



# **School Improvement Plan**

**Bloomfield Hills Middle School**

**Bloomfield Hills Schools**

Mr. Randy English  
4200 Quarton Rd  
Bloomfield Hills, MI 48302-4042

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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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in ASSIST	

# **2017-2018 BHMS Plan for School Improvement**

## Overview

### Plan Name

2017-2018 BHMS Plan for School Improvement

### 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 at BHMS will become proficient in the area of mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$6000
2	All students at BHMS will become proficient in the area of reading.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$6500
3	All students at BHMS will become proficient in the area of writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2000

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

### Measurable Objective 1:

A 5% increase 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 06/01/2018 as measured by Percentage of students who score proficient on State assessments 5th through 8th grade..

### Strategy 1:

Regular Instruction and Formative Assessment - 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](http://www.corestandards.org)

Connected Mathematics Project: [www.connectedmath.msu.edu](http://www.connectedmath.msu.edu)

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

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

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

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
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Teachers will collaborate with other teachers, Content Area Leaders, and Middle Years Programme Teacher Leaders to fully align with Common Core Standards focusing on common language, shifting to application, and increasing problem solving skills through "Approaches to Learning".  Approaches to Learning is concerned with developing the intellectual discipline, attitudes and strategies that will aid them in their classes and beyond. MYP divides approaches to learning into the categories: Organization, Collaboration, Communication, Information literacy, Thinking, Reflection and Transfer.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	General Fund	Math Teachers
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Activity - Implementation of CCSS Mathematical Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support Common Core Standards and Practices by aligning instructional methodology to the Standards for Mathematical Practices. Subject area planning, professional development, and support from Content Area Leaders will be utilized to support this activity .  The Eight Standards for Mathematical Practice are: Make sense of problems and persevere in solving them Reason abstractly and quantitatively Construct viable arguments and critique the reasoning of others Model with mathematics Use appropriate tools strategically Attend to precision Look for and make use of structure Look for and express regularity in repeated reasoning	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2018	\$2000	Title II Part A, General Fund	Mathematics Teachers

Activity - Assessment Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be supported by our MYP Teacher Leader in creating problem-based formative and summative assessments that align to our work in the following areas: Connected Math Project, NWEA, CBM, ALEKS	Evaluation	Tier 1	Monitor	09/02/2014	06/01/2018	\$3000	General Fund, Title II Part A	Math Teachers and Administrators

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

### Measurable Objective 1:

A 5% increase 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 06/01/2018 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](http://www.corestandards.org)

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

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

Oakland Schools Curriculum

Tier: Tier 1

Activity - Professional Development and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate with other teachers, Content Area Leaders, and Middle Years Programme Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2018	\$2000	Title II Part A, General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
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Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Standards will drive instruction to provide a greater emphasis on content-specific vocabulary through word study including prefixes, suffixes, base/root words and word origin.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use direct instruction and strategies to improve reading comprehension and fluency. Specific interventions include Read to Achieve and Corrective Reading, both evidence-based reading programs.	Implementation	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

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Activity - Assessment Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be supported by our MYP Teacher Leader and resource staff in utilizing reading probes, formative and summative assessments to monitor student progress. These assessments include: Read to Achieve, Corrective Reading, NWEA, Curriculum Based Measurement (CBM) and Fountas & Pinnell.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

### Measurable Objective 2:

A 5% increase 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 log in order to meet the school reading goal of reading 20 books in English Language Arts by 06/01/2018 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](http://www.corestandards.org)

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

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

Oakland Schools Curriculum

Tier: Tier 1

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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	06/01/2018	\$3000	Title II Part A, General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.

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

#### Measurable Objective 1:

A 5% increase 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 developing Elaboration in a composition in English Language Arts by 06/01/2018 as measured by Common Assessment / Writing Pathways..

#### Strategy 1:

Alignment - Increase appropriate use of the elements of elaboration in writing across the curriculum.

