



School Improvement Plan

East Hills Middle School

Bloomfield Hills School District

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Located in Bloomfield Hills, Michigan, East Hills Middle School is a place of purposeful exploration, and we are fortunate to have community partners who are involved stakeholders and volunteers, who support teaching and learning throughout the school community. Students, parents, faculty, and staff work together in a student-centered environment to promote self-esteem and to nurture lifelong learning. East Hills Middle School has a supportive culture that encourages healthy risk taking and fosters responsible citizenship. For faculty and staff, professional growth is continuous, and positive role modeling is a pervasive element of the school. East Hills Middle School places a high value on curiosity, creativity, critical thinking, problem-solving, collaboration, and ethical decision-making.

At East Hills Middle School, the majority of instruction takes place in heterogeneous groupings. A team-based approach provides time for teachers to work collaboratively to develop curriculum, to discuss successful teaching strategies, and to address individual student needs. Time is set aside for collaboration to enhance communication among teachers, students, and families. By building bridges between school and home, students feel part of a community that cares for them and strives to provide them with skills important for their development as adolescents.

As an active learning center, our school day begins well before the beginning of the official school day and often concludes well into the evening hours. Sporting events, club meetings, drama productions, and music performances represent a sampling of the before-school and after-school activities in which students are engaged. Annually, over 90% of our students participate in school clubs and sports. East Hills recognizes the importance of celebrations in nurturing a positive school climate and hosts a variety of formal and informal recognition programs throughout the school year to honor individual and collective achievements. Families play an integral role in celebrating the successes of our students and staff members. The East Hills community takes special pride in being recognized by the United States Department of Education as a National Exemplary School and the International Baccalaureate Organization as a World School.

In the 2015-2016 school year, East Hills Middle School had a population of 422 students including 93 fifth graders, 124 sixth graders, 93 seventh graders, and 112 eighth graders. East Hills Middle School has added nearly 100 fifth graders to the building during each of the last seven years as part of district school consolidation efforts. East Hills Middle School offers both an upper elementary and a middle school experience and continues to support the unique learning environment that each setting requires. While adding an additional grade level to the building has stabilized the number of total students, the overall trend has been a decrease in enrollment. Seven years ago, East Hills had two elementary schools as feeders, and now currently has one elementary school (Eastover Elementary) as its sole feeder. As a result, the number of overall students at East Hills has slowly declined mirroring the new feeding pattern from elementary school.

In the 2015-2016 school year out of a total of 422 students, East Hills Middle School had 268 white students (64%), 76 African-American students (18%), 42 Asian students (10%), 14 Hispanic of Any Race students (3%), 1 Native Hawaiian or Other Pacific Islander student (<1%) and 21 Two or More Races (5%). Over a five-year period, the percentage of economically disadvantaged students has remained stable at around 13% with the largest percentage at 16% in the 2011-2012 school year. There have been minimal fluctuations in the absolute number and relative percentages of various sub-group populations at the school. The teacher-to-student ratio at East Hills Middle School has remained constant at 12:1 with about 44 full-time and part-time teachers on staff. Over the years, there has been a continual focus on maintaining the integrity of the experience for all students. In addition, resources have continued to be allocated to support the needs of the

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addition of the fifth grade to the building while continuing to support and meet the unique needs of each group of students, families, teachers, as well as, the physical needs of the building that develop each school year.

When examining student achievement scores, such as the M-STEP and other standardized test scores, students at East Hills Middle School score well above state and county average scores. Over the last five years, there have been only minimal fluctuation in achievement examining both M-STEP and MEAP scores. The eighth-grade class from (2014-2015) achieved well particularly in ELA and social studies. East Hills has been able to maintain recent gains in the area of reading across all grade levels. At the other grade levels (fifth grade, sixth grade, and seventh grade), scores have declined in mathematics. The previous MEAP data also reveals student achievement gaps between the highest and lowest performing students at East Hills as well as the persistence of achievement gaps among some sub group populations at East Hills (African American and economically disadvantaged students).

Over the last several years, East Hills continues to work to engage all stakeholders in the school community. As a school community, we continue to come together around our commitment to the educational, social and emotional well-being of our students and families. Subsequently with respect to family involvement, East Hills continues to work to provide an increasingly more open and inviting school for families to engage with their students and staff in the teaching and learning environment. Specifically, faculty and family professional development opportunities (Global Education Team) have fostered more open dialogue regarding the decision-making process. Since the implementation of the International Baccalaureate Middle Years Programme, East Hills Middle School has been able to further encourage and integrate a wide range of stakeholders into the decision-making process at the school. During the 2015-2016 school year, East Hills Middle School participated in a Middle Years Programme - Programme Evaluation, and as a result of the visit and evaluation, there have been increased dialogue among stakeholders in the community. Throughout the school year, meetings take place in several venues on a weekly basis at the school. These meeting sessions include PTO meetings, Global Education Team (made up of families and staff), family-led events and initiative planning meetings, faculty meetings, daily team meetings with unified arts and core academic teams, the Middle Years Programme steering committee, the East Hills "Think Tank," office team meetings, Building Intervention Team (BIT) meetings, and professional development planning sessions along with many smaller subject-specific and whole staff professional development meetings. East Hills is dedicated to making the school a collaborative and inclusive community where all input is welcomed and valued.

School's Purpose

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

East Hills Middle School Mission Statement

The East Hills Middle School Community works together to foster caring partnerships that promote self-esteem and value the dignity and diversity of each individual. Through inquiry, creative expression, and critical thinking we nurture the joy and desire for lifelong learning and responsible citizenship for each learner of our school community.

East Hills Middle School Vision Statement

We will create an environment for our students where the norm is a rigorous academic focus that is coupled with broad authentic experiences that will develop our students into self-confident, independent, and critical thinkers. To achieve this, we are committed as a school community to each other in continued professional conversations, development, and actions for the betterment of our students and the communities we serve.

East Hills Middle School Beliefs Statement

We value the holistic education of students including experiences in the arts, academics and extra-curricular endeavors while providing students with an environment of care and support. We develop and provide continued support for the dreams and goals of our students by creating an environment where students build positive relationships with adults, who will teach, model, and demonstrate ways for them to achieve all of their future aspirations.

Bloomfield Hill Schools 10 Guiding Principles for Teaching and Learning

Preface:

We must stay true to our Mission Statement, Core Values, and Strategic Instructional Goal:

- For Students-"Enable learners to become architects of their futures" Support their ability to find purpose and meaning by providing high levels of choice in an emotionally safe environment.
- For Adults- Support a passion for learning that relishes wonder, craves knowledge, loves challenge and pursues innovation. Support our responsibility to engage in continuous growth and improvement.
- Strategic Instructional Goal: Ignite passion, fuel dreams and provide a personalized, world-class experience for every student.

Bloomfield Hills Schools 10 Guiding Principles:

- 1) The curriculum makes time for depth by thoughtfully managing the number of standards ('less is more' concept.)
- 2) Content knowledge, while important, ceases to be the primary learning outcome, becoming a vehicle to support higher levels of thinking (application, analysis, synthesis, evaluation, creation.)
- 3) Deep student ownership and control of learning. Teaching shifts to facilitation.
- 4) Strong, caring relationships and very high levels of collaboration among/between staff and students.

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- 5) A culture that embraces risk-taking in the learning process believing that sometimes more is learned from failure than success.
- 6) Project-based/Inquiry-based interdisciplinary learning boosts critical thinking and creativity by allowing students to frame problems and construct their own solutions.
- 7) Learners are connected to the world outside the school.
- 8) Engagement in meaningful work that increases learner passion and motivation.
- 9) Technology tools are readily available and easily accessible to support personalization.
- 10) Staff share a commitment to a small set of clearly understood annually identified, generally agreed-upon, non-negotiable instructional goals.

In concert with district-level and building-level mission, vision, and belief statements, East Hills Middle School aligns its curriculum through an affiliation with the International Baccalaureate Middle Years Programme (IB-MYP). As an IB World School, East Hills Middle School is required to create and to align our curriculum to state grade level content expectations and the Common Core State Standards through MYP unit planners, MYP curriculum maps, and the use of MYP subject area assessments. Curriculum documents are uploaded onto Rubicon Atlas, a web-based warehouse for curriculum documents, to encourage access and sharing of curriculum resources at both the building and district levels. Horizontal and vertical alignment is a critical component of being an IB World School and requires that teachers plan for the overlapping of curricular areas through the development of interdisciplinary units of study. School administration, teaching faculty, and the IB-MYP coordinator oversee the review and implementation of the International Baccalaureate Middle Years Programme at East Hills. Through its involvement with the International Baccalaureate, East Hills has become more uniform and aligned in its instructional and assessment approaches, while still supporting innovative curricular programming. Additionally at the district level, East Hills is supported by the Bloomfield Hills Schools Learning Services Team helping to align curriculum, instruction, and assessment to address state and local teaching and learning expectations.

Notable Achievements and Areas of Improvement

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

Notable Achievements

East Hills Middle School is committed to a collaborative and open, multi-tiered structure of interventions and supports (Response to Intervention--Rtl) that are directed at the building level by the Building Instructional Team (BIT). East Hills Middle School has a strong continuum of support programming for students including special education, general education resources, and para education services. Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. Over the past five school years, East Hills Middle School has strengthened student support programming by expanding successful reading interventions to also include mathematics supports as well as specific instructional specialists in critical areas such as elementary-aged students transitioning to fifth grade.

As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement. East Hills Middle School emphasizes reading proficiency through the leadership of the building reading specialist and the support of the broader teaching staff to ensure that students are working to read at grade level or beyond and developing necessary literacy skills. East Hills Middle School is working to better articulate and align mathematics curriculum to improve performance on standardized and local assessments in grades five through eight, including high school level algebra examinations. East Hills Middle School also has a coherent and comprehensive writing, social studies and science curriculum, instruction, and assessment programming. In comparison to peers at the state level, students at East Hills perform well on standardized and local assessments in writing, social studies and science.

In addition at East Hills, student achievement is measured by the significant number of students involved in all aspects of student life from academics to co-curricular activities. East Hills Middle School offers a range of course offerings to support learning in core and elective courses providing both breadth and depth of programming. Students at East Hills grow and thrive as a result of a supportive home-school relationship where authentic learning opportunities are valued and students are given developmentally appropriate tasks to challenge them to apply learning in real and meaningful ways.

Areas of Improvement

East Hills Middle School continues to work to address achievement gap data on both standardized and local assessments, and to work diligently to close the gap between the highest and lowest performing students. With respect to African-American students and economically disadvantaged students, the interventions and supports used at East Hills continue to be developed, implemented, monitored, and evaluated to better address needs in the areas of mathematics, science, social studies, and writing while maintaining and enhancing supports in the subject area of reading. This past school year (2015-2016), the staff at East Hills used the School Improvement Plan Program Evaluation Tool to study how all student performed using authentic assessments as measured by IB-MYP standards-based grading. Through this Program Evaluation study, it was determined that African-American students performed with high levels of proficiency and at a similar level in comparison to the entire school population. The staff at East Hills has identified mathematics, writing, science, and social studies as the primary challenge areas for the school with a special focus on the achievement of sub group populations (African-American and economically disadvantaged students) across all areas of the school curriculum.

Additional Information

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

School Life: Points of Pride

- In January of 2011, East Hills Middle School earned full authorization as an International Baccalaureate Middle Years Programme World School.
- North Central Accredited School.
- Inclusive Deaf and Hard of Hearing Total Communication Program.
- A full continuum of support services including general education resource teachers, learning resource center, and academic resource program.
- Michigan Green School: Environmentally Expert Super Green School: Green Status (seven years in a row)
- Positive Behavior Interventions and Support (PBIS) with a focus on the traits of being respectful, responsible, and safe.
- Accelerated math classes offered for advanced students.
- Spanish offered in fifth grade; Chinese and Spanish offered in sixth through eighth grades.
- Full offering of specials courses in fifth-grade: Spanish, physical education, visual art, general music, and instrumental music (either band or orchestra)
- Sixth through eighth grade Unified Arts Program provides a creative and integrated exploratory experience in the Fine Arts, Technology, and Life Skills.
- International Baccalaureate (IB) technology instruction which includes information, design and systems technologies.
- Student - teacher ratio approximately 14:1, including support staff teachers.
- One-to-World iPad Initiative with each sixth-, seventh-, and eighth-grade student having an iPad for home and school use and in the fifth-grade classroom a 2:1 iPad ratio.
- Wireless access throughout the building.
- Interactive/Promethean Boards in every classroom.
- Gateway Space: a flexible learning space infused with updated technology and at the hub of the school building.
- Over 20 sports opportunities offered.
- A wide range of co-curricular club offerings including art club, basketball club, foods with friends, games club, honors orchestra, jazz band, knitting club, lego club, math counts, science olympiad, sign language club, woodworking club, and yoga club.
- Award-winning forensics, newspaper, music, and art programs.
- Red Ribbon Week: a spirit week that celebrates healthy choices and a healthy life, including a school wide assembly that promotes a safe, engaging, and fun school culture.
- Talent Show: a time to create space for our students to perform and showcase their talents while the entire school community celebrates our students' achievements.
- Field Day: a day filled with multi-grade level collaboration focusing on both physical and brain-based challenges incorporating and blending together both our IB and PBIS philosophies.
- Academic Extension courses offered in sixth, seventh, and eighth grade that promote and encourage literacy, leadership, reflection, and student action.
- 5th Grade overnight camp
- Global Village, Religious Diversity Journeys, and other curriculum opportunities that are student-centered and encourage students to be active and responsible global citizens

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- Winner's Circle: a speaker series where successful individuals share their experiences with students, featuring judges, business people, professional athletes, Olympians, politicians, educators, and high school students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

As part of the school improvement process, a full faculty environmental scan was completed including surveying staff with questions pertaining to improvements, deficiencies, and areas needing improvement. Over the last three school years, East Hills developed a "Think Tank" to further generate conversation and support around the school improvement process. This past school year, the EHMS "Think Tank" focused on the development and implementation of teacher-centered instructional rounds and the creation of positive school culture activities. East Hills families became increasingly engaged and involved this past school year in the school improvement process through the actions of the EHMS Global Education Team (GET). The EHMS Global Education Team (GET) is a school community group that is comprised of families, staff, and administration that received unique district training experiences (Global Champions and Institutes for Healing Racism). The EHMS GET is focused on building student, staff, and community capacity in the areas of global competency, inclusion, and equity helping to provide feedback to identify school improvement needs. At the center of this collection of school improvement information was the use of student data taken from recent assessments and surveys administered at East Hills and collected for the International Baccalaureate Middle Years Programme Programme Evaluation Self-Study process that was completed this past school year.

East Hills Middle School follows the Common Core State Standards and the related middle school and elementary school GLCEs found in the Michigan Curriculum Framework. Teachers meet daily in team meetings. Administrative, special education and counseling staff representatives are present at least weekly to discuss curriculum, instruction, assessments and other concerns related to the school improvement process. In addition, professional development days and faculty meetings serve as a continual and sustained opportunity throughout the school year to work together on making decisions related to the educational needs of students.

