



# **School Improvement Plan**

**East Hills Middle School**

**Bloomfield Hills Schools**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

<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	See Goals and Plans in ASSIST.	

# **East Hills Middle School--School Improvement Goals 2017-2018**

## **Overview**

### **Plan Name**

East Hills Middle School--School Improvement Goals 2017-2018

### **Plan Description**

Goals, Objectives, Strategies, and Activities for East Hills Middle School -- School Improvement Plan 2017-2018



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at East Hills Middle School will become proficient mathematicians.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$10000
2	All students at East Hills Middle School will become proficient readers.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$8500
3	All students at East Hills Middle School will become proficient writers.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$5000
4	All students at East Hills Middle School will become proficient scientists.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$5000
5	All students at East Hills Middle School will become proficient social scientists.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$5000
6	All students at East Hills Middle School will be known and valued.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$5750
7	All students at EHMS will become proficient in the non-tested subject areas of the M-STEP and the MYP subject areas of Language Acquisition; Arts; Design; and Physical and Health Education or the BHS elementary specials subject areas.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$8000

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

### Measurable Objective 1:

61% of All Students will demonstrate a proficiency on M-STEP and/or NWEA in Mathematics by 06/15/2018 as measured by M-STEP and/or NWEA.

### Strategy 1:

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

Category: Mathematics

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

Tier: Tier 1

Activity - Problem Solving and Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers and staff will continue to implement formative and summative assessments and class work (workshop model and project-based learning) that concentrate on problem solving and real-world scenarios where students will look at a completed problem and critique the reasoning found in the problem. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers with a focus on formative assessments - exit cards and pre-assessments - to monitor the effectiveness of this activity in promoting student learning. Students that are under performing receive support from the special education resource teacher by pushing into classrooms and through the general education resource teacher providing tiered and scaffolded learning.</p>	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	General Fund	Mathematics Teachers (Grades 4-8); Doug Thompson - Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal
Activity - Investigating Patterns in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers and staff will continue to implement the use of a number of instructional structures including the use of technology that can be used to support instruction and offer students problem-solving opportunities (M-STEP-based among other formats) that will provide students with learning experiences where students develop the ability to find a pattern (or patterns) in different ways and apply that knowledge to real-world circumstances. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers with a focus on formative assessments - exit cards and pre-assessments - to monitor the effectiveness of this activity in promoting student learning. Students that are under performing receive support from the special education resource teacher by pushing into classrooms and through the general education resource teacher providing tiered and scaffolded learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	General Fund	Mathematics Teachers (Grades 4-8); Doug Thompson - Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal
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### Strategy 2:

Mathematics Communication and Student Self-Assessment - Teachers and staff will develop a common mathematics vocabulary using the International Baccalaureate Middle Years Programme and Common Core State Standards terms by focusing on student reflections and instructional opportunities to support the ability of students to communicate as mathematicians and provide opportunities for students to self assess. Teachers and staff will monitor and use student reflections forms and the use of common language by regular use of the Middle Years Programme rubrics and command terms and creating mathematics instructional documents that use the vocabulary across levels.

Category: Mathematics

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

Tier: Tier 1

Activity - Communication and Student Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers and staff will continue to develop a common language for instruction for grades 4-8 so that students are able to gain a rich mathematics vocabulary using the International Baccalaureate Middle Years Programme Command Terms that support Common Core State Standards. Teachers and staff will further monitor and assess the effectiveness of using a bank of student reflection forms by collecting samples of student self-assessments after summative assessments. This data will hopefully show growth particularly when used to score students on the Middle Years Programme Mathematics criterion that focus on Communication and Reflection and Common Core assessment tasks that focus on student communication and reflection skills in the area of math.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Title II Part A</p>	<p>Mathematics Teachers (Grades 4-8); Doug Thompson - Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal</p>
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### Strategy 3:

NWEA Mathematics Assessment Training - Teachers will continue their professional development in proctoring NWEA assessment testing and understanding NWEA reports. All mathematics teachers will work with building proctors, other teachers, and school administration to identify each student's goals, skills, and learning preference regarding data provided by NWEA reports. Teachers will be provided with additional one-on-one learning opportunities by working with Doug Thompson, East Hills Middle School Mathematics Specialist.

Category: Mathematics

Research Cited: NWEA resources and research reports from NWEA website

Tier: Tier 1

Activity - NWEA Mathematics Assessment:Teacher Training on NWEA MAP Reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Continue to train 4th-8th grade mathematics teachers through professional development and administrative conferencing in how to analyze and evaluate information from NWEA MAP reports regarding each specific student's performance to support classroom instruction aimed at improving mathematical reasoning and other aspects of mathematical teaching and learning, particularly for students in sub-groups that do not perform well on standardized tests.</p>	<p>Evaluation</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Title II Part A</p>	<p>Mathematics Teachers (Grades 4-8); Doug Thompson-- Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal</p>
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**Measurable Objective 2:**

85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 4th and 5th grade students from pre-test assessments to standards based end-of-unit reporting in Mathematics by 06/15/2018 as measured by Sixth, Seventh, and Eighth Grade students improving from one MYP criterion score to a higher score or 4th and 5th Grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

**Strategy 1:**

Authentic Assessment - Standards-Based Grading - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Julia Beattie (East Hills IB teacher leader), Harleen Singh (district content area teacher leader), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Category: Mathematics

Research Cited: CMP3 Resources: Brookhart, S. 2013. How to Create and Use Rubrics; Hayes Jacobs, H. 2004. Getting Results with Curriculum Mapping; McTighe, J and Wiggins, G. 2004. Understanding by Design; Vygotsky, L. 1999. Thought and Language; and additional works by Lynn Erickson, Michael Schmoker and Tony Wagner

Tier: Tier 1

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Activity - Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 4th-8th grade mathematics teachers in developing authentic assessments using standards-based grading by focusing on MYP Mathematics and Common Core-based assessments that support mathematics units that emphasize conceptual understanding and student inquiry.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	Title II Part A	Mathematics Teachers (Grades 4-8); Doug Thompson - Mathematics Specialist; Support Staff; Harleen Singh - BHS District Teacher Leader; Julia Beattie--IB Teacher Leader; content area leader and Jason Rubel--Principal
Activity - Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Plan, implement, and reflect on MYP task-specific assessments for all MYP Mathematics criterion and Mathematics Common Core State Standards, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples of student work with each other and building administration that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.	Teacher Collaboration	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	General Fund	Mathematics Teachers (Grades 4-8); Doug Thompson - Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal
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## Goal 2: All students at East Hills Middle School will become proficient readers.

