas:

*Ed.S. in School Leadership - Central Office Administrative Cert.
    Oakland University, 2012
*M.A. in Educational Leadership - School Administrator Cert.
    Oakland University, 2006
*B.A. in Elementary Education
    Oakland University, 2001

Mr. Fitzgerald, the associate principal, has been an administrator at Bloomfield Hills Middle School for 14 years. His secondary teaching experience and background in counseling has provided a well-rounded understanding of middle year students. He has placed a strong focus on establishing positive relationships, working with the Building Intervention Team (BIT) to close the Achievement Gap, and to enhance student achievement within all areas of the curriculum.

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?

Bloomfield Hills Middle School has a healthy continuum of teachers with a broad and rich spectrum of knowledge and experience in the implementation of successful teaching and learning. Regarding student achievement, support of teachers will continue to be emphasized through implementation of best practices to increase student engagement and personalized learning. As an IB World School, the faculty at BHMS continues to work toward greater collaboration and facilitation of learning experiences by supporting conceptual learning and connecting students to content knowledge and skill development through a range of real-world, global contexts.

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?

Professional development continues to expand the instructional foundation of Bloomfield Hills Middle School. Focal areas include iPad training sessions with Apple, overviews of the new State mandated standardized tests (M-Step), sessions on cultural competency through Global Champions, Institute for Healing Racism, Diversity Academic Excellence and Race Relations (DAERR), and the Restorative Practices Institute. In addition, school leaders participated in a variety of Task Forces that centered attention on student achievement. The time out of the building for school leaders proved to be beneficial and necessary in order to effectively communicate new procedures and instructional expectations to the school staff. Each professional development training is focused on building capacity within the school and enhancing student achievement.

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?

It is important to recognize that student performance and student achievement are impacted greatly by teacher attendance patterns. It will continue to be important to monitor attendance patterns throughout the year as part of the teacher evaluation process, to share information regarding attendance with teachers and the human resources department, and when appropriate to address problematic attendance behavior promptly. When possible, teacher planning and preparation activities should occur at times that limit the impact on students and student achievement. Student achievement can be positively impacted by this data when teachers are out for professional development and learn new skills that are implemented into their instruction.

Teacher/School Leader(s) Demographic Data

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

Bloomfield Hills Middle School will continue to examine the following teacher/school leader demographic areas that have a strong impact on student learning and success:

*Examination of professional development opportunities that provide a deeper look at instructional strategies that have a strong impact on a diverse student body
*Examination of current/future partnerships between teachers/administrators and individual stakeholders
*Examination of hiring practices and the influence teacher/school leader demographics have on student achievement

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?

The following strands/standards/indicators stand out as strengths for Bloomfield Hills Middle School:

*Strand 2: Instruction - Instructional Design (indicator C) / Learning Environment (indicator E)
*Strand 3: Assessment - Assessment System (indicator G)
*Strand 4: Instructional Leadership - A Vision for Learning (indicator K)
*Strand 5: A Culture for Learning - Safe and Supportive Environment (indicator N)
*Strand 6: Organizational Management - Intentional Practices (indicator Q)
*Strand 7: Professional Learning Culture - Collaborative Teams (indicator S)
*Strand 9: Communication - Approaches and Tools (indicator W) / Cultural Responsiveness (indicator X)

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?

The following strands/standards/indicators stand out as challenges for Bloomfield Hills Middle School:

*Strand 3: Assessment - Student Involvement in the Assessment Process (indicator J)
*Strand 5: A Culture for Learning - Shared Leadership for Learning (indicator O)
*Strand 6: Organizational Management - Communication Systems (indicator P)
*Strand 7: Professional Learning Culture - Collective Responsibility (indicator T)
*Strand 8: Professional Learning System - Purposeful Planning (indicator U)
*Strand 10: Engagement - Partnerships (indicator Z)

12. How might these challenges impact student achievement?

*Strand 3: Assessment - Student Involvement in the Assessment Process (indicator J)
Involving students in the assessment process will connect actual student learning outcomes with formative and summative assessments. Adding student voice to the assessment process will connect teaching strategies with clearly identified assessment tasks.

*Strand 5: A Culture for Learning - Shared Leadership for Learning (indicator O)
Although specific curriculum standards are required per grade level, giving students some autonomy over their approach to learning content will enhance student engagement, quality of work and productivity.

*Strand 6: Organizational Management - Communication Systems (indicator P)
BHMS is always striving to enhance communication efforts and provide timely / in-depth information to our students, parents and community

members.

*Strand 7: Professional Learning Culture - Collective Responsibility (indicator T)

It is important for all educational stakeholders to share a collective responsibility for the achievement of all students. Through this collective effort, and various partnerships, the school as a whole can have a stronger impact on student success.

*Strand 8: Professional Learning System - Purposeful Planning (indicator U)

BHMS will continue to use professional development sessions, team planning times, content area meetings, and staff meetings to align curriculum standards vertically and horizontally while embedding various cross-curricular units of study.