As an International Baccalaureate (IB) World School, East Hills offers an authorized IB-Middle Years Programme (MYP). The authorization process requires the creation of a steering committee made up of representatives of the school community including administration, teachers, and families. Additionally, the International Baccalaureate Middle Years Programme - Programme Evaluation visit occurred during the fall of 2015 and its corresponding self-study process was completed during the past school year (2014-2015) requiring the collection of information from the various stakeholder within the East Hills School Community. Parents and families are updated on a weekly basis via an extensive email listserv and debriefed at length through monthly PTO meetings. Parental and family feedback is solicited (often times anonymously), valued, and considered when making instructional decisions at the school.

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

During the 2008-2009 school year, East Hills Middle School began to review and to align the curriculum through its affiliation with the International Baccalaureate Middle Years Programme (IB-MYP). As an IB World School (status granted in 2011), East Hills Middle School is required to create and to align the curriculum to state standards through MYP unit planners, MYP curriculum maps, and the use of MYP subject area assessments. This horizontal and vertical alignment process is a critical component of being an IB World School and requires that teachers plan for the overlapping of curricular areas through the development of interdisciplinary units of study with a clear focus on continuous school improvement.

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Through the initial authorization and continual evaluation process, East Hills Middle School has become more uniform and aligned in its instructional and assessment approaches by developing innovative curricular programming that supports student deficit areas while also addressing student passions and interest areas. The Middle Years Programme Coordinator/IB Teacher Leader at East Hills Middle School oversees the review and implementation of the International Baccalaureate Middle Years Programme at the school. This alignment and participation in the school improvement process has been further supported through the study of the Middle Years Programme assessment practices in the School Improvement Plan Program Evaluation and by the use of Rubicon Atlas, an online curriculum tool, where teachers and the school community collaborate to support the continued improvement of teaching and learning practices at East Hills and across the school district.

The Parent-Teacher Organization at East Hills Middle School continues to be a very strong and supportive group for the school, the staff, and the broader district community. East Hills families became increasingly engaged and involved this past school year in the school improvement process through the actions of the EHMS Global Education Team (GET). The EHMS Global Education Team (GET) is a school community group that is comprised of families, staff, and administration that received unique district training experiences (Global Champions and Institutes for Healing Racism). The EHMS GET is focused on building student, staff, and community capacity in the areas of global competency, inclusion, and equity helping to provide feedback to identify school improvement needs. The parents at East Hills Middle School are routinely informed of the school's academic endeavors and have the opportunity to meet frequently with teachers and administrators at the building to monitor school programming, to suggest recommendations for improvement, and to support the classroom in various ways.

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

At East Hills Middle School, the school improvement plan is reviewed at the beginning of the school year and monitored throughout the school year, in conjunction with continued data reporting and analysis of M-STEP data, NWEA testing information, International Baccalaureate Middle Years Programme Report of Progress and other IB-MYP assessment tasks, district common assessments, and semester grades. Throughout the year, the school community analyzes and discusses the implementation of the goals, objectives, strategies, and activities of the finalized school improvement plan. As a part of this process, the school community identifies areas of progress and areas of improvement. The school community then works to revise, replace, or adjust the goals, objectives, strategies, and activities accordingly to match the evolving needs of the school.

The school improvement review process includes weekly meetings of the East Hills Building Instructional Team (BIT) made up of support teachers, support staff (school psychologist and social worker), counselors, building administration, and a representative sampling of general education teachers when needed. General education teachers at both the grade-level and elective-level meet in a number of weekly and biweekly team meetings with administration, support staff, counselors, the MYP coordinator, discipline specific groups, and parents to provide continual opportunities for communication with all stakeholders.

Parents are updated on a weekly basis regarding developments at the school through an extensive email listserv and debriefed at length through monthly PTO meetings and specific curricular focused meetings regarding specific instructional practices, strategies, and improvements. On a quarterly basis, PTO meetings concentrate on a particular improvement area or implemented strategy or activity. These quarterly meetings include central office administration where district overviews of building plans are given, other meetings are led by building administration with talks focused on interventions (such as Positive Behavior Interventions and Supports (PBIS) or technology and social media integration). Consultants from Oakland Schools have shared information regarding culturally responsive teaching approaches

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(Jay Marks), the district Director of Equity and Inclusion programming, the district Director of Plant Services, social workers, police liaisons, high school staff (counselors and administration) and the International Baccalaureate Middle Years Programme coordinator have also provided important communication regarding facilities, social supports, high school transition, and the implementation of the MYP at East Hills Middle School.

The larger school community receives updates about East Hills Middle School and district improvement plans at Board of Education meetings and sub-committee meetings at the district level. These school and district updates include instructional showcases and central office reports regarding school improvement plans along with a range of other more informal and more frequent communication through the Bloomfield Hills Schools district cable station, website, Facebook page, and Twitter accounts keeping the larger school community updated regarding specific elements of the improvement plans at the building and district levels. Additionally this school year there have been a number of district focus areas of budget, grading, facilities, world language, and Diversity, Academic Equity, and Race Relations (DAERR) along with the introduction of Global Education Team and continued development of Global Champions training to support the sustained implementation of inclusive and supportive district and school structures.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

East Hills Middle School has added nearly 100 fifth-grade students to our building during each of the last seven years as part of district school consolidation efforts. As a result, East Hills Middle School offers both an upper elementary and a middle school experience in the same building, East Hills continues to be responsive to the needs of the school's new and existing students. While adding an additional grade level to the building has stabilized the number of total students, the overall trend has been a decrease in enrollment at each grade level. Seven years ago, East Hills had two elementary schools as feeders, and now currently has one elementary school (Eastover Elementary) as its sole feeder. As a result, the number of overall students at East Hills has slowly declined mirroring the new feeding pattern from the district's elementary school.

Bloomfield Hills Schools is the center program for students with hearing loss who reside in Oakland County. The Bloomfield Hills Schools Deaf and Hard of Hearing Program provides academic instruction within the general curriculum through services that support each student's learning needs as determined by their Individualized Educational Planning Teams. The DHH student population ranges from mild to profound hearing loss, including students with cochlear implants. Students may attend classes within a DHH classroom with staff who are DHH certified, or within co-taught classrooms, or within general education classrooms. East Hills Middle School provides both Auditory/Oral and Total Communication Program to students with hearing loss.

As a result of analyzing the unique needs and circumstances of student enrollment data at East Hills Middle School and further supported by efforts to understand the school's identification as a focus school during the 2012-2013 school year, student engagement and individualized learning outcomes were identified as the most significant teaching and learning priorities and challenges for East Hills Middle School. These priorities have continued to be monitored and tweaked through the annual and ongoing school improvement process including the review and creation of annual goals, objectives, strategies, and activities to meet the specific needs of the school community each year.

Making student engagement a priority has helped keep a student-centered approach at the forefront of East Hills Middle School's improvement efforts. The goal of increased student engagement is in alignment with the State of Michigan's Superintendent's Dropout Challenge that asked all focus schools to identify 10-15 students who are nearing or in a transition year with multiple dropout risk factors (low attendance, disengagement in the classroom, behavior problems, and poor grades in core subjects). East Hills has continued this practice and process since being identified as a focus school during the 2012-2013 school year, and the school staff has built in this analysis of the needs of struggling students into the grade-level transitional planning meetings that occur throughout the school year. Along with identifying students who need support, East Hills Middle School is also providing students with research-based supports and interventions like tutors and mentors, who monitor student academic, social, and emotional progress and who engage the community, families, and students in solutions that support academic achievement and whole child development.

With the assistance of Munirah Mawusi, a consultant from Global Workforce Development, Jay B. Marks, Ph.D. a school quality consultant from Oakland Schools, and Bill Boyle, Bloomfield Hills Schools Director of Equity Programming, East Hills Middle School is also working to address the role inclusion, equity, and global competency plays in instructional design and in developing an atmosphere of social justice and cultural responsive teaching. In addressing the need for increased student engagement, East Hills Middle School has continued to explore

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ways to identify, develop, and implement culturally responsive teaching practices by building upon the existing positive relationships between students and teachers and by developing practices that celebrate and acknowledge cultural similarities and differences at the school. East Hills Middle School values the importance of developing strong relationships across the spectrum of individuals and cultures that make up the larger school community. East Hills Middle School has taken part in the Learning Achievement Coalition-Oakland (LAC-O) survey to gain greater insight into the perception and needs of the students and school community.

Along with student engagement, a second teaching and learning priority identified for East Hills Middle School is to support individualized learning outcomes for all students. At East Hills Middle School, students are provided with a personalized approach to learning that is guided by the district's core values, strategic instructional goals, and district's guiding principles to ignite the passion, fuel the dreams, and provide a personalized, world-class experience for every student. As part of Bloomfield Hills Schools, East Hills Middle School "enables learners to be architects of their futures," building on a foundation of scholarship, citizenship, service, and integrity.

Student Demographic Data

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

There are no major challenge areas based on student attendance data. East Hills Middle School has very stable attendance patterns. There are only a handful of students that demonstrate attendance patterns that require some intervention, and in these extreme cases the school works with Oakland Schools and the county truancy office to help support students and families. Over 99% of students regularly attend school, and there are minimal fluctuations in enrollment during the school year.

Student Demographic Data

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

There are no major challenge areas based on student behavior data. East Hills Middle School has few behavior referrals and suspensions, and there have been no expulsions over the tenure of the current building principal (five school years) and records suggest that there have been no expulsions over an even greater period of time. There are only a handful of students that demonstrate behavioral patterns that require some regular and continued intervention. The identified challenge for East Hills is this small group. Moving forward, the goal for the East Hills Middle School Community will be to continue to reduce or to eliminate any reoccurrences (see the next question for actions taken to support students and families). While 99% of East Hills students have few if any behavior concerns and the vast majority of students do not receive discipline referrals or suspensions, we will continue to improve our focus on student behavior to support all students.

Student Demographic Data

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

Regarding enrollment trends, there are no identified challenges other than a single elementary feeder pattern for East Hills Middle School. This feeder pattern is not a challenge for East Hills Middle School, but school size and district needs is an area the school district is examining as part of a larger demographic study and plan for the school district.

Regarding student attendance, there are only a handful of students that demonstrate attendance patterns that require some intervention. The school is able to work with Oakland Schools and the county truancy office to help support students and families when needed. If

necessary, building administration begins supports at the building level and broadens the approach to include county-level supports and other organizations as needed or required.

Regarding student behavior, there are only a handful of students that have reoccurrences that involve referrals and suspensions. For students with behavior concerns, East Hills Middle School has a wide range of services that include a web of supports that start with the general education classroom teacher but also include the grade-level counselors, the school social worker, the school psychologist, and building administration. This team of educators at the building level takes proactive steps to address behavioral concerns by hosting class meetings at the beginning and middle of the year, being visible and active during the day to help address concerns before they become larger issues, meeting with small groups of students to discuss concerns before they emerge into behavior issues, and a myriad of other active interventions to address behavior concerns.

There is implementation of a school-wide Positive Behavior Interventions and Supports (PBIS) program that strives to recognize students who are acting appropriately. Students are provided with leadership opportunities throughout the school year often led by the East Hills Student Leadership Council but can include students outside of this organization and outside speakers. Outside speakers include those that are brought in on a regular basis as part of the East Hills' Winner's Circle, a group that focuses on the qualities and actions that make adults and students successful in today's society. Based on the demographic data, building and district administration have also been developing and implementing behavior interventions that follow strategies that include restorative justice practices with Bill Boyle - Bloomfield Hills Schools Director of Equity Programming, training in cultural and global competencies - with Dr. Jay Marks - consultant from Oakland Schools and Ms. Munirah Mawusi - consultant from Global Workforce Development, and progressive discipline strategies when needed. In cases that warrant additional support beyond the school building (which are few if any), the school administration works with the local township police department and the school district's police liaison if needed. East Hills Middle School will continue to utilize demographic data information and grow the capacity of educators and stakeholders to meet the needs of our students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The associate principal at East Hills Middle School has 15 years experience as a classroom teacher. Both as an elementary teacher of 3rd and 4th grades for six years and as a middle school teacher of health and family and consumer sciences for nine years. The associate principal recently completed the Michigan Association of Secondary School Principals: Path to Leadership, and she has just finished her third year as an administrator. Both her middle school teaching experience and administrative experience were completed at East Hills Middle School.

The principal of East Hills Middle School has eight years experience as a high school social studies classroom teacher. All eight years of his teaching career were at Andover High School, a high school in the same school district as East Hills Middle School. Prior to coming to East Hills as principal, he served as an International Baccalaureate Middle Years Programme Coordinator at Andover High School for three years and the associate principal for Andover High School for three years following the MYP coordinator position. For the last five years, he has been the principal at East Hills starting during 2011-2012 school year, and he completed his Educational Specialist degree in the summer of 2012.

Both the associate principal and the principal of East Hills Middle School have spent a number of years in the classroom. They have been able to use their content area knowledge to support the curriculum, instruction, and assessment goals for East Hills. Their background across all three levels (elementary, middle school, and high school) has also supported student achievement by helping to connect and build

on the continuum of learning experiences. Their familiarity and comfort with the International Baccalaureate Middle Years Programme has also allowed them to continue to strengthen the creation and supports of authentic teaching and learning approaches. Their background and experience as teachers and administrators has also guided their approach and interactions with students, parents, and the community helping to facilitate a teaching and learning environment that is inclusive and supportive of all learners.

Teacher/School Leader(s) Demographic Data

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

East Hills Middle School has a healthy continuum of experienced teachers with a broad and rich spectrum of knowledge and experience in the implementation of successful teaching and learning practices. Regarding student achievement, support of teachers will continue to be emphasized through implementation of best practices to increase student engagement and personalized learning. As an IB World School, the faculty at East Hills continues to work toward greater collaboration and facilitation of learning experiences by supporting conceptual learning and connecting students to content knowledge and skill development through a range of real-world, global contexts. For teachers in Bloomfield Hills Schools, the teacher evaluation document encourages the use of assessment data, feedback, and higher-order thinking strategies by stating the following in the category of highly effective:

"Teacher actively and systemically elicits diagnostic information from individual students regarding their understanding and monitors the progress of each individual student. Teacher is able to fully adjust a lesson when needed to successfully engage all learners. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school."

and

"Quality feedback is consistently provided in a timely manner. Teacher engages with students to make personal use of the feedback that results in student growth. Assessment is fully integrated into instruction through extensive use of formative assessment."

and

"Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students engage in substantive conversation and assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students are challenged to frame problems and construct their own solutions."