### Measurable Objective 1:

75% of All Students will demonstrate a proficiency on M-STEP and/or NWEA in Reading by 06/15/2018 as measured by M-STEP and/or NWEA.

### Strategy 1:

Close Reading - Close reading is a careful, purposeful rereading of a complex text to uncover layers of meaning that lead to deeper comprehension. The purpose is to build the habits of readers as they engage in complex texts and to build stamina and skills for independence. This practice invites students to read repeatedly and is guided by text dependent questions. Close reading should be accompanied by purposeful scaffolded instruction about the passage.

Category: English/Language Arts

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

Tier: Tier 1



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Activity - Close Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The teacher will:</p> <ul style="list-style-type: none"> <li>-Select short complex passages</li> <li>-Design lessons so students reread</li> <li>-Ask students to read with a pencil</li> <li>-Remind students to note confusions</li> <li>-Model the text</li> <li>-Discuss the text</li> <li>-Ask text dependent questions</li> <li>-Utilize NEWSELA resource to highlight and annotate the following within informational text: 1) Unknown words and students will annotate meaning based on context clues; 2) Evidence that supports central idea and students will annotate why it is important; 3) A quote that is surprising and students will annotate why the evidence is surprising to them; and 4) Evidence that is exciting/ students will annotate information they would like to know more about.</li> </ul>	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal

### Strategy 2:

Effective Practices in Reading - Staff will continue to research and collaborate on the delivery of best practices for reading instruction across all disciplines and grow in their understanding of data analysis to better interpret M-STEP, NWEA, and Fountas and Pinnell data to scaffold appropriate leveled reading exercises within the classroom to support the needs of all students.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Effective Practices and Classroom Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>There will be continued professional development on reading instruction and assessment, best practices for instruction will be reviewed, and readers' workshop will be more fully implemented in classes across the school. In addition, the East Hills English-Language Arts Team will continue to support teachers with specific professional development in reading to meet the needs of all students with special emphasis on students who are not performing well in the classroom and on standardized tests. Classroom libraries will be supported to address the specific needs of the learners in each classroom. Teachers will participate in professional learning on best practices in classroom libraries two to four times a year and exposure to this activity will be monitored through the discussion and sharing out at team and staff meetings. The data collected to determine the impact on student achievement will be NWEA reading scores, M-STEP scores, Fountas and Pinnell scores; and MYP task specific assessment data. Readiness for implementation would be ensured through the ongoing professional development provided to teachers.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1500</p>	<p>Title II Part A</p>	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
<p>Activity - Comprehension Strategies</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Teacher will work with students to further develop their comprehension strategies by monitoring conversation – the inner conversation; activating and connecting to background knowledge; questioning; visualizing; inferring; determining importance; summarizing and synthesizing. Instruction will be differentiated (workshop model and technology based - NEWSLEA) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning. There will be continued professional development on reading instruction and assessment, best practices for instruction will be reviewed, and readers' workshop will be more fully implemented in classes across the school. In addition, the East Hills English-Language Arts Team will continue to support teachers with specific professional development in reading comprehension to meet the needs of all students with special emphasis on students who are not performing well in the classroom and on standardized tests. Teachers will participate in professional learning on best practices to develop student comprehension two to four times a year and exposure to this activity will be monitored through the discussion and sharing out at team and staff meetings. The data collected to determine the impact on student achievement will be NWEA reading scores, M-STEP scores, Fountas and Pinnell scores; and MYP task specific assessment data. Readiness for implementation would be ensured through the ongoing professional development provided to teachers.</p>	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal
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### Measurable Objective 2:

85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 4th and 5th grade students from pre-test assessments to standards based end-of-unit reporting in Reading by 06/15/2018 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or fourth- and fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

### Strategy 1:

Authentic Assessment - Standards-Based Grading - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Julia Beattie (IB Teacher Leader), Christine DiPilato (BHS Director of Learning Services), district-level content area teacher leader, fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Category: English/Language Arts

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

Tier: Tier 1

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Activity - Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 4th-8th grade teachers in developing authentic assessments using standards-based grading by focusing on MYP Language and Literature assessments and Common Core-based assessments that support reading curriculum and instruction that emphasize conceptual understanding and student inquiry.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	Title II Part A	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal
Activity - Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.	Teacher Collaboration	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	General Fund	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal
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### Goal 3: All students at East Hills Middle School will become proficient writers.

#### Measurable Objective 1:

75% of All Students will demonstrate a proficiency on M-STEP in Writing by 06/15/2018 as measured by M-STEP..