*Strand 10: Engagement - Partnerships (indicator Z)

Student engagement remains a Bloomfield Hills Schools and Bloomfield Hills Middle School goal area.

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.

*Strand 3: Assessment - Student Involvement in the Assessment Process (indicator J)

Invite students to participate in task force sessions that focus on assessments.

*Strand 5: A Culture for Learning - Shared Leadership for Learning (indicator O)

Invite additional stakeholders from the community to review the School Improvement Plan and goal areas established by the school, School Improvement Committee and Principal's Advisory Committee. Participants would have an opportunity to refine goal areas, review data, ask clarifying questions and provide feedback.

*Strand 6: Organizational Management - Communication Systems (indicator P)

BHMS is always striving to enhance communication efforts and provide timely / in-depth information to our students, parents and community members.

*Strand 7: Professional Learning Culture - Collective Responsibility (indicator T)

Establish parent/teacher nights that incorporate conversations around various educational topics.

*Strand 8: Professional Learning System - Purposeful Planning (indicator U)

BHMS will continue to use professional development sessions, team planning times, content area meetings, and staff meetings to align curriculum standards vertically and horizontally while embedding various cross-curricular units of study.

*Strand 10: Engagement - Partnerships (indicator Z)

Student engagement remains a Bloomfield Hills Schools and Bloomfield Hills Middle School goal area.

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?

These following tools provide BHMS with information to appropriately use strategies, placements, and recommendations:

*BIT
*RTI
*NWEA
*SRI

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

All grade levels have access to the following extended learning opportunities:

*Clubs and Co-Curricular opportunities
*Learning Lab (before school academic support)
*Guest Speakers
*Differentiated Instruction
*Cross-curricular opportunities
*IB Program
*DOEs
*WEB Program (5th and 8th grade students)
*Robotics FLL and FTC
*Lancer Leadership

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

Extended learning opportunities are available for BHMS students in grades 5 through 8. Parents are notified through the following venues:

*Weekly Lancer Broadcast
*Moodle
*Parent Connect
*PTO
*Board of Education Meetings
*Grade Level / Team Emails
*Conferences
*Mailings

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?

Meetings are held regularly at the grade level and district level. The School Improvement Team functions also as a Principal's Advisory Committee and they meet regularly to analyze data and address issues. Staff meetings are also another venue for collaboration and sharing, as well as weekly grade level / subject area team meetings.

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

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.

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

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

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative testing data, to determine the factors that led to strengths within the Reading curriculum. The Northwest Evaluation Association (NWEA) testing software was used to compare positive assessment results between:

Fall of 2015 and the Spring of 2016
*5th Grade: Fall 2015 Mean RIT = 211.4 / Spring 2016 Mean RIT = 217.7 (Actual Growth = +6.3)
*6th Grade: Fall 2015 Mean RIT = 220.0 / Spring 2016 Mean RIT = 222.3 (Actual Growth = +2.3)
*7th Grade: Fall 2015 Mean RIT = 219.0 / Spring 2016 Mean RIT = 224.1 (Actual Growth = +5.1)
*8th Grade: Fall 2015 Mean RIT = 225.2 / Spring 2016 Mean RIT = 225.8 (Actual Growth = +0.6)

Spring of 2015 and the Spring of 2016
*5th Grade: Spring 2015 Mean RIT = 214.3 / Spring 2016 Mean RIT = 217.7 (Actual Growth = +3.4)
*6th Grade: Spring 2015 Mean RIT = 216.7 / Spring 2016 Mean RIT = 222.2 (Actual Growth = +5.5)
*7th Grade: Spring 2015 Mean RIT = 219.3 / Spring 2016 Mean RIT = 223.9 (Actual Growth = +4.6)
*8th Grade: Spring 2015 Mean RIT = 224.7 / Spring 2016 Mean RIT = 225.7 (Actual Growth = +1.0)

M-Step
*Scores indicate a stable or upward trend for individual grade levels. Students score above state and national averages in all content areas.

19b. Reading- Challenges

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative testing data, to determine the

factors that led to challenges within the Reading curriculum. The Northwest Evaluation Association (NWEA) testing software was used to compare negative assessment results between:

Fall of 2015 and the Spring of 2016

*6th grade showed a +2.3 Mean Growth, but did not meet or exceed the Projected Growth of +4.6

*8th grade showed a +0.7 Mean Growth, but did not meet or exceed the Projected Growth of +2.4

19c. Reading- Trends

Across all four grade levels (5th-8th), the top 30% of students are generally made up of more females than males and tend to include more students that are not economically disadvantaged.

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.

Goal Area:

*All students will improve reading comprehension skills across the curriculum. Students will make a connection with knowledge prior to reading and will correctly answer literal and inferential questions in both expository and narrative text.