Teacher/School Leader(s) Demographic Data

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

The school leaders rarely missed school due to personal illness or for other personal needs. The school leaders did miss days to participate in a number of experiences associated with their roles including administrative meetings, contract negotiation meetings, instructional meetings, and staffing meetings. This past school year also saw an increase in the number of days missed due to the sustained nature of meetings on topics such as negotiations, budget, finance, grading, middle school scheduling, and world languages. Additionally, this year

the district continued to explore new learning opportunities for staff, administration, and the larger community through its Global Education Teams (GET). Global Champions, Diversity, Academic Equity, and Race Relations (DAERR), and Institutes for Healing Racism. Unique to the past two school years, building school leaders also planned and implemented at the middle school level the Bloomfield Hills Schools One-to-World iPad Initiative and for the State of Michigan a new testing structure M-STEP. As a result of these absences, there were many new ideas and opportunities that were created to support student learning, primarily the iPad work but also a more focused attention on global competency and inclusive teaching practices. By missing a number of days for meetings and trainings, East Hills Middle School was challenged to operate more often without both building administrators in attendance at East Hills. As a result, day-to-day operations and management fell on different layers of staff including main office staff, counselors, and teachers. With so many new programs to implement in recently school years, it will help in future years to have more time to monitor and improve the existing systems to better support the school community and student achievement before adding on more initiatives or programming that would require more time out of the building for administration.

Teacher/School Leader(s) Demographic Data

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

Teacher attendance data at East Hills Middle School supports the importance of having teachers working with students on a regular basis. While there is some variation in teacher attendance patterns at East Hills Middle School, it is important to recognize that student performance and student achievement are impacted greatly by teacher attendance patterns. In the upcoming school year, it will continue to be important to monitor attendance patterns throughout the year as part of the teacher evaluation process, to review and to share the total number of days for teacher absences due to professional learning or professional meetings with teachers and the human resources department, and when appropriate to address problematic attendance behavior promptly. When possible, teacher planning and preparation activities that affect teacher absences should occur at times that limit the impact on students and student achievement.

Teacher/School Leader(s) Demographic Data

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

Moving forward the work at the district level from Global Champions and the Diversity, Academic Equity, and Race Relations (DAERR) and at the school level from the East Hills Global Education Team (GET) will be helpful in guiding and directing the hiring practices for district and building administration. It will be important to continue to create structures and to ask questions that support culturally responsive teaching and learning practices when making hiring decisions. There is tremendous opportunity to support the East Hills School Community through attentiveness to teacher and school leader demographics and examining the impact this data has on student achievement. Further support can come from the regular review of student perception data collected from the Learning Achievement Coalition-Oakland (LAC-O) data on how teacher/school leader demographics impact student learning.

Process Data

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

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

In examining the East Hills Middle School - School Systems Review that was completed in the late winter of 2016, there were several strands/standards/indicators that stood out as strengths for the school community. Below is a list of strands/standards/indicators that were selected by the school community as having sustained implementation on a scale that ranged from sustained to full to partial to beginning implementation.

Strengths (or Sustained Implementation of Standards and Indicators)

- Standard 3: Assessment: Indicator G: Assessment System
- Standard 4: Instructional Leadership: Indicator L: Guidance and Support for Teaching and Learning
- Standard 5: Culture for Learning: Indicator N: Safe and Supportive Environment
- Standard 5: Culture for Learning: Indicator O: Shared Leadership for Learning
- Standard 6: Organizational Management: Indicator P: Communication Systems
- Standard 6: Organizational Management: Indicator R: Resource Allocation
- Standard 9: Communication: Indicator W: Approaches and Tools
- Standard 9: Communication: Indicator X: Cultural Responsiveness

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

In examining the East Hills Middle School - School Systems Review that was completed in the late winter of 2016, there were strands/standards/indicators that stood out as challenges for the school community. Below is a list of strands/standards/indicators that were selected by the school community as having only partial implementation on a scale that ranged from sustained to full to partial to beginning implementation.

Challenges (or Partially Implemented Standards and Indicators)

- Standard 6: Organizational Management: Indicator Q: Intentional Practices
- Standard 7: Professional Learning Culture: Indicator S: Collaborative Teams
- Standard 10: Engagement: Indicator Y: Learning Opportunities

12. How might these challenges impact student achievement?

Challenges (or Partially Implemented Standards and Indicators from the East Hills Middle School - School Systems Review)

*Standard 6: Organizational Management: Indicator Q: Intentional Practices

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--The organizational and managerial structures that support student are clear, but there could an increase in shared leadership across all sectors of the school community. Over the last few years increasing aspects of the school improvement planning process have been completed in collaboration with the school community. The International Baccalaureate Middle Years Programme - Programme Evaluation and Self Study Process have been supportive of increased communication and coordination. It will be important to find increasing ways to collect and plan together across all sectors of the school community. School leadership has been active in developing systems that are supportive of the school community through the development of the teacher-centered "Think Tank," work at the parent level through the PTO and the Global Education Team (GET), and student leadership council support in creating student-centered activities and initiatives throughout the school year. While there are many structures in place the connectivity between the various sectors of the school community could be improved to better support student achievement and to make sure student and community voices are present and involved in the decision making process.

*Standard 7: Professional Learning Culture: Indicator S: Collaborative Teams

--Time for collaboration continues to be an area that requires close monitoring and attention in the years to come. While our middle school model affords ample time for block teachers to meet and to work together in the subjects of mathematics, language arts, science, and social studies, there continue to be challenges to support collaboration for teachers to work collaboratively at the fifth-grade level due to the small number of classrooms and for our elective and specials teachers due to their unique and shared scheduling needs. During our International Baccalaureate Middle Years Programme - Programme Evaluation Study, this collaborative need for elective teachers was identified and actions plans were created to better support these teachers. While challenges remain, we have found unique times to meet for the Unified Arts (elective teachers) by creating a team time each day and for the fifth-grade teachers by creating a common prep time each week that were new features to the school schedule. Through the implementation and further development of the East Hills "Think Tank" teacher-centered instructional rounds, curriculum coordinators and new content-area leaders at the district level help to coordinate and to align curriculum, instruction, and assessment practices, and the creation of an active Global Education Team (GET) comprised of families, staff, and building administration also help to give voice to new ways to improve our school to meet the needs of adults and children at the school.

*Standard 10: Engagement: Indicator Y: Learning Opportunities

--While the learning opportunities and programs are age appropriate and support students' social, emotional, academic, and developmental needs, there could be increased involvement of families and students in the decision making process at the school. There have been a number of district-centered community partnerships and tasks forces that have helped to shape and to support learning opportunities at East Hills Middle School. These partnerships and task forces have included members from a variety of stakeholder groups, who have helped to make decisions that support student achievement. It would be valuable to continue these structures at the district level and to find ways to connect these groups with decisions at the building level. This expansion of involvement by families and students will support student achievement by empowering all members of the school community in the decision making process regarding learning opportunities.

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

See Previous Response for Narrative on Actions that Could Be Taken to Address Challenges (or Partially Implemented Standards and Indicators from the East Hills Middle School - School Systems Review)

Below please find additional actions that could be taken and incorporated into the School Improvement Plan to address these challenges.

*Standard 6: Organizational Management: Indicator Q: Intentional Practices

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- More Updates and Information Shared with Staff and Families Regarding School Improvement Process
- Increased Use of Progress Notes for School Improvement Process beyond School Improvement Program Evaluation
- Increased Collection of Data from Stakeholders and Using Survey Information to Increase the Transparency of Decision-Making Process

*Standard 7: Professional Learning Culture: Indicator S: Collaborative Teams

- Creation of Data "Walls" or Other Visual Representation of Data
- Generation of District and Building Calendar Data Analysis Meetings
- Using the Contractual 21 Hours of Additional Elementary Team Planning More Effectively for Fifth Grade
- Developing More Opportunities for Shared Elective Staff to Work Collaboratively Using New District-Wide Professional Development Time

*Standard 10: Engagement: Indicator Y: Learning Opportunities

- Clear and Regular Communication about Family Programming to Support a Range of Learners
- More Consistent Involvement by Families and Staff in the School Improvement Process
- Use of Minutes from Meetings as a Record of Family and Student Involvement in the School Improvement Process

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

Students with disabilities at East Hills Middle School have priority scheduling for core and elective classes. Students with disabilities have access to all services (GERT--General Education Resource Teacher, mathematics and reading specialists, paraprofessional support, and all other supports) as do all students in need of interventions or support. East Hills reaches out directly to parents to inform them of the availability of interventions and support via public meetings, mailings, e-communications, phone calls, and all other available means of communication.

East Hills Middle School also assures that students have access to an array of intervention programs through a robust system of review that includes weekly meetings of the Building Instructional Team (BIT) whose composition is made up of support teachers, support staff (school psychologist and social worker), counselors, building administration, and a representative sampling of general education teachers when needed. General education teachers at both the grade-level and elective-level meet in a number of weekly and bi-weekly team meetings with administration, support staff, counselors, the MYP coordinator, discipline specific groups, and parents.

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

Each year, East Hills Middle School has a handful of students, who take advanced mathematics classes at the high school level (Bloomfield Hills High School). This past year, East Hills offered some virtual learning opportunities for students with unique scheduling challenges, focusing primarily on world language offerings. In the summer, East Hills offers summer resources primarily in the subjects of reading and mathematics supported through our general education resource teacher and intervention teachers. In addition when guided by students' Individualized Education Plans (IEPs), targeted and specific interventions are continued through the summer.

As an active learning center, the school day at East Hills Middle School begins well before first-hour class is scheduled and often concludes during the evening hours. Sporting events, club meetings, drama productions, and musical performances represent a sampling of the before-school and after-school activities in which students are engaged. Annually, approximately 90% of our students participate in school clubs and sports. Recognizing the importance of celebrations in nurturing a positive school climate, a variety of formal and informal recognition

programs take place throughout the school year to honor individual and collective achievements. Parents play an integral role in celebrating the successes of students and staff members. The East Hills community takes special pride in being recognized by the United States Department of Education as a National Exemplary School and by the International Baccalaureate Organization as a World School.

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

Parents are informed of Extended Learning Opportunities through the annual scheduling process along with individualized communication throughout the school year as part of the Building Intervention Team decision making and communication process. Support programs, like summer reading and mathematics resources, are well publicized through public meetings, mailings, e-communications and phone calls.

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

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

In support of the Common Core State Standards at the general education classroom level, the workshop model is used across several subject areas, particularly in mathematics and language arts--reading and writing (literacy), to provide students with a range of learning opportunities that offer differentiated instruction and one-on-one conferencing opportunities. Along with these instructional supports, East Hills Middle School has implemented the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) in the subject areas of mathematics, reading, and language usage to assess in a formative manner student progress toward the Common Core State Standards. At East Hills Middle School, NWEA-MAP assessments are given in the fall and spring as district common assessments. The NWEA-MAP tests are unique in that they are aligned to the Common Core State Standards, administered online, and are computer adaptive, which means the test adapts to each student's level of learning, providing timely data on student growth so that teachers can use data to inform instruction and students are given regular updates on their individual progress. Curriculum and assessment information is housed in Atlas, a cloud-based curriculum database. Teachers regularly update and reflect on their curriculum and align their curriculum to the Common Core.

Along with the personalized and individualized testing structures available through NWEA-MAP assessments, East Hills Middle School continues to create formative and summative assessments that support student learning and are aligned with the Common Core State Standards, the IB-MYP assessment criterion, M-STEP data from state assessments, and a range of other assessment information generated at the individual classroom level to support the implementation of the Common Core State Standards.

East Hills Middle School continues to work toward full inclusion of all stakeholders in the decisions about curriculum, instruction, and assessment. As a school community, East Hills will continue to come together around a commitment to the educational, social, and emotional well-being of students and families. Subsequently, every action taken at East Hills with respect to parental and stakeholder involvement has provided an increasingly more open and inviting school for all parties. Specifically, faculty and parent professional

development opportunities have fostered more open dialogue regarding the decision-making process. East Hills families became increasingly engaged and involved this past school year in the school improvement process through the actions of the EHMS Global Education Team (GET). The EHMS Global Education Team (GET) is a school community group that is comprised of families, staff, and administration that received unique district training experiences (Global Champions and Institutes for Healing Racism). The EHMS GET is focused on building student, staff, and community capacity in the areas of global competency, inclusion, and equity helping to provide feedback to identify school improvement needs. Over the last few years, the implementation of the International Baccalaureate Middle Years Programme has further encouraged and integrated a wide range of stakeholders into the decision-making process at the school. Meetings take place in several venues on a weekly basis at the school. These meeting sessions include PTO meetings, parent-led events and initiative planning meetings, Global Education Team (GET) meetings, faculty meetings, daily team meetings with unified arts and core academic teams, the Middle Years Programme steering committee, the Middle Years Programme Global Context leader meetings, the East Hills "Think Tank," office team meetings, Building Intervention Team (BIT) meetings, and professional development planning sessions as well as many smaller subject-specific and whole staff professional development meetings. East Hills is dedicated to making the school a collaborative and inclusive community where all input is welcomed and valued.

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

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

Achievement/Outcome Data

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

19a. Reading- Strengths

East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT). The East Hills RtI model is a multi-tiered intervention model. East Hills has a strong continuum of support programming for students including special education, reading specialist, general education resource teachers, and para-education services. Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement.

According to the spring 2015 M-STEP ELA data, East Hills performed well in the area of reading in comparison to state and Oakland county averages. During the spring 2015 M-STEP ELA testing, 68% of fifth-grade students were either proficient or advanced (in comparison to the state - 49% and Oakland County - 59%); 56% of sixth-grade students were either proficient or advanced (in comparison to the state - 45% and Oakland County - 52%); 71% of seventh-grade students were either proficient or advanced (in comparison to the state - 49% and Oakland County - 58%); and 70% of eighth-grade students were either proficient or advanced (in comparison to the state - 48% and Oakland County - 57%).

Over the last four school years, East Hills also embarked on the implementation of new programming to further engage students and support student achievement. The Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use was added to help support students. East Hills has also implemented the use of Harvard University Project Zero's Cultures of Thinking routines and strategies and has worked closely with Oakland Schools consultant, Dr. Jay Marks--Culturally Responsive Teaching, with Global Workforce Development consultant: Ms. Munirah Mawusi--Global Champions and Institutes for Healing Racism; and with Bill Boyle--Bloomfield Hills Schools Director of Equity Programming.

Using Northwest Evaluation Association (NWEA) RIT data from the 2015-2016 school year, East Hills showed a number of areas of strength in reading. RIT stands for Rasch Unit, which is a unit of measure that uses individual test question difficulty values to estimate student achievement. The RIT is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yardstick. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing, helping teachers plan instruction at an appropriate level for the student. During the 2015-2016 school year, fifth-grade students grew from a mean RIT of 207.9 to 213.4 from fall 2015 to spring 2016 showing a mean RIT growth of 5.5 when 6.1 was the projected mean RIT growth. Out of the 87 fifth graders tested 37 met their individual projected RIT growth (43%). In examining the three goal areas within the NWEA test for reading, 42 of the 87 fifth graders scored in the high SY 2016-2017

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or high average goal area of vocabulary acquisition and use. During the 2015-2016 school year, sixth-grade students grew from a mean RIT of 216.4 to 220.5 from fall 2015 to spring 2016 showing a mean RIT growth of 4.1 when 4.7 was the projected mean RIT growth. Out of the 118 sixth graders tested 54 met their individual projected RIT growth (46%). In examining the three goal areas within the NWEA test for reading, 66 out of the 126 sixth graders scored in the high or high average goal area of literature. During the 2015-2016 school year, seventh-grade students grew from a mean RIT of 219.4 to 224.4 from fall 2015 to spring 2016 showing a mean RIT growth of 5.0 when 3.6 was the projected mean RIT growth. Out of the 88 seventh graders tested 51 met their individual projected RIT growth (58%). In examining the three goal areas within the NWEA test for reading, 57 of the 90 seventh graders scored in the high or high average goal area of vocabulary acquisition and use. During the 2015-2016 school year, eighth-grade students scored a mean RIT of 221.5 in the fall 2015, and out of the 98 eighth graders tested 30 met their individual projected RIT growth (31%). In examining the three goal areas within the NWEA test for reading, 44 of the 105 eighth graders scored in the high or high average goal area of vocabulary acquisition and use.