#### Strategy 1:

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

Category: English/Language Arts

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

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developed writing units; and Common Core State Standards support material

Tier: Tier 1

Activity - Emphasis on Revision	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will focus on a number of instructional practices that concentrate on writing about writing (reflecting); conferencing with both teacher and peers; peer review; redo's (teacher/peer guided); checklists; mentor text for modeling; and mini lessons on specific skills. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning. Fourth- through eighth-grade teachers came together to norm Writing Pathways pre-assessments to inform their teaching practices and compare those pre-assessments to normed post-assessments.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal

### Strategy 2:

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

Category: English/Language Arts

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

Tier: Tier 1

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Activity - Instructional Practices that Support Pre-Writing, Organizing, Editing, and Creativity in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will focus making the writing process enjoyable and a place that supports student creativity. Teacher will use a number of instructional techniques to support pre-writing, organizing, and editing (daily journals; student choice in writing; peer sharing of writing; house/hamburger graphic organizer; formal outlines/box bullets; inspiration software—creates graphic organizers; read-write-think graphic organizers; reorganizing graphic organizers; masterpieces/million dollar sentences; critical review and identification of other authors' works; planning pages (Atwell); process approach--prewriting; focusing ideas; evaluating, structuring, editing; daily oral language; dictation; mentor texts; teacher conferences individual lessons; and "No Excuse" words. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal

### Measurable Objective 2:

85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 4th and 5th Grade students on standards based grading criterion in all subject areas in Writing by 06/15/2018 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or fourth- and fifth-grade students improving to higher criterion scores on writing samples taken from the beginning to the end of the school year.

### Strategy 1:

Authentic Assessment - Standards-Based Grading - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Julia Beattie (East Hills IB teacher leader) and Christine DiPilato (BHS Director of Learning Services), Harleen Singh (District-wide Content Area Teacher Leader), fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Category: English/Language Arts

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

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

Tier: Tier 1

Activity - Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 4th-8th grade teachers in developing authentic assessments using standards-based grading by focusing on MYP Language and Literature criterion-related and Common Core-based assessments that support writing units that emphasize conceptual understanding and student inquiry both in language arts and across the other content areas.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$1000	Title II Part A	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal
Activity - Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners both in language arts and across the other content areas.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
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**Goal 4: All students at East Hills Middle School will become proficient scientists.**

**Measurable Objective 1:**

48% of All Students will demonstrate a proficiency on M-STEP in Science by 06/15/2018 as measured by M-STEP.

**Strategy 1:**

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

Category: Science

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

Tier: Tier 1

## School Improvement Plan

East Hills Middle School

Activity - Communication and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with students to understand Middle Years Programme objectives and command terms (language). Teachers will support students to develop an understanding of MYP rubrics so they can become meaningful tools. Specific lessons will highlight the importance of reflection and goal setting using SMART goal setting protocols. Teachers will conference regularly with students. Teachers will support these activities by using the MYP framework as an overarching philosophy that emphasizes communication, reflection, and goal setting as critical elements within the learning process. Instruction will be aligned to the Next Generation Science Standards. Instruction will be differentiated (project-based and technology-based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$500	General Fund	Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leaders; and Jason Rubel—Principal

### Strategy 2:

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

Category: Science

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

Tier: Tier 1

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

East Hills Middle School

<p>Teacher will provide students with opportunities to engage in Visible Thinking Strategies by training all teachers (4th-8th) on Visible Thinking Routines to use visible thinking strategies regularly in science and technology classrooms. Teachers will collect and share artifacts to examine efficacy of practice. Lower performing students will benefit from regular shared learning with their peers and the opportunity for student voice.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader and Content Area Leader; and Jason Rubel—Principal</p>
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Activity - Hands-on Learning and Application of Scientific Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

East Hills Middle School

<p>Teachers will continue to provide students with hands-on explorations and/or applications of science concepts. Students will create and explore scientific topics with an emphasis on lab-based activities that require critical thinking. Teachers will familiarize students with the scientific method by developing curriculum that will require students to carry out a complete inquiry-based investigation at least twice each school year. Teachers will meet twice a year to share experiences and evaluate student artifacts. Rubric-focused instruction will allow students to target areas for improvement.</p>	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$1000	General Fund	Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal
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Activity - Creative Problem Solving in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

East Hills Middle School

<p>Teachers will provide opportunities for creative problem solving through project-based learning using the MYP Criterion D: Reflection on Impacts of Science for students to explore ideas based on individual curiosity and skill-sets using the International Baccalaureate Middle Years Programme Approaches to Learning skills and attaching them to specific MYP sciences objectives and working to align them to the Next Generation Science Standards. Lower achieving students will have the choice to complete a personal improvement project as an additional way to demonstrate understanding in science using labs and other project-based learning opportunities to support learning. Teachers will meet twice a year to share experiences and evaluate student artifacts. Rubric-focused instruction will allow students to target areas for improvement.</p>	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$500	General Fund	Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal
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### Measurable Objective 2:

85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Sciences Criterion or 4th and 5th grade students from pre-test assessments to standards-based end-of-unit reporting in Science by 06/15/2018 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or fourth- and fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

### Strategy 1:

Authentic Assessment - Standards-Based Grading - Teachers will complete professional development in International Baccalaureate Middle Years Programme assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Julia Beattie (East Hills IB teacher leader), district-level subject area teacher leader, content area teacher leaders, fellow teachers, and school administration to implement classroom structures (for example, NEWSELA, technology integration among other delivery systems) that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Category: Science

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

Tier: Tier 1

## School Improvement Plan

East Hills Middle School

Activity - Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Train 4th-8th grade science teachers in developing authentic assessments using standards-based grading by focusing on MYP Sciences assessments that support science units that emphasize conceptual understanding and student inquiry. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, leveled informational science texts (NEWSLA), and the use of the hands-on lab opportunities to support a range of learners.</p>	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$1000	Title II Part A	Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal
Activity - Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**School Improvement Plan**

East Hills Middle School

<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Sciences criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments working toward alignment with Next Generation Science Standards. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of lab-based activities to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal</p>
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**Goal 5: All students at East Hills Middle School will become proficient social scientists.**

**Measurable Objective 1:**

51% of Fifth and Eighth grade students will demonstrate a proficiency on M-STEP in Social Studies by 06/15/2018 as measured by M-STEP.