20a. Writing- Strengths

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative testing data, to determine the factors that led to strengths within the Language Usage curriculum. The Northwest Evaluation Association (NWEA) testing software was used to compare positive assessment results between:

Spring of 2015 and the Spring of 2016

*5th Grade: Spring 2015 Mean RIT = 213.1 / Spring 2016 Mean RIT = 218.2 (Actual Growth = +5.1)

*6th Grade: Spring 2015 Mean RIT = 217.6 / Spring 2016 Mean RIT = 221.4 (Actual Growth = +3.8)

*7th Grade: Spring 2015 Mean RIT = 220.9 / Spring 2016 Mean RIT = 224.0 (Actual Growth = +3.1)

*8th Grade: Spring 2015 Mean RIT = 223.0 / Spring 2016 Mean RIT = 224.1 (Actual Growth = +1.1)

Fall of 2015 and the Spring of 2016

*5th Grade: Fall 2015 Mean RIT = 211.6 / Spring 2016 Mean RIT = 218.2 (Actual Growth = +6.6)

*6th Grade: Fall 2015 Mean RIT = 218.1 / Spring 2016 Mean RIT = 221.4 (Actual Growth = +3.3)

*7th Grade: Fall 2015 Mean RIT = 220.5 / Spring 2016 Mean RIT = 223.7 (Actual Growth = +3.2)

*8th Grade: Fall 2015 Mean RIT = 222.7 / Spring 2016 Mean RIT = 224.3 (Actual Growth = +1.6)

M-Step

*Scores indicate a stable or upward trend for individual grade levels. Students score above state and national averages in all content areas.

20b. Writing- Challenges

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative testing data, to determine the factors that led to challenges within the Reading curriculum. The Northwest Evaluation Association (NWEA) testing software was used to compare negative assessment results between:

Fall of 2015 and the Spring of 2016

*6th grade showed a +3.3 Mean Growth, but did not meet or exceed the Projected Growth of +4.4

*7th grade showed a +3.2 Mean Growth, but did not meet or exceed the Projected Growth of +3.5

*8th grade showed a +1.6 Mean Growth, but did not meet or exceed the Projected Growth of +2.9

20c. Writing- Trends

Students score well above state and county averages in Writing. Scores indicate a continued increase in proficiency levels over the course of 3 years.

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.

Goal Area:

*All students will demonstrate and improve their ability to write clear, grammatically correct passages in the target language across the curriculum.

21a. Math- Strengths

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative testing data, to determine the factors that led to strengths within the Math curriculum. The Northwest Evaluation Association (NWEA) testing software was used to compare positive assessment results between:

Spring of 2015 and the Spring of 2016

*7th Grade: Spring 2015 Mean RIT = 237.7 / Spring 2016 Mean RIT = 237.8 (Actual Growth = +0.1)
*8th Grade: Spring 2015 Mean RIT = 236.3 / Spring 2016 Mean RIT = 241.7 (Actual Growth = +5.4)

Fall of 2015 and the Spring of 2016

*5th Grade: Fall 2015 Mean RIT = 219.4 / Spring 2016 Mean RIT = 226.9 (Actual Growth = +7.5)
*6th Grade: Fall 2015 Mean RIT = 227.0 / Spring 2016 Mean RIT = 229.8 (Actual Growth = +2.8)
*7th Grade: Fall 2015 Mean RIT = 231.0 / Spring 2016 Mean RIT = 237.8 (Actual Growth = +6.8)
*8th Grade: Fall 2015 Mean RIT = 236.7 / Spring 2016 Mean RIT = 241.7 (Actual Growth = +5.0)

M-Step

*Scores indicate a stable or upward trend for individual grade levels. Students score above state and national averages in all content areas.

21b. Math- Challenges

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative testing data, to determine the factors that led to challenges within the Math curriculum. The Northwest Evaluation Association (NWEA) testing software was used to compare negative assessment results between:

Fall of 2015 and the Spring of 2016

*5th grade showed a +7.5 Mean Growth, but did not meet or exceed the Projected Growth of +10.1

*6th grade showed a +2.8 Mean Growth, but did not meet or exceed the Projected Growth of +7.8

21c. Math- Trends

Although students score well above state and county averages in Mathematics, scores tend to vary and don't indicate any consistent trends over the course of 3 years. Bloomfield Hills Middle School must continue to develop interventions that support student achievement across all subject areas and sub group populations.

21d. Math- Summary

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

Goal Area:

*All students will increase student achievement in mathematics.

Special attention should be given to the area of mathematics through instructional support services and the general education resource teachers. Teachers, staff, and parents should continue to receive professional development on best practices in eliminating the achievement gap.