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](http://www.corestandards.org)

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

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Oakland Schools Curriculum

Writing Pathways

Tier: Tier 1

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Activity - Professional Development and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers, Instructional Specialists, Content Area Leaders, and Middle Years Programme Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	General Fund	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Standards will drive instruction to provide a greater emphasis on elaboration skills, including: citing evidence, using dialogue and quality commentary.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	General Fund	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.



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Activity - Assessment Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and summative assessments to monitor student progress. These assessments include Writing Pathways and MYP Rubrics.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	General Fund	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of CCSS Mathematical Thinking	<p>Teachers will support Common Core Standards and Practices by aligning instructional methodology to the Standards for Mathematical Practices. Subject area planning, professional development, and support from Content Area Leaders will be utilized to support this activity .</p> <p>The Eight Standards for Mathematical Practice are:                      Make sense of problems and persevere in solving them                      Reason abstractly and quantitatively                      Construct viable arguments and critique the reasoning of others                      Model with mathematics                      Use appropriate tools strategically                      Attend to precision                      Look for and make use of structure                      Look for and express regularity in repeated reasoning</p>	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	Mathmatics 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	06/01/2018	\$1000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.

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Professional Development and Collaboration	Teachers will collaborate with other teachers, Content Area Leaders, and Middle Years Programme Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Assessment Strategies	Teachers will be supported by our MYP Teacher Leader in creating problem-based formative and summative assessments that align to our work in the following areas: Connected Math Project, NWEA, CBM, ALEKS	Evaluation	Tier 1	Monitor	09/02/2014	06/01/2018	\$2000	Math Teachers and Administrators

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/01/2018	\$2000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.
Assessment Strategies	Teachers will be supported by our MYP Teacher Leader in creating problem-based formative and summative assessments that align to our work in the following areas: Connected Math Project, NWEA, CBM, ALEKS	Evaluation	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	Math Teachers and Administrators
Instruction	Content Standards will drive instruction to provide a greater emphasis on content-specific vocabulary through word study including prefixes, suffixes, base/root words and word origin.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

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Instruction	Content Standards will drive instruction to provide a greater emphasis on elaboration skills, including: citing evidence, using dialogue and quality commentary.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
Implementation of CCSS Mathematical Thinking	<p>Teachers will support Common Core Standards and Practices by aligning instructional methodology to the Standards for Mathematical Practices. Subject area planning, professional development, and support from Content Area Leaders will be utilized to support this activity .</p> <p>The Eight Standards for Mathematical Practice are:            Make sense of problems and persevere in solving them            Reason abstractly and quantitatively            Construct viable arguments and critique the reasoning of others            Model with mathematics            Use appropriate tools strategically            Attend to precision            Look for and make use of structure            Look for and express regularity in repeated reasoning</p>	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	Mathmatics Teachers
Assessment Strategies	Teachers will be supported by our MYP Teacher Leader and resource staff in utilizing reading probes, formative and summative assessments to monitor student progress. These assessments include: Read to Achieve, Corrective Reading, NWEA, Curriculum Based Measurement (CBM) and Fountas & Pinnell.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

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Intervention	Teachers use direct instruction and strategies to improve reading comprehension and fluency. Specific interventions include Read to Achieve and Corrective Reading, both evidence-based reading programs.	Implementation	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Assessment Strategies	Teachers will use formative and summative assessments to monitor student progress. These assessments include Writing Pathways and MYP Rubrics.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2018	\$500	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
Professional Development and Collaboration	Teachers will collaborate with other teachers, Content Area Leaders, and Middle Years Programme Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

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Professional Development and Collaboration	Teachers will collaborate with other teachers, Instructional Specialists, Content Area Leaders, and Middle Years Programme Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
Professional Learning	<p>Teachers will collaborate with other teachers, Content Area Leaders, and Middle Years Programme Teacher Leaders to fully align with Common Core Standards focusing on common language, shifting to application, and increasing problem solving skills through "Approaches to Learning".</p> <p>Approaches to Learning is concerned with developing the intellectual discipline, attitudes and strategies that will aid them in their classes and beyond. MYP divides approaches to learning into the categories: Organization, Collaboration, Communication, Information literacy, Thinking, Reflection and Transfer.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2018	\$1000	Math Teachers