**Strategy 1:**

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

Category: Social Studies

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

Tier: Tier 1

## School Improvement Plan

East Hills Middle School

Activity - Analyzing Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use pre-assessments to guide instruction using assessment data from maps, charts, sources (primary and secondary); and visual images. Teachers will continue to build on curricular units that highlight opportunities to work with data (4th-8th grade map skills; 7th grade MDG project; 6th grade mystery region; 8th grade primary source documents; and working with the middle school media specialist by emphasizing research and locating reliable sources. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$500	General Fund	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader
Activity - Content Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will focus on providing students with rich learning experiences that support students acquisition of knowing and understanding with detailed knowledge of social studies content (6th Grade Foundations of Social Studies; 5th Grade First People to New Government of U.S; 4th Grade Michigan History; 8th Grade Revolution to Reconstruction--US History; 7th Grade Eastern Hemisphere and informational text reading strategies across all grade levels and practiced through reading analysis of informational articles within the NEWSELA program. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$500	General Fund	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader
Activity - Thinking Critically	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

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Teachers will prepare critical thinking learning opportunities in the subject area of social studies through explicit experiences that stress problem solving and research exercises (4th-8th Grade: Use of Visible Thinking; 4th Grade Grade Michigan History; 5th Grade Genius Hour; 6th Grade: Natural Disasters and Global Issues; 7th Grade: Foreign Policy Project; 7th Grade: MDG Project; 8th Grade: Current Issues Debate; 8th Grade: DBQ Investigations; and 8th Grade: Mock Trial). Teachers will support the development of critical thinking skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$500	General Fund	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader
<b>Activity - Communication</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide students with regular opportunities to communicate their understanding of social studies through the use of collaborative learning exercises, classroom discourse, Socratic seminars, and formal and informal writing tasks, including essay writing. Teachers will support the development of communication skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$500	General Fund	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader

### Measurable Objective 2:

85% of All Students will demonstrate a proficiency on International Baccalaurate Middle Years Programme Individuals and Societies Criterion or 4th and 5th grade students from pre-test assessments to standards-based end-of-unit reporting in Social Studies by 06/15/2018 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or fourth- and fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

### Strategy 1:

Authentic Assessment - Standards-Based Grading - Teachers will continue professional development in International Baccalaureate Middle Years Programme

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assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Julia Beattie (East Hills IB Teacher Leader) and district-wide subject-area teacher leaders, content area leaders, fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Category: Social Studies

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

Tier: Tier 1

Activity - Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 4th-8th grade social studies teachers in developing authentic assessments using standards-based grading by focusing on MYP Individuals and Societies assessments that support social studies units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$1500	Title II Part A	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader

Activity - Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

East Hills Middle School

<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Individuals and Societies criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, leveled social studies articles (NEWSELA) technology integration, direct instruction, and the use of instructional delivery that focuses on the application of learning to the real-world to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1500</p>	<p>General Fund</p>	<p>Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader</p>
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## Goal 6: All students at East Hills Middle School will be known and valued.

### Measurable Objective 1:

demonstrate a behavior of all East Hills Middle School students being known and valued by 06/15/2018 as measured by qualitative evidence of student engagement using tools such as the Bloomfield Hills Schools Teacher Evaluation Instrument (specifically Knowledge of Students element and Creating an Environment of Rapport and Respect element) and the LAC-O survey.

### Strategy 1:

Positive and Inclusive School Culture - A positive and inclusive school culture will be developed by providing a renewed emphasis on global competency and equity programming, Positive Behavior Interventions and Supports (PBIS) as well as providing space for the creation of new and innovative approaches to create an intentional positive school culture for students, families, teachers, and staff.

Category: School Culture

Research Cited: PBIS literature; Marilyn Price Mitchell, Youth Development and Education; Bill Boyle, BHS Director of Equity Programming; Munirah Mawusi, Consultant; Global Workforce Development; Jay B. Marks, Oakland Schools--Social Justice Project and Culturally Responsive Teaching; Marty Chaffee, Oakland Schools--Leadership and Personality Training; Ruby Payne; Glenn Singleton, Courageous Conversations about Race

Tier: Tier 1

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

East Hills Middle School

Global Education Team work - student leadership opportunities and mentoring; Random Act of Kindness (initiated by Staff and Students); Positivity bands through student leadership council; Staff appreciation activities; Star lunches; ID Wall/Symbols/learner profile traits observed put on wall; New International Baccalaureate Middle Years Programme signage; Social Activities for Staff- "Food for Thought"; Revamp Student of the month; Regular Video Announcements; Coffee House Days; School-Wide Lib Dub	Community Engagement	Tier 1	Implement	08/28/2017	06/15/2018	\$250	Other	All East Hills Middle School Staff and Students
<b>Activity - Anti-Bullying Campaign and Global Scholarship</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
4th Grade Transition Subcommittee Work - mentor programs; IB-MYP Service as Action focus area for 8th grade; Mix-it up lunches; Stand4Change Campaign - Defeat the Label; Global Education Team (GET) District-focused activities - Global Champions; Diversity Academic Equity and Race Relations (DAERR); Restorative Justice Practices; and Institute for Healing Racism; Work with district police liaison officer and further develop curriculum including social media component aligned and supported by health curriculum; Learning Achievement Coalition-Oakland survey or other surveys	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$3000	Title II Part A	All East Hills Middle School Staff and Students
<b>Activity - Advisory Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Peer mentoring (peer and middle school to high school-support from counselors and social worker); 4th Grade Transition Subcommittee work; Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade former students more involved with fourth-grade students in classrooms; seventh-grade students more involved with fifth-grade students in classrooms; and more focused use of approaches to learning time and alternative schedules to support school climate; counselors, front office, and staff will further develop and build upon existing safe places for students to reach out to adults when needed; teachers will participate in vertical articulation meetings during transition times beginning and end of school year - Grade-Level Transitions Staff Meeting	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$250	Other	All East Hills Middle School Students and Staff
<b>Activity - Achievement Gap Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