22a. Science- Strengths

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative assessments, to determine the factors that led to strengths within the Science curriculum. BHMS has consistently scored higher within this content area compared to

Statewide, County and District Proficiency Scores. Statewide, the science scores are particularly low. In 2014/2015, just 22.7% of seventh-graders received a ranking of Advanced/Proficient. The standard for passing this exam is tougher than it is for other subjects, so we are seeing much lower proficiency scores within Science compared to other content areas.

7th Grade Science (2014/2015)

Advanced/Proficient Rating
BHMS = 49.3%
State of Michigan = 22.7%
Oakland Schools = 30.7%
BHS (District) = 41.9%

Only 4th and 7th grade students are assessed through M-Step in the area of science. The low testing percentages across various levels indicates a disconnect between the testing instrument and the knowledge level of 7th grade students. As a school we will be examining these differences and looking for opportunities to increase the amount of students that achieve an Advanced/Proficient rating in the area of 7th grade science.

22b. Science- Challenges

Bloomfield Hills Middle School will need to place a strong focus on increasing proficiency scores for all students, and decreasing the amount of students that fall into the Partially Proficient (Level 3) and Not Proficient (Level 4) category.

7th Grade Partially Proficient (Level 3) 2014/15

BHMS = 29.1%
State of Michigan = 23.3%
Oakland Schools = 24.8%
BHS (District) = 27.5%

7th Grade Not Proficient (Level 4) 2014/15

BHMS = 21.6%
State of Michigan = 54.1%
Oakland Schools = 44.5%
BHS (District) = 30.7%

22c. Science- Trends

Although students in 7th grade scored well above State, County and District averages in Science, scores remain relatively low. Bloomfield Hills Middle School must continue to develop interventions that support student achievement in the area of science.

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.

Special attention should be given to the area of Science through instructional support services and the general education resource teachers. Teachers, staff, and parents should continue to receive professional development on best practices in eliminating the achievement gap in this content area.

Action Plan:
*Students will improve their critical thinking abilities by becoming proficient in data interpretation and analysis, and by writing commentary that proves how evidence supports a claim.

*All students in grades 5-8 will be able to collect and present data in numerical and/or visual forms and accurately interpret data. In grades 5 and 6, students will work as a class or large groups. In grades 7 and 8, students will work in small groups or independently. Students will be assessed through various interpretations of Criterion C of the Middle Years Programme (MYP).

23a. Social Studies- Strengths

Bloomfield Hills Middle School used data collected from a range of sources, including formative and summative assessments, to determine the factors that led to strengths within the Social Studies curriculum. BHMS has consistently scored higher within this content area compared to Statewide, County and District Proficiency Scores. Statewide, the Social Studies scores are particularly low. In 2014/2015, just 22.2% of fifth-graders and 29.7% of eighth-graders received a ranking of Advanced/Proficient. The standard for passing this exam is tougher than it is for other subjects, so we are seeing much lower proficiency scores within Social Studies compared to other content areas.

5th Grade Social Studies (2014/2015)

Advanced/Proficient Rating

BHMS = 47.5%

State of Michigan = 22.2%

Oakland Schools = 29.4%

BHS (District) = 42.7%

8th Grade Social Studies (2014/2015)

Advanced/Proficient Rating

BHMS = 43.7%

State of Michigan = 29.7%

Oakland Schools = 38.4%

BHS (District) = 43.1%

Only 5th and 8th grade students are assessed through M-Step in the area of Social Studies. The low testing percentages across various levels indicates a disconnect between the testing instrument and the knowledge level of 5th and 8th grade students. As a school we will be examining these differences and looking for opportunities to increase the amount of students that achieve an Advanced/Proficient rating in the area of Social Studies.

23b. Social Studies- Challenges

Bloomfield Hills Middle School will need to place a strong focus on increasing proficiency scores for all students, and decreasing the amount of students that fall into the Partially Proficient (Level 3) and Not Proficient (Level 4) category.

5th Grade Partially Proficient (Level 3) 2014/15

BHMS = 49.7%

State of Michigan = 58.1%

Oakland Schools = 55.1%

BHS (District) = 53.6%

5th Grade Not Proficient (Level 4) 2014/15

BHMS = Less than 10%

State of Michigan = 19.7%

Oakland Schools = 15.5%

BHS (District) = Less than 10%

8th Grade Partially Proficient (Level 3) 2014/15

BHMS = 43.1%

State of Michigan = 39.9%

Oakland Schools = 37.8%

BHS (District) = 44.7%

8th Grade Not Proficient (Level 4) 2014/15

BHMS = 13.2%

State of Michigan = 30.4%

Oakland Schools = 23.9%

BHS (District) = 12.2%

23c. Social Studies- Trends

Although students in 5th and 8th grade scored above state, county and district averages in Social Studies, scores remain relatively low. Bloomfield Hills Middle School must continue to develop interventions that support student achievement in this content area.

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.

Special attention will be given to the area of Social Studies (Individuals and Societies) through instructional support services and the general education resource teachers. Teachers, staff, and parents should continue to receive professional development on best practices in eliminating the achievement gap in this content area.