The following reading strengths were also identified by staff:

- General Education Resource Teacher (GERT) Reading Specialist
- Access to support staff who are available for RTI Tier 1, 2, & 3 interventions
- NWEA & Pearson Inform data available to all teachers & staff to help inform instruction -Qualitative Reading Inventory (QRI) available for additional reading information
- Classroom Libraries
- Access to iPads for all students to personalize reading experiences

19b. Reading- Challenges

At East Hills Middle School, a variety of factors and causes may have contributed to a decline in student achievement in some content areas. Frequently, the lowest-performing students at East Hills lack formative curriculum when transferring to the school from other school districts, have difficulty performing well on traditional assessment measures, and struggle with homework completion.

Using Northwest Evaluation Association (NWEA) RIT data from the 2015-2016 school year, East Hills displayed some challenges in reading which may have been caused by giving the spring test during an earlier window than previous years (March and early April rather than May and early June). RIT stands for Rasch Unit, which is a unit of measure that uses individual test question difficulty values to estimate student achievement. The RIT is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yardstick. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing, helping teachers plan instruction at an appropriate level for the student. In examining the three goal areas within the NWEA test for reading, 27 of the 89 fifth graders scored in the low or low average goal area of literature, 28 of the 89 fifth graders scored in the low or low average goal area of informational text, and 27 of the 89 fifth graders scored in the low or low average goal area of vocabulary acquisition and use. In examining the three goal areas within the NWEA test for reading, 34 of the 126 sixth graders scored in the low or low average goal area of informational text. In examining the three goal areas within the NWEA test for reading, 25 of the 90 seventh graders scored in the low or low average goal area of informational text and literature. In examining the three goal areas within the NWEA test for reading, 49 of the 105 eighth graders scored in the in the low or low average goal area of literature.

The following reading challenges were also identified by staff:

- No other easy data collection assessment, other than NWEA, available for 6-8 teachers to use to inform instruction quickly
- Meeting the higher expectations of the state mandated tests that are more rigorous and require a higher level of thinking
- The common core expectation that students who are reading below grade level read grade level complex texts
- Providing appropriate scaffolding so that students who are reading below grade level can access grade level complex text
- Providing appropriate reading rigor to all students
- Staff development to keep up with the expectations of common core reading
- Omission of reading as a core study in sixth grade
- Lack of vertical alignment meetings/time
- Lack of an authentic standardized and district assessment

19c. Reading- Trends

Without access to the recent M-STEP testing from this past spring, East Hills relied on last year's M-STEP data and previous years' MEAP data to provide information from state assessment structures regarding trends in reading. The general trends for the top and bottom performing students on the M-STEP and MEAP are fairly inconsistent, but some trends do emerge in some content areas. In reading across all four grade levels (5th-8th), the top performing students are generally made up of more females than males and tend to include more students that are not economically disadvantaged. In reading across all four grade levels (5th-8th), the bottom performing students are generally made up of students that are economically disadvantaged, students and more African-American students than students of other races.

See below for the last five years of MEAP reading data for fifth grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP ELA data for fifth grade (2014-2015)

- 2009-2010 MEAP Reading 85% of fifth-grade students were either proficient or advanced
- 2010-2011 MEAP Reading 88% of fifth-grade students were either proficient or advanced
- 2011-2012 MEAP Reading 86% of fifth-grade students were either proficient or advanced
- 2012-2013 MEAP Reading 86% of fifth-grade students were either proficient or advanced
- 2013-2014 MEAP Reading 87% of fifth-grade students were either proficient or advanced
- 2014-2015 M-STEP ELA 68% of fifth-grade students were either proficient or advanced

See below for the last five years of MEAP reading data for sixth grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP ELA data for fifth grade (2014-2015)

- 2009-2010 MEAP Reading 84% of sixth-grade students were either proficient or advanced
- 2010-2011 MEAP Reading 86% of sixth-grade students were either proficient or advanced
- 2011-2012 MEAP Reading 91% of sixth-grade students were either proficient or advanced
- 2012-2013 MEAP Reading 87% of sixth-grade students were either proficient or advanced
- 2013-2014 MEAP Reading 86% of sixth-grade students were either proficient or advanced
- 2014-2015 M-STEP ELA 56% of sixth-grade students were either proficient or advanced

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See below for the last five years of MEAP reading data for seventh grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP ELA data for fifth grade (2014-2015)

- 2009-2010 MEAP Reading 84% of seventh-grade students were either proficient or advanced
- 2010-2011 MEAP Reading 70% of seventh-grade students were either proficient or advanced
- 2011-2012 MEAP Reading 78% of seventh-grade students were either proficient or advanced
- 2012-2013 MEAP Reading 88% of seventh-grade students were either proficient or advanced
- 2013-2014 MEAP Reading 84% of seventh-grade students were either proficient or advanced
- 2014-2015 M-STEP ELA 71% of seventh-grade students were either proficient or advanced

See below for the last five years of MEAP reading data for eighth grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP ELA data for fifth grade (2014-2015)

- 2009-2010 MEAP Reading 74% of eighth-grade students were either proficient or advanced
- 2010-2011 MEAP Reading 82% of eighth-grade students were either proficient or advanced
- 2011-2012 MEAP Reading 81% of eighth-grade students were either proficient or advanced
- 2012-2013 MEAP Reading 81% of eighth-grade students were either proficient or advanced
- 2013-2014 MEAP Reading 92% of eighth-grade students were either proficient or advanced
- 2014-2015 M-STEP ELA 71% of eighth-grade students were either proficient or advanced

The following reading trends were also identified by staff:

- The expectation that all students read grade level complex texts regardless of reading level
- Use of Text Complexity Strategies
- Use of Close Reading
- NWEA Data reflects a decrease in Standard Deviation from 5th - 7th in overall reading performance (5th grade - 13.1) (6th grade - 12.4); (7th grade - 11.5); and (8th grade - 17.3)

19d. Reading- Summary

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

There have been a number of ways in which the reading challenges listed in the previous section have been addressed in the East Hills Middle School - School Improvement Plan. The East Hills Middle School - School Improvement Plan places an emphasis on demonstrating proficiency using M-STEP, NWEA, or standards-based grading measures based on the International Baccalaureate Middle Years Programme assessment criterion for sixth-, seventh- and eighth-grade or the fifth-grade Common Cores State Standards. Additionally the strategies of close reading, best practices in reading (development of classroom libraries and comprehension strategies), and authentic assessment are aligned to address the identified challenges. Close reading is a careful, purposeful rereading of a complex text to uncover layers of meaning that lead to deeper comprehension and will be particularly helpful to improve students' abilities to understand and analyze

informational text. The purpose of close reading 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. Staff will also continue to research and collaborate on the delivery of best practices for reading instruction (classroom libraries and comprehension strategies) across all disciplines and grow in their understanding of data analysis to better interpret M-STEP, NWEA, and QRI data to scaffold appropriate leveled reading exercises within the classroom to support the needs of all students. 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 Holly Smith (East Hills IB teacher leader and MYP coordinator) and Christine DiPilato (BHS Director of Learning Services), 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.

Tiered instruction is critical in meeting the challenges listed above. Providing different reading levels can provide the appropriate challenge necessary for students to progress as readers and move them on the continuum towards reading material higher in text complexity. Providing the appropriate scaffolds for students to access grade level complex texts will ensure a successful reading experience to those students who may otherwise find this reading challenging due to the reading being at their frustration level. Having a variety of reading assessments available is critical in determining the various reading levels of all students and in identifying student strengths & weaknesses in reading in order to provide tiered instruction within the classroom.

Once selected and receiving reading support services, students were monitored through running records, anecdotal records, and formative and summative assessments. Entrance and exit QRI & NWEA MAP Reading scores were collected for the purpose of showing change over time and the progress made while in the reading support program. Results of this data are outlined in an annual report on reading support services at East Hills.

In looking at the results of the QRI, and specifically the comprehension of expository text, 93.8% of the total students tested progressed at least one grade level. This percentage reflects those students who received pull out reading support services. The reading of expository text is the primary focus of instruction in the reading support class and reflects this high percentage. Fewer students were successful on the QRI Word Recognition assessment with 66.7% progressing at least one grade level. This is due to the fact that many students are strong in reading words in isolation and score on or above grade level in the fall. Results indicate progress in identifying more words within the level, but students do not progress to the next level, so the overall percentage is lower. In looking at all QRI scores for all grades, it continues to be difficult for students to move beyond the 5th grade level. Students need more time to meet the challenges of the 6th grade and upper middle school passages. Typically it is during the 8th grade year that many students will reach grade level proficiency. Intense scaffolded instruction on more rigorous and complex texts is necessary to help these students move forward.

Overall results of the MAP Reading Assessment indicated that 70.8% met their goals as set by the NWEA. This number reflects all students including those being monitored, those receiving push in or pull out support only, and students who received both push in and pull out services. In breaking the data down further, results showed that 100% of students receiving push in and pull out services met their reading goals, 82.4% of students who reached their goals received pull out services only, and 50% of students who reached their goals received push in services only. The data is clear. Those who received both push in and pull out serviced had a higher percentage meeting their goals as set by the NWEA. Pull out services only fared better, while those receiving push in only were less successful in meeting their goals.

Those students who did not reach their goal as set by the NWEA took the test with their regular language arts class. This may be one reason that students did not reach their goal. Something else to consider is the fact that reading support students took an additional test during the winter testing window. This occurred late in January. Eighth grade students were then scheduled to take the test again just two months later.

In the future, it may be best to skip the winter test in order to avoid the quick turn around in testing. Students were testing a lot and many, especially 8th graders, vehemently expressed their displeasure with the amount of testing they were subjected to.

In general, reading support students who took the NWEA MAP Reading test with their language arts class did not score as well as when they took the test with the smaller reading support class. Students indicated that they preferred to take it with the smaller group and divide the test into shorter testing sessions. Many shared that they felt rushed, pressured, and distracted when taking the test with the larger class and did not do their best. Some students preferred taking the test on the computer as opposed to their iPad. Others expressed just the opposite. In the future, a recommendation would be to have reading support students take all district mandated tests in a smaller setting to maximize the results of their testing giving them the option of testing on the computer or their iPad. Winter testing scores appeared to be generally stronger and could be due to the small group testing environment and the fact that students were not taking any other assessments at that time.

QRI and MAP Reading scores were generally aligned in that students who were low on the QRI were also low on the MAP Reading test. However, the two tests are very different and some students performed better on the QRI as opposed to the NWEA test. The case for one student was just the opposite. The QRI gives a comprehension level and is an indication of what level a student can access or comprehend grade level content. The MAP Reading test is much more content specific, assessing the three goal performance areas of literature, informational text, and foundational skills & vocabulary. This assessment is more item-dependent. If students have not been taught something, or do not remember something, they will not know the answer. For example, one of the questions asked, "What is the effect of personifying winter in the passage?" Students either know what personifying is or they don't. Here's another example. "Which is the meaning of the Latin root 'viv'?" This is considered 'item knowledge' and very different than comprehending a passage. I found that many of our students have gaps in this item knowledge which causes the MAP Reading test to reflect lower test results.

Having students practice the skills & strategies using the iTooch Language Arts app was a way to address gaps in item knowledge and personalize their learning. Most students were able to successfully complete all the activities for their grade level. The level of engagement for this app was high for all students due to its game-like format with immediate feedback. Moving forward, the plan is to have students continue with the next grade level app for the upcoming school year. Hopefully, access to student iPads will continue to be an option again for next year. If not, this will pose a problem for the 5th grade group in particular who share classroom iPads. For 6th through 8th graders, the plan is to have this app available for them on their personal iPads. This was not an option again this year as there was no way to facilitate this, so they also had to use the classroom set of iPads.

One of the highlights this year was the progress made by a 7th grade student who will be discontinued from pull out reading support and monitored for the upcoming school year. Based upon the testing, this student demonstrated having the skills and strategies necessary to read grade level material and transfer these skills to the regular classroom setting. Another highlight was seeing the change over time of an 8th grade student who finally broke through to the upper middle school reading level and began asking for help with her language and literature assignments, even up until the last week of school! With her initiating and asking for help, her confidence grew. She began to feel confident enough to approach her teacher who was more than willing to work with her! I feel confident moving forward that she is ready and willing to meet the challenges that high school will undoubtedly bring.

At East Hills, teachers and staff need to continue to develop deeper ties and relationships with students to combat declines in achievement through the more regular use of differentiated instructional approaches to teaching and more targeted academic approaches to learning that support all learners. Through the development of strong relationships with students and families, East Hills will provide authentic learning opportunities for all students through relevant instruction that allows students to develop skills through strong curricular and instructional alignment and measured by both traditional and project based assessments.

20a. Writing- Strengths

East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT). The East Hills RtI model is a multi-tiered intervention model. East Hills has a strong continuum of support programming for students including special education, reading specialist, general education resource teachers, and para-education services. Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement.

According to the spring 2015 M-STEP ELA data, East Hills performed well in the area of reading in comparison to state and Oakland county averages. During the spring 2015 M-STEP ELA testing, 68% of fifth-grade students were either proficient or advanced (in comparison to the state - 49% and Oakland County - 59%); 56% of sixth-grade students were either proficient or advanced (in comparison to the state - 45% and Oakland County - 52%); 71% of seventh-grade students were either proficient or advanced (in comparison to the state - 49% and Oakland County - 58%); and 70% of eighth-grade students were either proficient or advanced (in comparison to the state - 48% and Oakland County - 57%).

Over the last four school years, East Hills also embarked on the implementation of new programming to further engage students and support student achievement. The Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use was added to help support students. East Hills has also implemented the use of Harvard University Project Zero's Cultures of Thinking routines and strategies and has worked closely with Oakland Schools consultant, Dr. Jay Marks--Culturally Responsive Teaching, with Global Workforce Development consultant: Ms. Munirah Mawusi--Global Champions and Institutes for Healing Racism; and with Bill Boyle--Bloomfield Hills Schools Director of Equity Programming.