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Continue to build upon the work with Jay B. Marks from Oakland Schools with a focus on culturally responsive teaching practices, with Munirah Mawusi - consultant from Global Workforce Development, and with Bill Boyle - Director of Equity Programming with a focus on global literacy; Continue to partner with Bloomfield Hills Schools DAERR (Diversity, Academic Equity, Race Relations) programs and initiatives; further and continue to develop an outside speakers program - Wednesday Winner's Circle with identified speakers each month focused on supporting the achievement of all students; create a monthly focus at staff meetings for addressing achievement gap and school climate concerns (authentic utilization).	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	Title II Part A	All East Hills Middle School Staff and Students
<b>Activity - Peer to Peer Link Program</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will receive training on how to implement a Link Program that will support peer-to-peer interactions within the building. The focus of the program is to assist all students in working together to break down social, emotional, and physical barriers that can keep special needs students from experiencing full inclusion in the school community.	Behavioral Support Program	Tier 2	Implement	08/28/2017	06/15/2018	\$250	General Fund	Director of Special Education - Pam Schoemer; Building Administration and Instructional Staff (Sean Strassberger, Kristin Siegfried, Gina Rockwood-Foss, Amy Goodwin and Marcie Schumacher)

**Goal 7: All students at EHMS will become proficient in the non-tested subject areas of the M-STEP and the MYP subject areas of Language Acquisition; Arts; Design; and Physical and Health Education or the BHS elementary specials subject areas.**

**Measurable Objective 1:**

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85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or elementary pre-test assessments to standards based end-of-unit reporting in Practical Living by 06/15/2018 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or elementary students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

### Strategy 1:

Authentic Assessment - Standards-Based Grading - Teachers will continue professional development in International Baccalaureate Middle Years Programme assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Julia Beattie (IB teacher leader), district-level content area leaders, fellow teachers, and school administration to implement classroom structures that support criterion-related and performance-based assessments that address each student's goals, skills, and learning preference with a particular focus on subgroups who under perform on standardized tests.

Category: Elective Courses

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

Tier: Tier 1

Activity - Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 4th-8th grade world language, arts, design, health, and physical education teachers in developing authentic assessments using standards-based grading by focusing on MYP Language Acquisition-, Arts-, Design-, and Physical and Health Education-based assessments that support curricular units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning. Teachers will continue to develop assessments in each of the four MYP Criterion in their respective subject area. Teachers will be given regular and adequate time for the development of MYP assessments with support from the IB Teacher Leader and also professional development opportunities. Implementation will be monitored as part of the teacher evaluation process as well as during the MYP Programme Evaluation. Teachers will continue to differentiate learning in their classrooms based on individual student strengths, learning preferences, and ability levels.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$4000	Title II Part A	World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Content Area Leaders and Coordinators; and Jason Rubel—Principal

Activity - Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language Acquisition, Arts, Design, and Physical and Health Education criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the student-centered inquiry to support a range of learners. Teachers will continue to develop assessments in each of the four MYP Criterion in their respective subject area. Teachers will be given regular and adequate time for the development of MYP assessments with support from the IB Teacher Leaders and also professional development opportunities. Implementation will be monitored as part of the teacher evaluation process as well as during the MYP Programme Evaluation. Teachers will continue to differentiate learning in their classrooms based on individual student strengths, learning preferences, and ability levels.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$4000</p>	<p>General Fund</p>	<p>World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Content Area Leaders and Coordinator s; and Jason Rubel—Principal</p>
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## 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
Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment	Train 4th-8th grade world language, arts, design, health, and physical education teachers in developing authentic assessments using standards-based grading by focusing on MYP Language Acquisition-, Arts-, Design-, and Physical and Health Education-based assessments that support curricular units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning. Teachers will continue to develop assessments in each of the four MYP Criterion in their respective subject area. Teachers will be given regular and adequate time for the development of MYP assessments with support from the IB Teacher Leader and also professional development opportunities. Implementation will be monitored as part of the teacher evaluation process as well as during the MYP Programme Evaluation. Teachers will continue to differentiate learning in their classrooms based on individual student strengths, learning preferences, and ability levels.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$4000	World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Content Area Leaders and Coordinators; and Jason Rubel—Principal



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<p>Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment</p>	<p>Train 4th-8th grade mathematics teachers in developing authentic assessments using standards-based grading by focusing on MYP Mathematics and Common Core-based assessments that support mathematics units that emphasize conceptual understanding and student inquiry.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$2000</p>	<p>Mathematics Teachers (Grades 4-8); Doug Thompson - Mathematics Specialist; Support Staff; Harleen Singh - BHS District Teacher Leader; Julia Beattie--IB Teacher Leader; content area leader and Jason Rubel--Principal</p>
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**School Improvement Plan**

East Hills Middle School

<p>Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment</p>	<p>Train 4th-8th grade teachers in developing authentic assessments using standards-based grading by focusing on MYP Language and Literature assessments and Common Core-based assessments that support reading curriculum and instruction that emphasize conceptual understanding and student inquiry.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$2000</p>	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
<p>Anti-Bullying Campaign and Global Scholarship</p>	<p>4th Grade Transition Subcommittee Work - mentor programs; IB-MYP Service as Action focus area for 8th grade; Mix-it up lunches; Stand4Change Campaign - Defeat the Label; Global Education Team (GET) District-focused activities - Global Champions; Diversity Academic Equity and Race Relations (DAERR); Restorative Justice Practices; and Institute for Healing Racism; Work with district police liaison officer and further develop curriculum including social media component aligned and supported by health curriculum; Learning Achievement Coalition-Oakland survey or other surveys</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$3000</p>	<p>All East Hills Middle School Staff and Students</p>

**School Improvement Plan**

East Hills Middle School

<p>Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment</p>	<p>Train 4th-8th grade teachers in developing authentic assessments using standards-based grading by focusing on MYP Language and Literature criterion-related and Common Core-based assessments that support writing units that emphasize conceptual understanding and student inquiry both in language arts and across the other content areas.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
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**School Improvement Plan**