Action Plan:

*Students will improve their critical thinking abilities by becoming proficient in data interpretation and analysis and by writing commentary that proves how evidence supports a claim.

*Bloomfield Hills Middle School will focus on the following two critical thinking strands:

1. Complete a satisfactory analysis of concepts, events, issues, models or arguments

2. Recognize different perspectives and their implications

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?

Data collected through the 2015/2016 LAC-O Perception Survey:

Highest Levels of Satisfaction:

*"I earn the grades I receive" and "I understand the expectations about participation in my classes." These high levels of satisfaction show that students know their role in the classroom and take ownership of their academic achievement. These ideas go hand and hand to show that there is a good relationship between students, teachers, and academics. Close to 50% of our student population strongly agreed with these statements.

*84% of students "agree" or "strongly agree" that teachers care that they learn. As a result, 83% of students "agree" or "strongly agree" that they are comfortable in asking teachers for help when they need it. This directly results in the fact that 90% of students "agree" or "strongly agree" that teachers help them learn. The report indicates that classroom the atmosphere created by the teacher lends to learning.

*Students showed high levels of satisfaction in general regarding teacher respect for cultural diversity. On the question of whether teachers show respect for different races and ethnicities, 88.6% of the respondents either strongly agreed or agreed with it. Also, 79.7% of the respondents either strongly agreed or agreed that teachers encourage students to show appreciation for different ethnic and racial groups. These results show that students in general feel valued and respected by their teachers regardless of their race, ethnicity, or cultural background.

*Positive teacher and student relationships are of the utmost importance. The fact that the majority of student responses fell within the "agree" to "strongly agree" columns confirmed our expectations. Of all categories, the highest percentages fell within the "students put forth effort in their work" column, with an overwhelming 94%.

*BHMS students feel that learning is a priority at school. Not only was this explicitly stated via Item #1, but the students feel that they are taking responsibility for their learning by completing assigned work on time, via Item #3. Students recognize that teachers are using technology to reach them, via Item #6.

-Item #1 Student learning is an important priority at my school - 92.4% (includes Agree and Strongly Agree)
-Item #3 I complete assigned work on time - 88.3% (includes Agree and Strongly Agree)
-Item #6 Teachers use technology to help me learn - 88.1% (includes Agree and Strongly Agree)

*Based on the survey results, the highest levels of satisfaction were dealing with teacher expectations and classroom procedures. BHMS students know that teachers expect proper behavior and therefore they behave appropriately in class. Based on the survey results, over

96% of the students agreed or strongly agreed with the statement above. At BHMS, the majority of students feel that they are treated fairly within the classroom, and that all rules are reinforced fairly. Students also feel that they come to class prepared, which is a direct correlation to the high expectations the teachers set for every student. One of the most important statements, "I feel safe at my school", is reinforced by the high number of responding students who stated that bullying is not tolerated at BHMS.

24b. Student Perception Data

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

Data collected through the 2015/2016 LAC-O Perception Survey:

Lowest Levels of Satisfaction:

*One of the lowest levels of satisfaction was "teachers give me the opportunity to retake tests or redo assignments." While the majority of students still responded in a positive way, this was the lowest positive response of the questions. Please consider, though, statements like "Teachers have removed me from class for talking too much" and "It is easy for a student to get kicked out of class in this school." In these statements, the responses were majority "highly disagree" and "disagree" and considered positive responses.

*The most dissatisfaction is demonstrated in students belief that teachers do not help explore career goals and plans for their future. 47% of students "strongly disagree'" or "disagree" that teachers help them explore career goals. Additionally, 46% of students "strongly disagree'" or "disagree" that teachers ask them about their personal goals and plans for life. The report in its entirety indicates that teachers understand the needs of middle school students and therefore, do not heavily emphasize long-term plans.

*Students showed the lowest levels of satisfaction in the area of culturally diverse materials being used in the classroom. 17.8% of the respondents surveyed either strongly disagreed or disagreed that culturally diverse materials were used. Furthermore, 16.9% of students either strongly disagreed or disagreed that racial issues were discussed openly in their classes. While these numbers are low, they could be areas we could focus on going forward.

*Though most categories fell within the "agree" to "strongly agree" columns, 15% of students felt that teachers needed to improve on giving positive feedback regarding performance, while 19% of students were "unsure". Because we value relationships with students, and know that consistent and positive reinforcement is key to developing these connections, we felt that this was an area of concern that needs to be addressed.

*While the scores reported are certainly above average, the lowest levels of student satisfaction include their desire to learn (item #7), teachers' willingness to help (items #5 and #8), and that teachers use different ways of teaching in their classes (item #4). Items #4, #5, and #8 indicate that there are areas of improvement that lie in the classroom itself. If these items are addressed and improved, then item #7, students' desire to learn, may possibly improve.