Using Northwest Evaluation Association (NWEA) RIT data from the 2015-2016 school year, East Hills showed a number of areas of strength in writing - language use. RIT stands for Rasch Unit, which is a unit of measure that uses individual test question difficulty values to estimate student achievement. The RIT is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yardstick. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing, helping teachers plan instruction at an appropriate level for the student. During the 2015-2016 school year, fifth-grade students grew from a mean RIT of 208.2 to 214.3 from fall 2015 to spring 2016 showing a mean RIT growth of 6.1 when 5.9 was the projected mean RIT growth in language use. Out of the 88 fifth graders tested 40 met their individual projected RIT growth (45%). In examining the three goal areas within the NWEA test for language use, 47 of the 92 fifth graders scored in the high or high average goal area of writing: plan, organize, develop, revise research. During the 2015-2016 school year, sixth-grade students grew from a mean RIT of 215.0 to 219.4 from fall 2015 to spring 2016 showing a mean RIT growth of 4.4 when 4.5 was the projected mean RIT growth in language use. Out of the 115 sixth graders tested 57 met their individual projected RIT growth (50%). In examining the three goal areas within the NWEA test for language use, 70 of the 126 sixth graders scored in the high or high average goal area of writing: plan, organize, develop, revise research. During the 2015-2016 school year, seventh-grade students grew from a mean RIT of 217.8 to 222.0 from fall 2015 to spring 2016 showing a mean RIT growth of 4.2 when 3.6 was the projected mean RIT growth in language use. Out of the 89 seventh graders tested 48 met their individual projected RIT growth (51%). In examining the three goal areas within the NWEA test for language use, 54 of the 90 seventh graders scored in the high or high average goal area of writing: plan, organize, develop, revise research. During the 2015-2016 school year, eighth-grade students scored a mean RIT of 220.2 in the fall 2015, and out of the 90 eighth graders tested 27 met their individual projected RIT growth (30%). In examining the three goal areas within the NWEA test for

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reading, 38 of the 97 eighth graders scored in the high or high average goal area of language: understand, edit mechanics.

The following writing strengths were also identified by staff:

- Drafting: students getting words on the page
- Students across grade levels use graphic organizers as well as other pre-writing strategies to plan writing tasks
- Access to support staff who are available for RTI Tier 1, 2, & 3 interventions
- NWEA & Pearson Inform data available to all teachers & staff to help inform instruction
- Use of Writers' Workshop
- Access to iPads and Google Suite for all students to personalize and collaborate during writing exercises exposing students to a variety of means to publish literary work and express their ideas
- Good use of descriptive language

20b. Writing- Challenges

At East Hills Middle School, a variety of factors and causes may have contributed to a decline in student achievement in some content areas. Frequently, the lowest-performing students at East Hills lack formative curriculum when transferring to the school from other school districts, have difficulty performing well on traditional assessment measures, and struggle with homework completion.

Using Northwest Evaluation Association (NWEA) RIT data from the 2015-2016 school year, East Hills displayed some challenges in language use which may have been caused by giving the spring test during an earlier window than previous years (March and early April rather than May and early June). RIT stands for Rasch Unit, which is a unit of measure that uses individual test question difficulty values to estimate student achievement. The RIT is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yardstick. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing, helping teachers plan instruction at an appropriate level for the student. In examining the three goal areas within the NWEA test for language use, 28 of the 90 fifth graders scored in the low or low average goal area of language: understand, edit for grammar, usage. In examining the three goal areas within the NWEA test for language use, 42 of the 126 sixth graders scored in the low or low average goal area of language: understand, edit for grammar, usage. In examining the three goal areas within the NWEA test for reading, 27 of the 90 seventh graders scored in the low or low average goal area of language: understand, edit for grammar, usage. In examining the three goal areas within the NWEA test for language use, 49 of the 97 eighth graders scored in the in the low or low average goal area of writing: plan, organize, develop, revise, research.

The following writing challenges were also identified by staff:

- Students across grade levels are challenged with using the proper voice and intention that is most relevant for a particular form of writing
- No other assessment, other than NWEA, available for 6-8 teachers to inform instruction
- Continued need to integrate the Common Core State Standards
- Meeting the higher expectations of the state mandated tests that are more rigorous and require a higher level of thinking
- Revision strategies and techniques
- Mechanics/grammar
- Developing a main idea and connecting all the parts of written piece back to the main idea
- Collaboration between ELA teachers and other block and elective teachers

20c. Writing- Trends

Without access to the recent M-STEP testing from this past spring, East Hills relied on last year's M-STEP data and previous years' MEAP data to provide information from state assessment structures regarding trends in writing. The general trends for the top and bottom performing students on the M-STEP and MEAP are fairly inconsistent, but some trends do emerge in some content areas. In writing, the results were mixed with a general trend toward more students that are not economically disadvantaged performing well in comparison to their economically disadvantaged peers. In writing, the results were mixed with a general trend toward more students that are economically disadvantaged and more African-American students than students of other races under performing compared to their peers.

See below for the last five years of MEAP reading data for fifth grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP ELA data for fifth grade (2014-2015)

- 2010-2011 MEAP Writing 70% of fifth-grade students were either proficient or advanced
- 2011-2012 MEAP Writing 76% of fifth-grade students were either proficient or advanced
- 2012-2013 MEAP Writing 79% of fifth-grade students were either proficient or advanced
- 2013-2014 MEAP Writing 68% of fifth-grade students were either proficient or advanced
- 2014-2015 M-STEP ELA 68% of fifth-grade students were either proficient or advanced

The following writing trend were also identified by staff:

- Students across grade levels are engaged in the crafting of a wider variety of literary products under the CCSS
- Greater emphasis on writing across the curriculum
- Need for more collaboration between ELA teacher and block and elective teachers

20d. Writing- Summary

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

There have been a number of ways in which the writing challenges listed in the previous section have been addressed in the East Hills Middle School - School Improvement Plan. The East Hills Middle School - School Improvement Plan places an emphasis on demonstrating proficiency using M-STEP, NWEA, or standards-based grading measures based on the International Baccalaureate Middle Years Programme assessment criterion for sixth-, seventh- and eighth-grade or the fifth-grade Common Cores State Standards. Additionally the teaching strategies of focusing on the revision process, prewriting, organizing, editing, and creativity in writing are being implemented along with an emphasis on developing authentic assessments are all actions designed to address the identified challenges. Teachers will work with students in writers' workshop and other instructional formats to develop writing proficiency by focusing on the revision 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. 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 Holly Smith (East Hills IB teacher leaders/MYP coordinator) and Christine DiPilato (BHS Director of Learning Services), 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.

Tiered instruction is critical in meeting the challenges listed above. Students across grade levels are able to progress toward writing goals because of tiered/scaffolded instruction - without these scaffolded experiences, student authors struggle to make sense of the individual demands of each genre of writing. Providing the appropriate writing scaffolds for students will ensure a successful writing experience to those students who may otherwise find writing challenging. Having a variety of writing assessment tasks available is critical in identifying student strengths & weaknesses in writing to provide tiered instruction within the classroom.

All writing students were monitored daily through running records and anecdotal records by classroom teachers. In addition to the role of the classroom teacher, student achievement was impacted positively through support provided by our General Education Resource Teacher (GERT). In addition, our writing program began in more earnest the implementation of writing units guided by Oakland Schools and district curriculum coordination as detailed units were used to guide instruction and information was collected and reviewed to demonstrate growth through a carefully laid out series of writing prompts that are consistently used across the elementary and middle school classrooms. East Hills also provides support for students during academic extension periods in seventh and eighth grades. East Hills uses Writers' Workshop strategies throughout the school.

The support process used in writing was very effective in identifying students and affording them an opportunity to receive services as quickly as possible. In both general and support classes, students showed improvement in their engagement and confidence. Relationships and trust were built with students through interventions and in the general education classrooms. Both measurable and non-measurable gains were observed during the school year.

At East Hills, teachers and staff need to continue to develop deeper ties and relationships with students to combat declines in achievement through the more regular use of differentiated instructional approaches to teaching and more targeted academic approaches to learning that support all learners. Through the development of strong relationships with students and families, East Hills will provide authentic learning opportunities for all students through relevant instruction that allows students to develop skills through strong curricular and instructional alignment and measured by both traditional and project based assessments.

21a. Math- Strengths

East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT). The East Hills RtI model is a multi-tiered intervention model. East Hills has a strong continuum of support programming for students including special education, mathematics specialist, general education resource teachers, and para-education services. Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. As an IB World School, East Hills emphasizes rich, experiential learning

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to engage students and to measure student achievement.

According to the spring 2015 M-STEP mathematics data, East Hills performed well in the area of mathematics in comparison to state and Oakland county averages. During the spring 2015 M-STEP mathematics testing, 56% of fifth-grade students were either proficient or advanced (in comparison to the state - 33% and Oakland County - 46%); 53% of sixth-grade students were either proficient or advanced (in comparison to the state - 33% and Oakland County - 44%); 56% of seventh-grade students were either proficient or advanced (in comparison to the state - 33% and Oakland County - 45%); and 52% of eighth-grade students were either proficient or advanced (in comparison to the state - 32% and Oakland County - 44%).

Over the last four school years, East Hills also embarked on the implementation of new programming to further engage students and support student achievement. The Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use was added to help support students. East Hills has also implemented the use of Harvard University Project Zero's Cultures of Thinking routines and strategies and has worked closely with Oakland Schools consultant, Dr. Jay Marks--Culturally Responsive Teaching, with Global Workforce Development consultant: Ms. Munirah Mawusi--Global Champions and Institutes for Healing Racism; and with Bill Boyle--Bloomfield Hills Schools Director of Equity Programming.

Using Northwest Evaluation Association (NWEA) RIT data from the 2015-2016 school year, East Hills showed a number of areas of strength in mathematics. RIT stands for Rasch Unit, which is a unit of measure that uses individual test question difficulty values to estimate student achievement. The RIT is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yardstick. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing, helping teachers plan instruction at an appropriate level for the student. During the 2015-2016 school year, fifth-grade students grew from a mean RIT of 215.6 to 223.7 from fall 2015 to spring 2016 showing a mean RIT growth of 8.1 when 9.7 was the projected mean RIT growth for mathematics. Out of the 87 fifth graders tested 32 met their individual projected RIT growth (37%). In examining the three goal areas within the NWEA test for mathematics, 54 of the 94 fifth graders scored in the high or high average goal area of geometry. During the 2015-2016 school year, sixth-grade students grew from a mean RIT of 223.1 to 229.1 from fall 2015 to spring 2016 showing a mean RIT growth of 6.0 when 7.6 was the projected mean RIT growth for mathematics. Out of the 116 sixth graders tested 40 met their individual projected RIT growth (34%). In examining the three goal areas within the NWEA test for mathematics, 73 of the 126 sixth graders scored in the high or high average goal area of geometry. During the 2015-2016 school year, seventh-grade students grew from a mean RIT of 228.8 to 235.1 from fall 2015 to spring 2016 showing a mean RIT growth of 6.3 when 5.9 was the projected mean RIT growth. Out of the 90 seventh graders tested 49 met their individual projected RIT growth (54%). In examining the three goal areas within the NWEA test for mathematics, 53 of the 91 seventh graders scored in the high or high average goal area of the real and complex number systems and 54 of the 91 seventh graders scored in the high or high average goal area of geometry. During the 2015-2016 school year, eighth-grade students grew from a mean RIT of 231.1 to 231.3 from fall 2015 to spring 2016 showing a mean RIT growth of 0.2 when 4.8 was the projected mean RIT growth for mathematics. Out of the 102 eighth graders tested 35 met their individual projected RIT growth (34%). In examining the three goal areas within the NWEA test for mathematics, 44 of the 106 eighth graders scored in the high or high average goal area of operations and algebraic thinking.

The following mathematics strengths were also identified by staff:

- General Education Resource Teacher (GERT) Mathematics Specialist
- Access to support staff who are available for RTI Tier 1, 2, & 3 interventions
- NWEA & Pearson Inform data available to all teachers & staff to help inform instruction
- Adopting and implementing the Connected Mathematics Project (CMP) throughout all the middle schools in all of the grades (6-8) creating fluency and consistency in mathematics as a whole school and incorporating Common Core best practices to meet the needs of our current curricular expectations

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- Placement of students (placing students in classrooms with push in support, additional GERT support, advanced placements through testing and the use of a plethora of other performance criteria like state testing, NWEA scores, classroom performance, etc.)
- Sigma test used to challenge students to find patterns as well as working on content that is unknown to them and seeing how they perform with unknown material that hasn't been directly taught, but is similar to current instruction
- Implementation of the International Baccalaureate Middle Years Programme with a focus on international mindedness and a more holistic approach when using/teaching/assessing all criterion (knowledge and understanding, finding patterns, communication, and relevance to the real world, in particular the communication criterion very much aligns with the common core standards/expectations)
- Access to iPads for all students to personalize learning experiences

21b. Math- Challenges

At East Hills Middle School, a variety of factors and causes may have contributed to a decline in student achievement in some content areas. Frequently, the lowest-performing students at East Hills lack formative curriculum when transferring to the school from other school districts, have difficulty performing well on traditional assessment measures, and struggle with homework completion.

Using Northwest Evaluation Association (NWEA) RIT data from the 2015-2016 school year, East Hills displayed some challenges in mathematics which may have been caused by giving the spring test during an earlier window than previous years (March and early April rather than May and early June). RIT stands for Rasch Unit, which is a unit of measure that uses individual test question difficulty values to estimate student achievement. The RIT is used to measure how "tall" a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yardstick. This score is independent of the age or grade of the student but reflects the instructional level at which the student is currently performing, helping teachers plan instruction at an appropriate level for the student. In examining the three goal areas within the NWEA test for mathematics, 45 of the 94 fifth graders scored in the low or low average goal area of operations and algebraic thinking. In examining the three goal areas within the NWEA test for mathematics, 47 of the 126 sixth graders scored in the low or low average goal area of operations and algebraic thinking. In examining the three goal areas within the NWEA test for mathematics, 29 of the 91 seventh graders scored in the low or low average goal area of operations and algebraic thinking. In examining the three goal areas within the NWEA test for mathematics, 49 of the 106 eighth graders scored in the low or low average goal area of the real and complex number systems and 49 of the 106 eighth graders scored in the low or low average goal area of geometry.

The following mathematics challenges were also identified by staff:

- Providing appropriate scaffolding so that students who are below grade level can access grade level content
- Staff development to keep up with the expectations of common core mathematics
- Completing all of the required tests that are expected at district, state and national levels (that take an extensive amount of time away from [the flow of] instruction as well as taking technology use (labs) away from the classes that are not testing (NWEA testing 2 or 3 times per year, M-Step)
- Completing the rigorous expectations of the current standard expectations (CCSS) for a grade level striving to teach depth and breadth with so much curriculum to cover
- Adapting to the ever changing trends/expectations (Common Core, M-STEP, incorporating authentic technology, figuring out how to show student growth, paperless strategies, using testing to guide instruction, etc.)