East Hills Middle School

<p>Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment</p>	<p>Train 4th-8th grade science teachers in developing authentic assessments using standards-based grading by focusing on MYP Sciences assessments that support science units that emphasize conceptual understanding and student inquiry. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, leveled informational science texts (NEWSELA), and the use of the hands-on lab opportunities to support a range of learners.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal</p>
<p>Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment</p>	<p>Train 4th-8th grade social studies teachers in developing authentic assessments using standards-based grading by focusing on MYP Individuals and Societies assessments that support social studies units that emphasize conceptual understanding and student inquiry. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1500</p>	<p>Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader</p>

**School Improvement Plan**

East Hills Middle School

<p>NWEA Mathematics Assessment:Teacher Training on NWEA MAP Reports</p>	<p>Continue to train 4th-8th grade mathematics teachers through professional development and administrative conferencing in how to analyze and evaluate information from NWEA MAP reports regarding each specific student's performance to support classroom instruction aimed at improving mathematical reasoning and other aspects of mathematical teaching and learning, particularly for students in sub-groups that do not perform well on standardized tests.</p>	<p>Evaluation</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Mathematics Teachers (Grades 4-8); Doug Thompson-- Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal</p>
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**School Improvement Plan**

East Hills Middle School

<p>Effective Practices and Classroom Libraries</p>	<p>There will be continued professional development on reading instruction and assessment, best practices for instruction will be reviewed, and readers' workshop will be more fully implemented in classes across the school. In addition, the East Hills English-Language Arts Team will continue to support teachers with specific professional development in reading to meet the needs of all students with special emphasis on students who are not performing well in the classroom and on standardized tests. Classroom libraries will be supported to address the specific needs of the learners in each classroom. Teachers will participate in professional learning on best practices in classroom libraries two to four times a year and exposure to this activity will be monitored through the discussion and sharing out at team and staff meetings. The data collected to determine the impact on student achievement will be NWEA reading scores, M-STEP scores, Fountas and Pinnell scores; and MYP task specific assessment data. Readiness for implementation would be ensured through the ongoing professional development provided to teachers.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
<p>Achievement Gap Support</p>	<p>Continue to build upon the work with Jay B. Marks from Oakland Schools with a focus on culturally responsive teaching practices, with Munirah Mawusi - consultant from Global Workforce Development, and with Bill Boyle - Director of Equity Programming with a focus on global literacy; Continue to partner with Bloomfield Hills Schools DAERR (Diversity, Academic Equity, Race Relations) programs and initiatives; further and continue to develop an outside speakers program - Wednesday Winner's Circle with identified speakers each month focused on supporting the achievement of all students; create a monthly focus at staff meetings for addressing achievement gap and school climate concerns (authentic utilization).</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$2000</p>	<p>All East Hills Middle School Staff and Students</p>

## School Improvement Plan

East Hills Middle School

Communication and Student Self-Reflection	Teachers and staff will continue to develop a common language for instruction for grades 4-8 so that students are able to gain a rich mathematics vocabulary using the International Baccalaureate Middle Years Programme Command Terms that support Common Core State Standards. Teachers and staff will further monitor and assess the effectiveness of using a bank of student reflection forms by collecting samples of student self-assessments after summative assessments. This data will hopefully show growth particularly when used to score students on the Middle Years Programme Mathematics criterion that focus on Communication and Reflection and Common Core assessment tasks that focus on student communication and reflection skills in the area of math.	Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/15/2018	\$1000	Mathematics Teachers (Grades 4-8); Doug Thompson-- Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Plan, implement, and reflect on MYP task-specific assessments for all MYP Individuals and Societies criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, leveled social studies articles (NEWSOLA) technology integration, direct instruction, and the use of instructional delivery that focuses on the application of learning to the real-world to support a range of learners.	Teacher Collaboration	Tier 1	Implement	08/28/2017	06/15/2018	\$1500	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader

**School Improvement Plan**

East Hills Middle School

<p>Analyzing Data</p>	<p>Teachers will use pre-assessments to guide instruction using assessment data from maps, charts, sources (primary and secondary); and visual images. Teachers will continue to build on curricular units that highlight opportunities to work with data (4th-8th grade map skills; 7th grade MDG project; 6th grade mystery region; 8th grade primary source documents; and working with the middle school media specialist by emphasizing research and locating reliable sources. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$500</p>	<p>Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader</p>
<p>Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Mathematics criterion and Mathematics Common Core State Standards, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples of student work with each other and building administration that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$2000</p>	<p>Mathematics Teachers (Grades 4-8); Doug Thompson--Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal</p>



**School Improvement Plan**

East Hills Middle School

Content Mastery	Social studies teachers will focus on providing students with rich learning experiences that support students acquisition of knowing and understanding with detailed knowledge of social studies content (6th Grade Foundations of Social Studies; 5th Grade First People to New Government of U.S; 4th Grade Michigan History; 8th Grade Revolution to Reconstruction--US History; 7th Grade Eastern Hemisphere and informational text reading strategies across all grade levels and practiced through reading analysis of informational articles within the NEWSELA program. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$500	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader
Emphasis on Revision	Teachers and staff will focus on a number of instructional practices that concentrate on writing about writing (reflecting); conferencing with both teacher and peers; peer review; redo's (teacher/peer guided); checklists; mentor text for modeling; and mini lessons on specific skills. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning. Fourth- through eighth-grade teachers came together to norm Writing Pathways pre-assessments to inform their teaching practices and compare those pre-assessments to normed post-assessments.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$1500	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal

**School Improvement Plan**

East Hills Middle School

Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners.	Teacher Collaboration	Tier 1	Implement	08/28/2017	06/15/2018	\$2000	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal
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**School Improvement Plan**