-Item #7 I have a desire to learn at school - 75.6% (includes Agree and Strongly Agree)

-Item #5 I need more help than I get in class - 18% (includes Agree and Strongly Agree). And another 20.4 % answered "Not Sure."

-Item #8 When I am confused, teachers are willing to help until I understand - 79.6% (includes Agree and Strongly Agree)

-Item #4 Teachers use different ways of teaching in my classes - 79.8% (includes Agree and Strongly Agree)

*Students understand that we as teachers have high expectations for them, however, they do not feel that they have a role in the creation of the expectations and rules within the classroom. Only 59% of the students feel that they work together to help create classroom rules. Also, in a majority of students' view, classes do not consistently begin promptly, as is evidenced by a 72% response rate. We were refreshed to see that out of eight survey questions, only two of the questions were below 85% approval rate. From these two areas, we feel that they are easy to rectify.

24c. Student Perception Data

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

Ideas for Improvement:

*Work to have a consistent vision of testing and redos as well as behavior procedures.

*Teachers need to grasp the teachable moments in the curriculum that offer opportunities for exploration of possible career paths. This will bring career awareness to students, resulting in the belief that teachers are concerned for their future goals without adding unnecessary pressure about the future.

*One way we can improve the diversity of materials and to address more open communication regarding racial issues in our classrooms could be to utilize various digital resources. Teachers could use these resources to encourage discussion of current events that relate to these topics. These types of high-interest digital resources will encourage more authentic discussion as they cover stories that are relatable to young adults.

*Teachers need to be more deliberate about giving specific and authentic positive feedback. Students should also be given more frequent opportunities to voice their opinions through formal surveys. Surveys could be given per quarter, including a final, year-end reflection.

*Purchasing various curricular resources and supplemental aids.

*BHMS has four different grade levels on four different schedules. Although it can be challenging to coordinate all of the different schedules and activities throughout the day, the staff needs to pay more attention to the official clock schedule. Another identified area for improvement is student engagement in developing classroom rules. Involving students more extensively at the beginning of the year might improve their buy-in in following rules.

25a. Parent/Guardian Perception Data

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

Parents and guardians felt that some of the areas of strength are the quality of the instructional programming, the existence of a positive school culture that is conducive to a range of student learning experiences, and the wide spread support for increasing the use of technology for instructional purposes.

25b. Parent/Guardian Perception Data

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

Parents and guardians showed a trend of decreasing satisfaction with food services at the school, facility improvements (desiring a continuation for improved facilities), and opportunities for students to focus their use of technology to facilitate better learning outcomes. In addition, parents indicated a need for a higher level of academic challenge for gifted students and communication between teachers and parents.

25c. Parent/Guardian Perception Data

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

Some of the areas of lowest satisfaction could be addressed by continuing to offer a variety of nutritional alternatives. In 2014/2015 the district followed State guidelines and offered students various nutritional improvements. There was an increase in communication with parents regarding food services and nutritional options for students. The facilities at Bloomfield Hills Middle School has undergone several significant renovations over the past three years that have addressed many of the concerns outlined in the survey. Technology improvements have continued to occur including an expansion of the district's iPad pilot by providing one-to-one access at the middle school level and one-to-two access at the elementary level.

26a. Teacher/Staff Perception Data

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

Data collected through the 2015/2016 LAC-O Perception Survey:

The highest level of satisfaction among the teachers/staff are in the areas of respect for others within the building and creating a caring environment with high expectations.

26b. Teacher/Staff Perception Data

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

Data collected through the 2015/2016 LAC-O Perception Survey:

Teachers surveyed feel grading and assessment practices are not consistent across grade/content levels. Additionally, staff members feel their students need more help than teachers can give them.

26c. Teacher/Staff Perception Data

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

Bloomfield Hills Middle School will continue to work to improve the communication and the implementation of different assessment and grading practices. Teachers and staff are also looking to collaborate more and provide more teacher-facilitated instruction rather than continue to teach in a more traditional, isolated manner that is less student-centered.

27a. Stakeholder/Community Perception Data

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

See Perception Data - Parents/Guardians

27b. Stakeholder/Community Perception Data

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

See Perception Data - Parents/Guardians

27c. Stakeholder/Community Perception Data

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

See Perception Data - Parents/Guardians

Summary

28a. Summary

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

Bloomfield Hills Middle School takes great pride in establishing a building culture that is Respectful of Everyone, Everyday, Everywhere (BHMS Character Goal). Increased attention and time will be dedicated to develop personal relationships with students and to help teachers better understand the personal interests and aspirations of their students.

Bloomfield Hills Middle School administration will continue to spend professional development time supporting and encouraging teachers to discuss sensitive issues with students to create a more open and comfortable learning environment at the school. BHMS teachers should also continue to communicate with students regarding how grades are determined through the use of the International Baccalaureate-Middle Years Programme (IB-MYP) rubrics and other grading practices that support both authentic and traditional grading approaches.