-Some students continue to struggle with math concepts; homework challenges - students who need the continued practice at home do not always complete nightly practice/homework

-Students are not used to taking online, standardized tests

21c. Math- Trends

Without access to the recent M-STEP testing from this past spring, East Hills relied on last year's M-STEP data and previous years' MEAP data to provide information from state assessment structures regarding trends in mathematics. The general trends for the top and bottom performing students on the MEAP are fairly inconsistent, but some trends do emerge in some content areas. In mathematics across all four grade levels (5th-8th), the top performing students are generally made up of more males than females and tend to include more students that are not economically disadvantaged. In mathematics across all four grade levels (5th-8th), the under performing students are generally made up of students that are economically disadvantaged and more African-American students than students of other races. The achievement gap is closing inconsistently. Over a five-year trend of MEAP data and last year's M-STEP data, the achievement gap between African-Americans and whites is becoming greater at most grade levels. Over a five-year trend of MEAP data and last year's M-STEP data, the achievement gap between students facing economic disadvantage and students not facing economic disadvantage is becoming greater at most grade levels. M-STEP and MEAP data shows a growing of the achievement gap between students facing economic disadvantage and students not facing economic disadvantage.

See below for the last five years of MEAP mathematics data for fifth grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP mathematics data for fifth grade (2014-2015)

-2009-2010 MEAP Mathematics 66% of fifth-grade students were either proficient or advanced

-2010-2011 MEAP Mathematics 78% of fifth-grade students were either proficient or advanced

-2011-2012 MEAP Mathematics 68% of fifth-grade students were either proficient or advanced

-2012-2013 MEAP Mathematics 75% of fifth-grade students were either proficient or advanced

-2013-2014 MEAP Mathematics 70% of fifth-grade students were either proficient or advanced

-2014-2015 M-STEP Mathematics 56% of fifth-grade students were either proficient or advanced

See below for the last five years of MEAP mathematics data for sixth grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP mathematics data for sixth grade (2014-2015)

-2009-2010 MEAP Mathematics 76% of sixth-grade students were either proficient or advanced

-2010-2011 MEAP Mathematics 69% of sixth-grade students were either proficient or advanced

-2011-2012 MEAP Mathematics 85% of sixth-grade students were either proficient or advanced

-2012-2013 MEAP Mathematics 76% of sixth-grade students were either proficient or advanced

-2013-2014 MEAP Mathematics 73% of sixth-grade students were either proficient or advanced

-2014-2015 M-STEP Mathematics 53% of sixth-grade students were either proficient or advanced

See below for the last five years of MEAP mathematics data for seventh grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP mathematics data for seventh grade (2014-2015)

-2009-2010 MEAP Mathematics 75% of seventh-grade students were either proficient or advanced

-2010-2011 MEAP Mathematics 70% of seventh-grade students were either proficient or advanced

-2011-2012 MEAP Mathematics 63% of seventh-grade students were either proficient or advanced

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- 2012-2013 MEAP Mathematics 75% of seventh-grade students were either proficient or advanced
- 2013-2014 MEAP Mathematics 58% of seventh-grade students were either proficient or advanced
- 2014-2015 M-STEP Mathematics 56% of seventh-grade students were either proficient or advanced

See below for the last five years of MEAP mathematics data for eighth grade (from 2009-2010 school year to 2013-2014 school year) and the last year of M-STEP mathematics data for eighth grade (2014-2015)

- 2009-2010 MEAP Mathematics 69% of eighth-grade students were either proficient or advanced
- 2010-2011 MEAP Mathematics 80% of eighth-grade students were either proficient or advanced
- 2011-2012 MEAP Mathematics 63% of eighth-grade students were either proficient or advanced
- 2012-2013 MEAP Mathematics 70% of eighth-grade students were either proficient or advanced
- 2013-2014 MEAP Mathematics 77% of eighth-grade students were either proficient or advanced
- 2014-2015 M-STEP Mathematics 52% of eighth-grade students were either proficient or advanced

The following mathematics trends were also identified by staff:

- Online mathematics opportunities for students with iPads use of technology by incorporating authentically and efficiently (quick to learn the use of new apps, math sites, CMP tools, etc.)
- Connection between mathematics curriculum and extra-curricular opportunities is growing (robotics, STEM, math counts)
- Some increase in students getting outside support and having difficulty with homework completion

21d. Math- Summary

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

Similar factors affected student achievement trends across the state, county, and district. The challenges at East Hills seem to follow these broader trends. There have been a number of ways in which the mathematics challenges listed in the previous section have been addressed in the East Hills Middle School - School Improvement Plan. The East Hills Middle School - School Improvement Plan places an emphasis on demonstrating proficiency using M-STEP, NWEA, or standards-based grading measures based on the International Baccalaureate Middle Years Programme assessment criterion for sixth-, seventh- and eighth-grade or the fifth-grade Common Core State Standards. Additionally the strategies of mathematics reasoning and investigations, mathematics communication and self-assessment, NWEA mathematics assessment training, and authentic assessment are aligned to address the identified challenges. Through 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 by focusing on the construction of viable arguments, developing the ability to critique the reasoning of others, and understanding and identifying patterns in mathematics. To support mathematics communication and 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. In support of NWEA mathematics training, teachers will

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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 General Education Resource Teacher. Finally regarding authentic assessments, 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 Holly Smith (East Hills IB teacher leader/MYP coordinator) and Heidi Kattula (BHS Director of Learning Services), district-level content area teacher 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.

Tiered instruction is critical in meeting the challenges listed above. Some students receive small group or individual support in class during instruction with our push in support staff (GERT or special education). Some students who struggle with organization receive end of the day check-ins from GERT teacher to make sure homework and test expectations are understood and that they have the materials needed to be successful at home. Some students receive tiered instruction through "extra doses" of math either through GERT, working lunches, and before school sessions. Some students test in small groups with support with directions and/or resources. Some students test for NWEA in small groups for quieter less distracting atmosphere. Also retake testing is often offered after study sessions or review on concepts when needed. Pre- and post-testing are often used to identify students and adapt instruction to meet the needs of students who need support as well as those who need a challenge opportunity for "tiered" math support (general education) through academic extension in 7th and 8th grades. Our academic extension class in 8th grade teaches an additional math unit that offers creative scheduling to support students using a tiered approach. Students use the one-to-one iPads initiative allowing for personalized and additional online practice for higher-level mathematics problem solving ("practice" for online standardized testing).

Once selected and receiving mathematics support services at East Hills, students were monitored through running records, anecdotal records, and formative assessments. In mathematics, summative assessments were given upon completion of units of instruction and aligned with content standards and district-required testing timelines. The NWEA MAP test data was used to investigate student growth. All students were tested in the fall, and most students were tested in the winter for a mid-year score. Then, all the students were tested sometime in the spring for an end of the year score.

While 94% (or 17/18) of students receiving mathematics support showed some amount of growth, 72% (or 13/18) of the students met their projected growth score for this school year. All of the eighth graders met their projected RIT scores. Each of these students far exceeded their projected growth as well. Eighth graders are projected to grow by 5 points during the course of the year, and mathematics support students grew 17 points, 21 points, 14 points, and 16 points from the beginning to the end of the year. All five eighth-grade students have been a part of the math-support program for four years from 5th-8th grade. Three out of five seventh grade students receiving mathematics support met their projected RIT scores. Seventh graders are projected to grow at least 6 points during the year. Three of the seventh graders exceeded that, showing growth of 12 points, 14 points, and 10 points for the year. Two out of three sixth grader students receiving mathematics support met their projected RIT scores. Sixth graders are projected to grow 7 points during the school year. Four out of five of fifth grader students receiving mathematics support met their projected RIT scores. Fifth graders are projected to grow by 9 points during the year. Fifth-grade students receiving mathematics support grew by 10 points, 22 points, 8 points, 9 points, and 9 points.

All math support students were monitored daily through running records. In addition to the measurable growth previously discussed, many students in my math-support classes showed improvement in their engagement, attitude and confidence in mathematics. Relationships and trust were built with students. Many non-measurable gains were observed during our class time this year.

At East Hills, teachers and staff need to continue to develop deeper ties and relationships with students to combat declines in achievement through the more regular use of differentiated instructional approaches to teaching and more targeted academic approaches to learning that support all learners. Through the development of strong relationships with students and families, East Hills will provide authentic learning opportunities for all students through relevant instruction that allows students to develop skills through strong curricular and instructional alignment and measured by both traditional and project based assessments.

22a. Science- Strengths

East Hills Middle School is committed to a collaborative and open Response to Intervention (Rtl) model directed by the Building Instructional Team (BIT). The East Hills Rtl model is a multi-tiered intervention model. East Hills has a strong continuum of support programming for students including special education, reading and mathematics specialists, general education resource teachers, and para-education services. Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement.

The science teachers at East Hills Middle School implemented standards-based grading within each grade level science course using the International Baccalaureate Middle Years Programme assessment criterion to better understand and to analyze how subject-specific assessment criterion support student growth. Multiple needs are addressed through the use of standard-based grading. As a result of this evaluation, more specific/criterion based growth can be monitored, horizontal and vertical growth can be measured since the criteria remain the same within the subject area for the Middle Years Programme from 6th grade through 10th grade, and the focus on specific student populations can be easily disaggregated. This model should continue to serve as a basis for other subject areas to examine standards-based grading or it could serve as a way to examine standards-based grading across the building since the framework is consistent and there are many commonalities among the criteria. Staff are interested in gaining a more holistic representation of student progress and growth. This need also is supported by the Bloomfield Hills Schools teacher evaluation instrument.

In the examination of standards-based grading using the IB-MYP Sciences assessment criterion, we found similar achievement data across subgroups. Teachers collected a criterion baseline score as our baseline local data prior to instruction as well as collecting criterion scores after instruction had been given. This difference in starting point was used to examine the variable that instruction (before or after) might have on demonstrating student growth.

In the narrative below, information is shared about the percentage of students that showed growth when a criterion baseline score was used as well as the percentage of students that showed growth after a unit of instruction had been given as a starting point to collect data.

In sixth grade for sciences criterion A: Knowing and Understanding, the entire population saw 95% grew (no baseline available) or maintained a score throughout the school year. In sixth grade for sciences criterion A: Knowing and Understanding the subgroup population of African-American students saw 100% (no baseline available) growth or maintained a score throughout the school year. In sixth grade for sciences criterion B Inquiring and Designing, the entire population saw 92% growth (without baseline) and 100% (with baseline) growth or maintained a score throughout the school year. In sixth grade for sciences criterion B: Inquiring and Designing, the subgroup population of African-American students saw 100% (without and with baseline) growth or maintained a score throughout the school year. In sixth grade for sciences criterion C: Processing and Evaluating, the entire population saw 95%(without baseline) and 97% (with baseline) growth or maintained a score throughout the school year. In sixth grade for sciences criterion C: Processing and Evaluating, the subgroup population of

African-American students saw 87% (without baseline) and 100% (with baseline) growth or maintained a score throughout the school year. In sixth grade for sciences criterion D: Reflecting on the Impact of Science, was not assessed.

In seventh grade for sciences criterion A: Knowing and Understanding, the entire population saw 89% (without baseline) growth or maintained a score throughout the school year. In seventh grade for sciences criterion A: Knowing and Understanding the subgroup population of African American students saw 86% (without baseline) growth or maintained a score throughout the school year. In seventh grade for sciences criterion B Inquiring and Designing, the entire population saw 75% (without baseline) and 100% (with baseline) growth or maintained a score throughout the school year. In seventh grade for sciences criterion B: Inquiring and Designing, the subgroup population of African-American students saw 100% (without baseline) and 100% (with baseline) growth or maintained a score throughout the school year. In seventh grade for sciences criterion C: Processing and Evaluating, the entire population saw 95% (without baseline) and 97% (with baseline) growth or maintained a score throughout the school year. In seventh grade for sciences criterion C: Processing and Evaluating, the subgroup population of African-American students saw 87% (without baseline) and 100% (with baseline) growth or maintained a score throughout the school year. In seventh grade for sciences criterion D: Reflecting on the Impact of Science, was not tested.

In eighth grade for sciences criterion A: Knowing and Understanding, the entire population saw 96% (without baseline) and 89% (with baseline) growth or maintained a score throughout the school year. In eighth grade for sciences criterion A: Knowing and Understanding the subgroup population of African-American students saw 88% (without baseline) growth or maintained a score throughout the school year. In eighth grade for sciences criterion B Inquiring and Designing, the entire population saw 81% (without baseline) and 99% (with baseline) growth or maintained a score throughout the school year. In eighth grade for sciences criterion B: Inquiring and Designing, the subgroup population of African-American students saw 75% (without baseline) and 93% (with baseline) growth or maintained a score throughout the school year. In eighth grade for sciences criterion C: Processing and Evaluating, the whole population saw 97% (without baseline) and 99% (with baseline) growth or maintained a score throughout the school year. In eighth grade for sciences criterion C: Processing and Evaluating, the subgroup population of African-American students saw 88% (without baseline) and 100% (with baseline) growth or maintained a score throughout the school year. In eighth grade for sciences criterion D: Reflecting on the Impact of Science, the entire population saw 94% (without baseline) growth or maintained a score throughout the school year. In eighth grade for sciences criterion D: Reflecting on the Impact of Science, the subgroup population of African-American students saw 88% (without baseline) growth or maintained a score throughout the school year.

The most growth across the three grade levels (and for the entire population and sub group population) was demonstrated in criterion C: Processing and Evaluating. It was determined that this may have been due to the number of assessment tasks used and the multiple learning experiences and opportunities teachers had to assess student learning by focusing on skill-based competencies. For criterion A, which is more content-based and topical, students did not show as much growth. Criterion A is focused on students learning new content with each assessment. The new content involved in criterion A makes it more challenging to build on past learning experiences and assessments, making it more difficult to show growth.

Over the last four school years, East Hills also embarked on the implementation of new programming to further engage students and support student achievement by implementing the use of Harvard University Project Zero's Cultures of Thinking routines and strategies and working closely with Oakland Schools consultant, Dr. Jay Marks--Culturally Responsive Teaching, with Global Workforce Development consultant: Ms. Munirah Mawusi--Global Champions and Institutes for Healing Racism; and with Bill Boyle--Bloomfield Hills Schools Director of Equity Programming.

The following science strengths were also identified by staff (see below):

We are fortunate at East Hills to have a strong science department that collaborates well together with a building administration that provides time for teachers to collaborate. At the hub of the collaboration are the International Baccalaureate Middle Years Programme assessment

criterion and the state of Michigan's grade level content expectations (Next Generation Science Standards). The foundation is laid in fifth grade when students receive a number of hands-on learning opportunities and then in sixth grade science the IB-MYP criterion and rubrics are first introduced and then continue to be fine-tuned in seventh grade and eighth grade. The MYP continuum remains constant and supported due to the close collaborative efforts and communication among the teachers. Students also have access to iPads allowing them to personalize their learning experiences in science.

22b. Science- Challenges

At East Hills Middle School, a variety of factors and causes may have contributed to a decline in student achievement in some content areas. Frequently, the lowest-performing students at East Hills lack formative curriculum when transferring to the school from other school districts, have difficulty performing well on traditional assessment measures, and struggle with homework completion.