East Hills Middle School

<p>Hands-on Learning and Application of Scientific Knowledge</p>	<p>Teachers will continue to provide students with hands-on explorations and/or applications of science concepts. Students will create and explore scientific topics with an emphasis on lab-based activities that require critical thinking. Teachers will familiarize students with the scientific method by developing curriculum that will require students to carry out a complete inquiry-based investigation at least twice each school year. Teachers will meet twice a year to share experiences and evaluate student artifacts. Rubric-focused instruction will allow students to target areas for improvement.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal</p>
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**School Improvement Plan**

East Hills Middle School

Investigating Patterns in Mathematics	<p>Teachers and staff will continue to implement the use of a number of instructional structures including the use of technology that can be used to support instruction and offer students problem-solving opportunities (M-STEP-based among other formats) that will provide students with learning experiences where students develop the ability to find a pattern (or patterns) in different ways and apply that knowledge to real-world circumstances. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers with a focus on formative assessments - exit cards and pre-assessments - to monitor the effectiveness of this activity in promoting student learning. Students that are under performing receive support from the special education resource teacher by pushing into classrooms and through the general education resource teacher providing tiered and scaffolded learning.</p>	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	<p>Mathematics Teachers (Grades 4-8); Doug Thompson -          Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal</p>
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**School Improvement Plan**

East Hills Middle School

<p>Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Sciences criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments working toward alignment with Next Generation Science Standards. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of lab-based activities to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal</p>
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**School Improvement Plan**

East Hills Middle School

<p>Comprehension Strategies</p>	<p>Teacher will work with students to further develop their comprehension strategies by monitoring conversation – the inner conversation; activating and connecting to background knowledge; questioning; visualizing; inferring; determining importance; summarizing and synthesizing. Instruction will be differentiated (workshop model and technology based - NEWSELA) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning. There will be continued professional development on reading instruction and assessment, best practices for instruction will be reviewed, and readers' workshop will be more fully implemented in classes across the school. In addition, the East Hills English-Language Arts Team will continue to support teachers with specific professional development in reading comprehension to meet the needs of all students with special emphasis on students who are not performing well in the classroom and on standardized tests. Teachers will participate in professional learning on best practices to develop student comprehension two to four times a year and exposure to this activity will be monitored through the discussion and sharing out at team and staff meetings. The data collected to determine the impact on student achievement will be NWEA reading scores, M-STEP scores, Fountas and Pinnell scores; and MYP task specific assessment data. Readiness for implementation would be ensured through the ongoing professional development provided to teachers.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
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**School Improvement Plan**

East Hills Middle School

Close Reading	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>-Select short complex passages</li> <li>-Design lessons so students reread</li> <li>-Ask students to read with a pencil</li> <li>-Remind students to note confusions</li> <li>-Model the text</li> <li>-Discuss the text</li> <li>-Ask text dependent questions</li> <li>-Utilize NEWSELA resource to highlight and annotate the following within informational text: 1) Unknown words and students will annotate meaning based on context clues; 2) Evidence that supports central idea and students will annotate why it is important; 3) A quote that is surprising and students will annotate why the evidence is surprising to them; and 4) Evidence that is exciting/ students will annotate information they would like to know more about.</li> </ul>	Implementation	Tier 1	Implement	09/05/2017	06/15/2018	\$1500	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
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**School Improvement Plan**

East Hills Middle School

<p>Creative Problem Solving in Science</p>	<p>Teachers will provide opportunities for creative problem solving through project-based learning using the MYP Criterion D: Reflection on Impacts of Science for students to explore ideas based on individual curiosity and skill-sets using the International Baccalaureate Middle Years Programme Approaches to Learning skills and attaching them to specific MYP sciences objectives and working to align them to the Next Generation Science Standards. Lower achieving students will have the choice to complete a personal improvement project as an additional way to demonstrate understanding in science using labs and other project-based learning opportunities to support learning. Teachers will meet twice a year to share experiences and evaluate student artifacts. Rubric-focused instruction will allow students to target areas for improvement.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/15/2018</p>	<p>\$500</p>	<p>Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leader; and Jason Rubel—Principal</p>
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**School Improvement Plan**

East Hills Middle School

Thinking Critically	Teachers will prepare critical thinking learning opportunities in the subject area of social studies through explicit experiences that stress problem solving and research exercises (4th-8th Grade: Use of Visible Thinking; 4th Grade Grade Michigan History; 5th Grade Genius Hour; 6th Grade: Natural Disasters and Global Issues; 7th Grade: Foreign Policy Project; 7th Grade: MDG Project; 8th Grade: Current Issues Debate; 8th Grade: DBQ Investigations; and 8th Grade: Mock Trial). Teachers will support the development of critical thinking skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$500	Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader
Problem Solving and Reasoning	Teachers and staff will continue to implement formative and summative assessments and class work (workshop model and project-based learning) that concentrate on problem solving and real-world scenarios where students will look at a completed problem and critique the reasoning found in the problem. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers with a focus on formative assessments - exit cards and pre-assessments - to monitor the effectiveness of this activity in promoting student learning. Students that are under performing receive support from the special education resource teacher by pushing into classrooms and through the general education resource teacher providing tiered and scaffolded learning.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$2000	Mathematics Teachers (Grades 4-8); Doug Thompson - Mathematics Specialist; Support Staff; Julia Beattie--IB Teacher Leader; Harleen Singh Content Area Teacher Leader; content areas leaders; and Jason Rubel--Principal

**School Improvement Plan**

East Hills Middle School

Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments	Plan, implement, and reflect on MYP task-specific assessments for all MYP Language and Literature criterion and Common Core State Standards focused on literacy, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion and on the Common Core State Standards. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the workshop model to support a range of learners both in language arts and across the other content areas.	Teacher Collaboration	Tier 1	Implement	08/28/2017	06/15/2018	\$1000	Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal
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**School Improvement Plan**