In 2014/2015 the district followed State guidelines and offered students various nutritional improvements. There was an increase in communication with parents regarding food services and nutritional options for students.

The facilities at Bloomfield Hills Middle School has undergone several significant renovations over the past three years that have addressed many of the concerns outlined in the survey. Technology improvements have continued to occur including an expansion of the district's iPad pilot by providing one-to-one access at the middle school level and one-to-two access at the elementary level.

Bloomfield Hills Middle School will continue to work to improve the communication and implementation of assessment and grading practices. Teachers and staff are also looking to collaborate more and provide more teacher-facilitated instruction rather than continue to teach in a more traditional, isolated manner that is less student-centered.

28b. Summary

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

*Grading: Increase understanding of grading practices and expectations.
*Teacher Feedback: Increase levels of student engagement and motivation due to appropriate/frequent/timely feedback.
*Nutrition: Increased academic performance levels due to the promotion of students making better lunch choices.
*Technology: Increased access to various applications and research tools through the implementation of the one-to-one (middle school) and one-to-two (elementary) iPad initiative.

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?

The feedback that Bloomfield Hills Middle School received through the 2015/2016 LAC-O Perception Surveys will guide instructional and school climate/culture goal areas for the 2016/2017 school year. The data will continue to be discussed during administrative meetings, parent meetings (PTO), Building Intervention Team (BIT) meetings, grade level meetings, staff meetings, and professional development sessions. BHMS will develop an even stronger instructional and cultural foundation by continuing to partner with all stakeholders, reviewing the strengths and challenges of the school, and discussing next steps that will lead to increased academic success.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

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

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

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		

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 Personnel and Labor Relations 7273 Wing Lake Rd. Bloomfield Hills, MI 48301 248-341-5400	

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		

2016-2017 BHMS Plan for School Improvement

Overview

Plan Name

2016-2017 BHMS Plan for School Improvement

Plan Description

Goals and Plans

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at BHMS will become proficient in the area of reading.	Objectives: 2 Strategies: 2 Activities: 2	Academic	$5000
2	All students at BHMS will become proficient in the area of writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000
3	All students at BHMS will become proficient in the area of mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$6000

Goal 1: All students at BHMS will become proficient in the area of reading.

Measurable Objective 1:

90% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on assessments in English Language Arts by 06/01/2017 as measured by State assessments in Reading..

Strategy 1:

Increase Non-fiction Reading - Reading workshop strategies will be taught to Language and Literature Teachers and they will serve as trainers for the school.

Teachers will develop classroom libraries of virtual and text files including articles and journals as well as non-fiction books in specific subject areas. Mini-lessons to

teach comprehension of sophisticated text, analysis of key concepts, importance of different perspectives, process, data interpretation, problem solving, and reflection

will be implemented within various content areas.

Category: English/Language Arts

Research Cited: Lucy Calkins, Teachers College- Columbia University

Nancy Atwell - Center for Teaching and Learning

Common Core State Standards: www.corestandards.org

The International Baccalaureate® (IB) Middle Years Programme (MYP): www.ibo.org

The Michigan Association of Intermediate School Administrators (MAISA) units of study

Oakland Schools Curriculum

Tier: Tier 1

Activity - Training for Language and Literature Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language and Literature Teachers will attend a series of professional development sessions over the course of a school year and serve as trainers for the school. Individuals and Societies Teachers and Science Teachers will meet collaboratively to build classroom libraries of non-fiction text.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$2000	Title II Part A, General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

Measurable Objective 2:

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance in order to meet the school reading goal of reading 20 books in English Language Arts by 06/01/2017 as measured by reading log data.

Strategy 1:

Increase volume of reading - Language and Literature Teachers will expect students to read a minimum of 20 independent reading books over the course of the school

year. Teachers will monitor student reading monthly, keeping track of pages and number of books read each month.

Category: English/Language Arts

Research Cited: Lucy Calkins, Teachers College- Columbia University

Nancy Atwell - Center for Teaching and Learning

Common Core State Standards: www.corestandards.org

The International Baccalaureate® (IB) Middle Years Programme (MYP): www.ibo.org

The Michigan Association of Intermediate School Administrators (MAISA) units of study

Oakland Schools Curriculum

Tier: Tier 1

Activity - Training and resources for non-fiction reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language and Literature Teachers will be trained to assess and select appropriate text for non-fiction reading. Materials will be purchased for students to increase the amount of non-fiction reading.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$3000	Title II Part A, General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.

Goal 2: All students at BHMS will become proficient in the area of writing.

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/01/2017 as measured by State assessments in Writing.

Strategy 1:

Teaching Academic Writing - Teachers will continue to receive training and implement inquiry based practice to teach students to use the writing processes of academic

writing. Teachers will teach literary essays, writing the argument, and information writing at every grade level. They will teach specific skills needed for academic

writing, including claim, evidence, reasoning and conclusion. Furthermore, the traditional pre-writing, writing and editing and revising strategies will be modeled and

expected. Students will produce these formal writing pieces utilizing increasingly complex writing skills each year. Teachers will assess using assessment criteria

rubrics.