According to the spring 2015 M-STEP science data, East Hills performed well in the area of science in comparison to state and Oakland county averages but still not at a very high level of proficiency. During the spring 2015 M-STEP science testing, 35% of seventh-grade students were either proficient or advanced (in comparison to the state - 28% and Oakland County - 31%). During the last cycle of MEAP science testing (2013-2014), 20% of fifth-grade students were either proficient or advanced; and 38% of eighth-grade students were either proficient or advanced.

Specifically in the subject area of science, East Hills Middle School continues to work toward better alignment with state and national expectations that are guided by the Common Core State Standards. With increased emphasis on reading and mathematics through the Common Core State Standards, there may be some ancillary and unintended decrease of emphasis being placed on science and social studies instruction causing a decline in student achievement on the science M-STEP test.

For criterion A, which is more content-based and topical, students did not show as much growth. Criterion A is focused on students learning new content with each assessment. The new content involved in criterion A makes it more challenging to build on past learning experiences and assessments, making it more difficult to show growth.

The following science challenges were also identified by staff:

At East Hills, some of the challenges are the amount of work that is associated with MYP. Because the expectations of each strand increase as it progresses through the level of each criterion, answers to each question require close attention to detail when correcting it. As a result, grading assessments and labs can take a considerable amount of time to provide feedback. This time frame can be daunting and is a discussion topic at science meetings.

22c. Science- Trends

Without access to the recent M-STEP testing from this past spring, East Hills relied on last year's M-STEP data and previous years' MEAP data to provide information from state assessment structures regarding trends in science. The general trends for the top and bottom performing students on the M-STEP and MEAP are fairly inconsistent, but some trends do emerge in some content areas. In science, the results were mixed with a general trend toward more students that are not economically disadvantaged performing well in comparison to their economically disadvantaged peers. In science, the results were mixed with a general trend toward more students that are economically disadvantaged and more African-American students than students of other races underperforming compared to their peers.

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See below for last year's M-STEP science data for seventh grade (from the 2014-2015 school year)

-2014-2015 M-STEP Science 35% of seventh-grade students were either proficient or advanced

See below for the last five years of MEAP science data for fifth grade (from 2009-2010 school year to 2013-2014 school year)

-2009-2010 MEAP Science 24% of fifth-grade students were either proficient or advanced

-2010-2011 MEAP Science 32% of fifth-grade students were either proficient or advanced

-2011-2012 MEAP Science 29% of fifth-grade students were either proficient or advanced

-2012-2013 MEAP Science 17% of fifth-grade students were either proficient or advanced

-2013-2014 MEAP Science 20% of fifth-grade students were either proficient or advanced

See below for the last five years of MEAP science data for eighth grade (from 2009-2010 school year to 2013-2014 school year)

-2009-2010 MEAP Science 34% of eighth-grade students were either proficient or advanced

-2010-2011 MEAP Science 29% of eighth-grade students were either proficient or advanced

-2011-2012 MEAP Science 39% of eighth-grade students were either proficient or advanced

-2012-2013 MEAP Science 29% of eighth-grade students were either proficient or advanced

-2013-2014 MEAP Science 38% of eighth-grade students were either proficient or advanced

The following science trends were also identified by staff:

The East Hills science teachers are anticipating further implementation of Next Generation Science Standards (NGSS) which was recently approved and are analyzing ways to weave the NGSS expectations and the MYP criterion together within science courses. Science teachers have also identified that value of staying current with various science apps that will engage students with grade level curriculum with increased access to digital devices.

22d. Science- Summary

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

There have been a number of ways in which the science challenges listed in the previous section have been addressed in the East Hills Middle School - School Improvement Plan. The East Hills Middle School - School Improvement Plan places an emphasis on demonstrating proficiency using M-STEP, NWEA, or standards-based grading measures based on the International Baccalaureate Middle Years Programme assessment criterion for sixth-, seventh- and eighth-grade or the fifth-grade Common Core State Standards. Additionally the teaching strategies of focusing on goal-setting in science, scientific inquiry, problem solving, application of knowledge, and on developing authentic assessments are all actions designed to address the identified challenges. To support 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 and goal setting exercises. In working with students, teachers will provide instruction that emphasizes student inquiry, problem-solving opportunities, and unique activities that support real-world application. 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 Holly Smith (East Hills IB teacher leader/MYP coordinator), 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.

Tiered instruction is critical in meeting the challenges listed above. When science teachers collaborate, they recognize the fact that printed resources, iPad usage and MYP objectives all contribute to tiered instruction and as a result, science teaching reflects the fluidity and flexibility of tiered instruction on a daily basis. For example, the directed reading for content mastery, reinforcement and enrichment activities provided in the science textbooks, pre-assessments, iPad apps and other instructional methods, strive to enhance student engagement based on understanding of the concepts taught. These methods allow teachers to reassess and scaffold instruction on a daily basis. Ultimately, when the MYP assessments are given, they reflect each student's achievement levels for the concepts that are taught and the results of those assessments allow students the opportunity to reflect on their assessment performance and to complete a personal improvement project if they choose. This project allows the student to choose a project which may better explain their understanding of the concepts and is individually presented to and discussed with the teacher. The end result is the student usually demonstrates a clearer representation of their content knowledge.

All students were monitored daily through running records and anecdotal records by classroom teachers. In addition to the role of the classroom teacher, student achievement was impacted positively through support provided by our General Education Resource Teacher (GERT). In both general and support classes, students showed improvement in their engagement and confidence. Relationships and trust were built with students through interventions and in the general education classrooms. Both measurable and non-measurable gains were observed during the school year.

At East Hills, teachers and staff need to continue to develop deeper ties and relationships with students to combat declines in achievement through the more regular use of differentiated instructional approaches to teaching and more targeted academic approaches to learning that support all learners. Through the development of strong relationships with students and families, East Hills will provide authentic learning opportunities for all students through relevant instruction that allows students to develop skills through strong curricular and instructional alignment and measured by both traditional and project based assessments.

23a. Social Studies- Strengths

East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT). The East Hills RtI model is a multi-tiered intervention model. East Hills has a strong continuum of support programming for students including special education, reading and mathematics specialists, general education resource teachers, and para-education services. Teachers and staff participate in daily grade-level team meetings along with a range of weekly meetings to support team planning time and collaboration across the spectrum of subject areas and grade levels. As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement.

The social studies teachers at East Hills Middle School implemented standards-based grading within each grade level social studies course using the International Baccalaureate Middle Years Programme assessment criterion to better understand and to analyze how subject-specific assessment criterion support student growth. Multiple needs are addressed through the use of standard-based grading. Using the MYP criterion, students tended to perform well on MYP Individuals and Societies Criterion B: Investigating and Criterion C: Communication. It was determined that this may have been due to the number of assessment tasks used and the multiple learning experiences and opportunities teachers had to assess student learning by focusing on skill-based competencies.

Over the last four school years, East Hills also embarked on the implementation of new programming to further engage students and support student achievement by implementing the use of Harvard University Project Zero's Cultures of Thinking routines and strategies and working

closely with Oakland Schools consultant, Dr. Jay Marks--Culturally Responsive Teaching, with Global Workforce Development consultant: Ms. Munirah Mawusi--Global Champions and Institutes for Healing Racism; and with Bill Boyle--Bloomfield Hills Schools Director of Equity Programming.

The following social studies strengths were also identified by staff (see below):

The social studies program is led by master teachers with great experience. The fifth grade curriculum covers early American history, which culminates with the American Revolution. The early sacrifices that Americans endured to make this country what it is today are taught through interdisciplinary lessons, projects, and authentic assessments. Students begin to understand what makes United States a great country. The sixth grade curriculum extends students understanding of world geography and global issues. Students study the arrangement and interaction of people and places across the Earth. The sixth grade is also an introduction to the International Baccalaureate Middle Years Programme (IB-MYP) instruction. Many assessments begin with knowing and understanding and lead to deeper levels of thinking such as critical thinking and analysis. The seventh grade curriculum covers the Eastern Hemisphere and immerses students in the foundations of many different cultures. Students learn to appreciate the diverse world, the history of the Eastern region and the different contributions to today's society. Students are encouraged to collaborate, read critically, and search for understanding. Students also continue with their MYP instruction and assessments. The eighth grade curriculum is centered on nineteenth-century America. Students study the sacrifices and triumphs of the American Revolution, the brilliance of the Declaration of Independence and Constitution, the audacity of Manifest Destiny, the ingenuity of the Industrial Revolution, the pain and struggle on the road to the Civil War, the honor and horror of the Civil War, and the intentions and heartbreak of Reconstruction. Students increase in gratitude for the country they live in as they learn about the sacrifices and service of the American heroes (famous and unknown) who have come before us. Students read critically, write reflectively and persuasively, debate vigorously, and are assessed authentically. A few highlights of the year are debates, a mock trial, and a culminating journey to Washington DC. Students also continue their MYP journey and are assessed accordingly.

23b. Social Studies- Challenges

At East Hills Middle School, a variety of factors and causes may have contributed to a decline in student achievement in some content areas. Frequently, the lowest-performing students at East Hills lack formative curriculum when transferring to the school from other school districts, have difficulty performing well on traditional assessment measures, and struggle with homework completion.

According to the spring 2015 M-STEP social studies data, East Hills performed well in the area of social studies in comparison to state and Oakland county averages but still not at a very high level of proficiency. During the spring 2015 M-STEP social studies testing, 41% of fifth-grade students were either proficient or advanced (in comparison to the state - 22% and Oakland County - 29%) and 49% of eighth-grade students were either proficient or advanced (in comparison to the state - 30% and Oakland County - 38%). During the last cycle of MEAP social studies testing (2013-2014), 45% of sixth-grade students were either proficient or advanced.

Specifically in the subject area of social studies, East Hills Middle School continues to work toward better alignment with state and national expectations that are guided by the Common Core State Standards. With increased emphasis on reading and mathematics through the Common Core State Standards, there may be some ancillary and unintended decrease of emphasis being placed on social studies instruction causing a decline in student achievement on the social studies MEAP test.

The social studies teachers at East Hills Middle School implemented standards-based grading within each grade level social studies course using the International Baccalaureate Middle Years Programme assessment criterion to better understand and to analyze how subject-specific assessment criterion support student growth. Multiple needs are addressed through the use of standard-based grading. Using the MYP criterion, students tended to perform not as well on MYP Individuals and Societies Criterion A: Knowing and Understanding and

Criterion D: Thinking Critically. For Criterion A: Knowing and Understanding, which is more content-based and topical, students did not show as much growth. Criterion A is focused on students learning new content with each assessment. The new content involved in Criterion A makes it more challenging to build on past learning experiences and assessments, making it more difficult to show growth. For Criterion D: Thinking Critically, students must show ability to: 1) discuss concepts, issues, models, visual representation and theories; 2) synthesize information to make valid arguments; 3) analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations; and 4) interpret different perspectives and their implications. Teachers should continue to find ways to scaffold the experience of students to better prepare them for the rigorous expectations.

The following social studies challenges were also identified by staff:

One ongoing challenges faced by the social studies teachers center around the long-term curricular decisions being discussed by the state and the short-term challenges that East Hills faces with the need for multiple teachers to move in and out of social studies teaching assignments. An additional challenge that the social studies teacher face is in keeping up with accurate, cutting edge resources.

23c. Social Studies- Trends

Without access to the recent M-STEP testing from this past spring, East Hills relied on last year's M-STEP data and previous years' MEAP data to provide information from state assessment structures regarding trends in social studies. The general trends for the top and bottom performing students on the M-STEP and MEAP are fairly inconsistent, but some trends do emerge in some content areas. In social studies, the results were mixed with a general trend toward more students that are not economically disadvantaged performing well in comparison to their economically disadvantaged peers. In social studies, the results were also mixed with a general trend toward more students that are economically disadvantaged and more African-American students than students of other races under performing compared to their peers. Over a five-year trend of MEAP data and last year's M-STEP data, the achievement gap between African-Americans and whites is becoming greater in the areas of social studies.

See below for last year's M-STEP social studies data for fifth grade (from the 2014-2015 school year)

-2014-2015 M-STEP Social Studies 42% of fifth-grade students were either proficient or advanced

See below for last year's M-STEP social studies data for eighth grade (from the 2014-2015 school year)

-2014-2015 M-STEP Social Studies 49% of eighth-grade students were either proficient or advanced

See below for the last five years of MEAP social studies data for sixth grade (from 2009-2010 school year to 2013-2014 school year)

-2009-2010 MEAP Social Studies 66% of sixth-grade students were either proficient or advanced

-2010-2011 MEAP Social Studies 60% of sixth-grade students were either proficient or advanced

-2011-2012 MEAP Social Studies 54% of sixth-grade students were either proficient or advanced

-2012-2013 MEAP Social Studies 56% of sixth-grade students were either proficient or advanced

-2013-2014 MEAP Social Studies 45% of sixth-grade students were either proficient or advanced

The following social studies trends were also identified by staff:

Social studies teachers have identified the value of staying current with various apps that will engage students with grade level curriculum as access to digital devices increases. The textbooks being used may soon be a thing of the past. There may be a day when all social studies teachers use Google Classroom and resources online to instruct their classes. The textbook may begin to be used as a resource, rather than drive instruction.

23d. Social Studies- Summary

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

There have been a number of ways in which the social studies challenges listed in the previous section have been addressed in the East Hills Middle School - School Improvement Plan. The East Hills Middle School - School Improvement Plan places an emphasis on demonstrating proficiency using M-STEP, NWEA, or standards-based grading measures based on the International Baccalaureate Middle Years Programme assessment criterion for sixth-, seventh- and eighth-grade or the fifth-grade Common Core State Standards. Additionally the teaching strategies of focusing on linking International Baccalaureate Middle Years Programme Individuals and Societies Objectives to the Common Core and on developing authentic assessments are all actions designed to address the identified challenges. By linking the IB-MYP 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 in meaningful ways to the Common Core State Standards. 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 Holly Smith (East Hills IB teacher leader/MYP coordinator) and Jason Rubel (Bloomfield Hills Schools Social Studies Curriculum Coordinator), Mike Massucci (Bloomfield Hills Schools content area 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.

Tiered instruction is critical in meeting the challenges listed above. Tiered instruction is certainly a mindful practice of social studies instruction. Through the understanding of reading levels and the support staff, (such as the East Hills general education resource teacher - GERT) teachers are well aware of the varied abilities of each student. Teachers challenge students through authentic assessments, purposeful choice of projects/assignments, and varied teaching practices. Ideas such as pre-assessments and other teaching practices enable teachers to organize their lessons around student strengths, weaknesses, and abilities.

All students were monitored daily through running records and anecdotal records by classroom teachers. In addition to the role of the classroom teacher, student achievement was impacted positively through support provided by our General Education Resource Teacher (GERT). In both general and support classes, students showed improvement in their engagement and confidence. Relationships and trust were built with students through interventions and in the general education classrooms. Both measurable and non-measurable gains were observed during the school year.