East Hills Middle School

Visible Thinking Strategies	Teacher will provide students with opportunities to engage in Visible Thinking Strategies by training all teachers (4th-8th) on Visible Thinking Routines to use visible thinking strategies regularly in science and technology classrooms. Teachers will collect and share artifacts to examine efficacy of practice. Lower performing students will benefit from regular shared learning with their peers and the opportunity for student voice.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$1000	Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader and Content Area Leader; and Jason Rubel—Principal
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## School Improvement Plan

East Hills Middle School

<p>Authentic Assessment - Standards-Based Grading: Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<p>Plan, implement, and reflect on MYP task-specific assessments for all MYP Language Acquisition, Arts, Design, and Physical and Health Education criterion, emphasizing command term application by having students transfer knowledge, problem solve, and make critical judgments. Teachers will share examples with each other and building administration of student work that demonstrates proficiency and student achievement on the International Baccalaureate Middle Years Programme criterion. Student learning will be differentiated through the use of project-based learning, technology integration, direct instruction, and the use of the student-centered inquiry to support a range of learners. Teachers will continue to develop assessments in each of the four MYP Criterion in their respective subject area. Teachers will be given regular and adequate time for the development of MYP assessments with support from the IB Teacher Leaders and also professional development opportunities. Implementation will be monitored as part of the teacher evaluation process as well as during the MYP Programme Evaluation. Teachers will continue to differentiate learning in their classrooms based on individual student strengths, learning preferences, and ability levels.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$4000</p>	<p>World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie—IB Teacher Leader; Content Area Leaders and Coordinators; and Jason Rubel—Principal</p>
<p>Peer to Peer Link Program</p>	<p>Staff will receive training on how to implement a Link Program that will support peer-to-peer interactions within the building. The focus of the program is to assist all students in working together to break down social, emotional, and physical barriers that can keep special needs students from experiencing full inclusion in the school community.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$250</p>	<p>Director of Special Education - Pam Schoemer; Building Administration and Instructional Staff (Sean Strassberger, Kristin Siegfried, Gina Rockwood-Foss, Amy Goodwin and Marcie Schumacher)</p>

## School Improvement Plan

East Hills Middle School

<p>Instructional Practices that Support Pre-Writing, Organizing, Editing, and Creativity in Writing</p>	<p>Teachers and staff will focus making the writing process enjoyable and a place that supports student creativity. Teacher will use a number of instructional techniques to support pre-writing, organizing, and editing (daily journals; student choice in writing; peer sharing of writing; house/hamburger graphic organizer; formal outlines/box bullets; inspiration software—creates graphic organizers; read-write-think graphic organizers; reorganizing graphic organizers; masterpieces/million dollar sentences; critical review and identification of other authors' works; planning pages (Atwell); process approach--prewriting; focusing ideas; evaluating, structuring, editing; daily oral language; dictation; mentor texts; teacher conferences individual lessons; and "No Excuse" words. Instruction will be differentiated (workshop model and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/15/2018</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 4-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Julia Beattie--IB Teacher Leader; district content-area teacher leader; Jason Rubel--Principal</p>
<p>Communication</p>	<p>Teachers will provide students with regular opportunities to communicate their understanding of social studies through the use of collaborative learning exercises, classroom discourse, Socratic seminars, and formal and informal writing tasks, including essay writing. Teachers will support the development of communication skills for students by scaffolding learning exercises so that there is vertical alignment among grade-level activities, and all activities will be aligned with the International Baccalaureate Middle Years Programme Individuals and Societies objectives with the corresponding criterion-related rubrics. Instruction will be differentiated (project based and technology based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/15/2018</p>	<p>\$500</p>	<p>Social Studies Teachers and All Staff (Grades 4-8); Support Staff; Julia Beattie--IB Teacher Leader; Subject-Area Teacher Leader; and Content Area Leader</p>

## School Improvement Plan

East Hills Middle School

Communication and Goal Setting	Teachers will work with students to understand Middle Years Programme objectives and command terms (language). Teachers will support students to develop an understanding of MYP rubrics so they can become meaningful tools. Specific lessons will highlight the importance of reflection and goal setting using SMART goal setting protocols. Teachers will conference regularly with students. Teachers will support these activities by using the MYP framework as an overarching philosophy that emphasizes communication, reflection, and goal setting as critical elements within the learning process. Instruction will be aligned to the Next Generation Science Standards. Instruction will be differentiated (project-based and technology-based) to support students in sub-groups who do not perform as well on standardized testing. Examples of student work will be collected and analyzed by teachers to monitor the effectiveness of this activity in promoting student learning.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$500	Science Teachers and All Staff (Grades 4-8); Support Staff; Dan Badgley—District Nature Center Coordinator ; Julia Beattie—IB Teacher Leader; District Level Subject-Area Teacher Leader; Content Area Leaders; and Jason Rubel—Principal
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### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Advisory Program	Peer mentoring (peer and middle school to high school-support from counselors and social worker); 4th Grade Transition Subcommittee work; Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade former students more involved with fourth-grade students in classrooms; seventh-grade students more involved with fifth-grade students in classrooms; and more focused use of approaches to learning time and alternative schedules to support school climate; counselors, front office, and staff will further develop and build upon existing safe places for students to reach out to adults when needed; teachers will participate in vertical articulation meetings during transition times beginning and end of school year - Grade-Level Transitions Staff Meeting	Behavioral Support Program	Tier 1	Implement	08/28/2017	06/15/2018	\$250	All East Hills Middle School Students and Staff

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East Hills Spread the Happiness	Global Education Team work - student leadership opportunities and mentoring; Random Act of Kindness (initiated by Staff and Students); Positivity bands through student leadership council; Staff appreciation activities; Star lunches; ID Wall/Symbols/learner profile traits observed put on wall; New International Baccalaureate Middle Years Programme signage; Social Activities for Staff- "Food for Thought"; Revamp Student of the month; Regular Video Announcements; Coffee House Days; School-Wide Lib Dub	Community Engagement	Tier 1	Implement	08/28/2017	06/15/2018	\$250	All East Hills Middle School Staff and Students
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