Category: English/Language Arts

Research Cited: Lucy Calkins, Teachers College- Columbia University

Nancy Atwell - Center for Teaching and Learning

Common Core State Standards: www.corestandards.org

The International Baccalaureate® (IB) Middle Years Programme (MYP): www.ibo.org

The Michigan Association of Intermediate School Administrators (MAISA) units of study

Oakland Schools Curriculum

Tier: Tier 1

Activity - Collaborative Assessment of Student Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to compare student work completed in academic writing, and align scoring rubrics and further instruction to meet student needs.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	General Fund	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.

Goal 3: All students at BHMS will become proficient in the area of mathematics.

Measurable Objective 1:

75% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on assessments in Mathematics by 06/01/2017 as measured by Percentage of students who score proficient on State assessments 5th through 8th grade..

Strategy 1:

Regular Instruction and Formative Assessment - Mathematics teachers will use conceptual teaching and learning during unit instruction. Assessments will be conceptually based and require students to reflect on their work and explain their thinking.

Category: Mathematics

Research Cited: Robert Marzano: 9 Most Effective Strategies for Increasing Student Achievement

Common Core State Standards: www.corestandards.org

Connected Mathematics Project: www.connectedmath.msu.edu

The International Baccalaureate® (IB) Middle Years Programme (MYP): www.ibo.org

The Michigan Association of Intermediate School Administrators (MAISA) units of study

Project Zero: Visible Thinking Project (http://www.visiblethinkingpz.org/)

Oakland Schools Curriculum

Betty Garner: Getting To Got It

Judith Wells Lindfors: Children's Inquiry

Marian Small: Good Questions in Mathematics

John VandeWalle: Elementary and Middle School Mathematics

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will receive training to implement Common Core Practices, the Math Workshop Model (5th grade), and the Connected Mathematics Project (6-8 grade) in their classrooms. Instruction will focus on problem solving (both familiar and unfamiliar), while shifting understanding from recall to synthesis and evaluation.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	General Fund	Math Teachers

Activity - Implementation of CCSS Mathematical Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will implement CCSS mathematical thinking by creating student-generated experiments in data collection and analysis, and by attending training in inquiry based learning and assessment criteria.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2017	$2000	General Fund, Title II Part A	Mathmatics Teachers

Activity - Inquiry Based Model of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend various inquiry based training's to focus on grade level strategies and school-wide collaboration to promote student learning.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2017	$3000	Title II Part A, General Fund	Math Teachers and Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training for Language and Literature Teachers	Language and Literature Teachers will attend a series of professional development sessions over the course of a school year and serve as trainers for the school. Individuals and Societies Teachers and Science Teachers will meet collaboratively to build classroom libraries of non-fiction text.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Collaborative Assessment of Student Work	Teachers will meet to compare student work completed in academic writing, and align scoring rubrics and further instruction to meet student needs.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
Inquiry Based Model of Instruction	Teachers and administrators will attend various inquiry based training's to focus on grade level strategies and school-wide collaboration to promote student learning.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Math Teachers and Administrators

Training and resources for non-fiction reading	Language and Literature Teachers will be trained to assess and select appropriate text for non-fiction reading. Materials will be purchased for students to increase the amount of non-fiction reading.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$2000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.
Implementation of CCSS Mathematical Thinking	Math teachers will implement CCSS mathematical thinking by creating student-generated experiments in data collection and analysis, and by attending training in inquiry based learning and assessment criteria.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Mathmatics Teachers
Professional Learning	Mathematics teachers will receive training to implement Common Core Practices, the Math Workshop Model (5th grade), and the Connected Mathematics Project (6-8 grade) in their classrooms. Instruction will focus on problem solving (both familiar and unfamiliar), while shifting understanding from recall to synthesis and evaluation.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Math Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inquiry Based Model of Instruction	Teachers and administrators will attend various inquiry based training's to focus on grade level strategies and school-wide collaboration to promote student learning.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2017	$2000	Math Teachers and Administrators
Implementation of CCSS Mathematical Thinking	Math teachers will implement CCSS mathematical thinking by creating student-generated experiments in data collection and analysis, and by attending training in inquiry based learning and assessment criteria.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Mathmatics Teachers

Training for Language and Literature Teachers	Language and Literature Teachers will attend a series of professional development sessions over the course of a school year and serve as trainers for the school. Individuals and Societies Teachers and Science Teachers will meet collaboratively to build classroom libraries of non-fiction text.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Training and resources for non-fiction reading	Language and Literature Teachers will be trained to assess and select appropriate text for non-fiction reading. Materials will be purchased for students to increase the amount of non-fiction reading.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2017	$1000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.