At East Hills, teachers and staff need to continue to develop deeper ties and relationships with students to combat declines in achievement through the more regular use of differentiated instructional approaches to teaching and more targeted academic approaches to learning that support all learners. Through the development of strong relationships with students and families, East Hills will provide authentic learning opportunities for all students through relevant instruction that allows students to develop skills through strong curricular and instructional alignment and measured by both traditional and project based assessments.

Perception Data

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

24a. Student Perception Data

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

Students were surveyed using a number of different instruments over the course of the school year. As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School surveyed students in a number of areas regarding teaching and learning focusing on how to access levels of student engagement and related factors. The LAC-O survey examined fair and clear practices, caring environment and expectations, cultural relevance, respectful interactions and pride, engagement and encouragement, and behavior standards within the school setting. In analyzing the survey data, East Hills students reported that they felt they understood expectations about participation in classes. Students also felt that teachers made themselves available outside of class time and that teachers cared that they learned. Students also reported that they felt comfortable asking for help when the needed it and that teachers helped them learn. Students shared feelings of high levels of satisfaction around teachers showing respect for different races and ethnicities. The area of respectful interactions and pride received some of the highest levels of satisfaction with students reporting that their teachers respect them, they respected their teachers and themselves. Students also reported that teachers encouraged them to consider different points of view and that students put forth effort in their classes. Under engagement and encouragement, students strongly agreed that student learning is a priority in their school, that teachers use technology to help me learn, and that the work my teachers assign requires me to think. Within the behavior standards section, students referenced that teachers expect proper behavior from me and that bullying is not tolerated.

As an International Baccalaureate Middle Years Programme World School, students also participated in a self study recently to collect information for the five-year Programme Evaluation. Within the MYP self-study, students shared perceptions regarding the implementation of the MYP at East Hills and its impact on them. Students shared that continuity of academics is a positive element within the MYP experience. Students also noted curricular developments and curricular implementations with high marks. Likewise, students articulated the strong bond between teachers and students with open communication and collaboration. Students also valued the regular attention to the IB Learner Profile as important traits - knowledgeable, caring, risk-taking, reflective, principled, communicators, inquirers, balanced, open-minded, and thinkers.

24b. Student Perception Data

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

While the mean responses by East Hills Middle School students were on average higher than the aggregate mean responses given by the other LAC-O students surveyed at different schools across the county, there were a few areas where East Hills students respond slightly less favorably than their county peers. Some areas that could be improved to make school more satisfying for students were offering students an opportunity to retake tests or redo assignments, teachers showing a concern for students as individuals, teachers encouraging students to live a healthy lifestyle, teachers using material that reflects the cultural and ethnic identity of the students, having open and supportive conversations regarding career and personal goals, and talking more openly about racial issues in classes.

24c. Student Perception Data

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

Some actions that should be taken at East Hills Middle School to improve student satisfaction are spending more time on long range planning for career and personal plans with students while working to maintain a continued emphasis on short-term academic gains. East Hills should also develop more uniform grading and assessment approaches that support authentic (including retakes and redos) and traditional assessment practices and better communicate these practices to students and families. East Hills should look to build upon its tradition of supporting Red Ribbon Week to better promote and to emphasize living a healthy lifestyle. At East Hills, Red Ribbon Week is a spirit week that celebrates healthy choices and a healthy life, including a school wide assembly that promotes a safe, engaging, and fun school culture. To better support students of diverse racial and ethnic backgrounds, a concerted effort should be made to buy instructional resources and materials that reflect the cultural and ethnic identities found in the school. Throughout the school year, attention and time should be given to help students establish individual goals and to provide staff with time to get to know and to interact with students outside of a primary focus on academic development.

25a. Parent/Guardian Perception Data

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

As an International Baccalaureate Middle Years Programme World School, parents and guardians participated in a self study this year to collect information for the five-year MYP Programme Evaluation visit. Within the MYP self-study, parents and guardians shared perceptions regarding the implementation of the MYP at East Hills and its impact on their students. Through multiple survey methods and stakeholder meetings, the findings reveal that the MYP is perceived in a positive light by our parent community. Within our curriculum survey findings, parents rated curricular work with high marks. Parents who had students before the MYP and after the MYP noted enhancement in the experiences of their students, the focus on global perspectives and the work in creating authentic assessments as all strong aspects of the programme.

Additionally in working with a PTO focus group and the Global Education Team (GET), parents reflected on school improvement goals and they shared that they saw many activities supported by research that met the needs of their students. Parents also shared satisfaction with the number of club and athletic opportunities and referenced in particular the effectiveness of anti-bullying strategies and communication and the value of the Winner's Circle in creating and sharing a positive attitude with students. The Winner's Circle is a speaker series where successful individuals share their experiences with students, featuring judges, business people, professional athletes, Olympians, politicians, educators, and high school students.

In collecting parent/guardian perception data, East Hills Middle School has also used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level over the past years. The perception data in these surveys revealed that East Hills parents and guardians felt that some of the areas of strength are the quality of the instructional programming, the existence of a positive school culture that is conducive to a range of student learning experiences, and the wide spread support for increasing the use of technology for instructional purposes. Additionally, the perception data in these surveys revealed that

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parents and guardians found the school climate to be uplifting and encouraging of student achievement, and the school was responsive and open to parent input including the effective use of resources at East Hills Middle School.

Recently Bloomfield Hills Schools gave the Colbalt Community Survey again, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide and further direct the implementation of the school improvement plan.

25b. Parent/Guardian Perception Data

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

As an International Baccalaureate Middle Years Programme World School, parents and guardians participated in a self study this year to collect information for the five-year MYP Programme Evaluation. Within the MYP self-study, parents and guardians shared perceptions regarding the implementation of the MYP at East Hills and its impact on their students. Through multiple survey methods and stakeholder meetings, the findings reveal that while the MYP is perceived in a positive light by our parent community that there is still some ongoing confusion about grading practices. Parents would like more information about standards-based grading, and they are hopeful that standards-based grading information based on MYP assessment criterion might be more easily shared using MISTAR, the district's online gradebook.

Additionally in working with a PTO focus group and Global Education Team (GET), parents reflected on school improvement goals and they shared a desire for more mentoring and service-based learning opportunities for students, an increase in positive reinforcement for positive behaviors observed in school, more training for families to support and address the use of technology and how to protect students and families from bullying and in particular cyber-bullying.

In collecting parent/guardian perception data, East Hills Middle School has also used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level over the past years. While generally the perception data in these surveys described that parents and guardians were supportive of the quality of the instructional program at East Hills, parents and guardians wanted to see improved food services at the school, a continuation of facility improvements to support student learning, and increased opportunities for students to use technology to facilitate teaching and learning.

Recently Bloomfield Hills Schools gave the Colbalt Community Survey again, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the Colbalt Community Survey is ready for analysis, it will be used to gauge the satisfaction of parents/guardians and the larger school community and help guide and further direct the implementation of the school improvement plan.

25c. Parent/Guardian Perception Data

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

Some of the possible steps to improve parent and guardian satisfaction should be a continued emphasis on teaching and learning practices that focus on culturally responsive teaching techniques as supported by the work of Munirah Mawasi and Bill Boyle (Bloomfield Hills Schools Global Champions) and with Dr. Jay Marks (Diversity, Academic Equity, and Race Relations - DAERR) at the district level. The continued

establishment and growth of the East Hills Middle School Global Education Team (GET) which is comprised of parents, staff, and building administration focused on developing global competency, inclusion, and equity practices at East Hills. As an IB World School, East Hills continues to strengthen its approach to instructional practices through the implementation of the International Baccalaureate Middle Years Programme to provide quality instructional programming. The positive school culture at East Hills has been supported and maintained by the continuation of a vibrant Positive Behavior Interventions and Supports (PBIS) program at the school highlighting and reinforcing positive behavior at the school. Working with district administration, East Hills has been able to expand the district iPad pilot to focus more on teaching and learning practices and opportunities at the middle school level including the successful one-to-one iPad integration of technology at the middle school level and a two-to-one iPad integration of technology at the elementary school level. Recently, East Hills was able to secure 60 additional Chromebooks through its participation in the Technology Readiness Infrastructure Grant (TRIG) program that helped to meet the increasing need for technology during M-STEP testing in particular.

Parent input is always welcomed and encouraged through a number of outlets including the existence of a formal parent-teacher organization that supports informal, positive interactions between the school and families, consistent communication from the school to parents through the building listserv and immediate and regular access through formal and informal meetings between teachers and families by providing ongoing communication opportunities for parents and guardians throughout the school year.

In terms of specific actions to address areas of lower satisfaction, East Hills Middle School will continue to work with our parents/guardians and food services to provide healthy food options for our students that support both federal and state requirements while meeting the desires of our students and parents for healthy and tasty food items. In the areas of technology and facilities, East Hills will continue to recognize and support the need for constant updating and improving to match the latest trends and best practices so that students are prepared for twenty-first century teaching and learning as the district has move toward one-to-one access of technology at the middle school level and increased access at the elementary school level. East Hills staff will also continue to work with central office to improve communication regarding standards-based grading. Throughout the 2015-2016 school year, middle school and high school staff continued to work collectively to align grading practices and to work with central office to improve communication regarding grading practice to support parents and students. Additionally staff have worked with the technology department to create training opportunities about social media for families to better support families and address the challenges of the use of technology in all sectors of student and family life.

26a. Teacher/Staff Perception Data

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

Teachers were surveyed using a number of different instruments over the course of the school year. As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School surveyed teachers in a number of areas regarding teaching and learning focusing on how to access levels of student engagement and related factors. The LAC-O survey examined fair and clear practices, caring environment and expectations, cultural relevance, respectful interactions and pride, engagement and encouragement, and behavior standards within the school setting. In analyzing the survey data, East Hills teachers reported that they listened to students' ideas and told their students when they saw improvement. East Hills teachers also shared that they felt it was important for students to feel a sense of community in their classes and that they could name the students in their classes who achieved below proficiency. Regarding Cultural Relevance, teachers communicated that they show respect to different races and ethnicities, they encourage students to show appreciation to people from different races and ethnicities, and their teaching colleagues show respect for peers from different races and ethnicities. Teachers also shared that they treat all students with respect, that they tell students that they are proud of their students, and that they would send their children to East Hills Middle School. For Engagement and Encouragement, teachers shared that student learning is a priority at the school and that they themselves encourage students to ask questions in class. Many teachers strongly agreed that when students are

confused, that they are willing to do whatever it takes to help them understand. In reaction to the Behavior Standards, the teachers expected proper behavior from all students, that teachers enforce rules and expectations fairly, and that bullying is not tolerated at the school.

At the district level, teachers and staff were also surveyed using the Bright Bytes survey and through the use of Plante Moran focus groups to provide the district with data regarding the perceptions of teachers and staff toward the role of technology in teaching and learning practices and the effectiveness of the implementation of the school district's technology plan. In terms of technology, East Hills teachers welcome more access and training toward the implementation of twenty-first century teaching and learning practices.

As an International Baccalaureate Middle Years Programme World School, teachers also participated in a self study this year to collect information for the five-year Programme Evaluation. Within the MYP self-study, teachers shared perceptions regarding the implementation of the MYP at East Hills and its impact on school community. Similar to the students, teachers also valued the regular attention to the IB Learner Profile as important traits - knowledgeable, caring, risk-taking, reflective, principled, communicators, inquirers, balanced, open-minded, and thinkers. Teachers also indicated that an area of satisfaction is found in how we involved all stakeholder's voices throughout Middle Years Programme implementation and the self-study process.

Throughout the MYP Self-Study, East Hills teachers also shared that differentiation is embraced in both instruction and assessment and Bloomfield Hills Schools has a dedicated staff of committed teachers who work to ensure all students can access programs and learning opportunities to the best of their abilities. This is noted at East Hills Middle School with the inclusion of Deaf and Hard of Hearing (DHH) and Academic Resource Program (ARP) students into all aspects of the school community. Teachers recognize at East Hills Middle School that we do have team planning time that provides them with a chance to collaborate on a weekly basis regarding the implementation of curriculum, the development of students and to build continuity across the teams through a shared vision. An additional point of satisfaction for teachers centers around organizing staff meetings and professional development in such a way that the subject area teams have the opportunity to collaborate. The East Hills media specialist has provided teachers with a plethora of resources, both digital and print. In conjunction with teacher leaders, the media specialist provides informal trainings on how to best implement any of the databases or online learning environments our district subscribes to. In addition, individual teachers are consistently seeking out and sharing resources as they become increasingly adept at navigating the Internet. These new resources are passed to other teachers and included in our Atlas Rubicon curriculum mapping supporting increased collaboration.

Through involvement with the Middle Years Programme, perhaps the greatest satisfaction for some teachers has been the regular use of the MYP criteria and MYP assessments as a cornerstone for their teaching. Collectively, the high school and other middle schools now more fully understand what criteria based grading means. This has not been an easy task. As schools that placed tremendous weight on letter grades and scoring, making this shift has resulted in many difficult discussions about grades and grading practices. Healthy debate surrounding grading has generated growth in all of our teachers. While we still have a variance in how far in each subject area has implemented standards-based grading using MYP assessment criterion, some of our teachers have completely shifted over to standards-based grading which has been a source of pride and renewed satisfaction in their roles as teachers.

26b. Teacher/Staff Perception Data

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

While the mean responses by East Hills Middle School teachers were on average higher than the aggregate mean responses given by the other LAC-O teachers surveyed at different schools across the county, there were a few areas where East Hills teachers respond slightly less favorably than their county peers. One area that could be improved to make school more satisfying for teachers would be improved systems

to support more consistent grading and assessment practices as teachers transition between traditional letter grades and standards-based grading. Another area of lower satisfaction among teachers/staff is having access to more curriculum materials that are representative of the students' racial and cultural identities. Teachers also expressed frustration with how often students completed assignments on time and that some students do not come to class with all of their supplies.

As an International Baccalaureate Middle Years Programme World School, parents and guardians participated in a self study this year to collect information for the five-year MYP Programme Evaluation. Within the MYP self-study, teachers shared perceptions regarding the implementation of the MYP at East Hills and its impact on the school community. Through multiple survey methods and stakeholder meetings, the findings reveal that while the MYP is perceived in a positive light by our teachers and staff that there is still some ongoing confusion about grading practices. Some teachers would like more training and information about standards-based grading, and they are hopeful that standards-based grading can be inputted more easily using MISTAR, the district's online gradebook. Overall in analyzing the survey data, East Hills teachers and staff reported that they would like to develop more consistent assessment strategies and grading practices, to make sure that all students were supported with any necessary supplies, and to continue to work to implement more varied instructional practices that support innovative uses of technology.

26c. Teacher/Staff Perception Data

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

Some of the possible steps to improve teacher and staff satisfaction should be a continued emphasis on teaching and learning practices that focus on culturally responsive teaching techniques as supported by the work of Munirah Mawasi and Bill Boyle (Bloomfield Hills Schools Global Champions) and with Dr. Jay Marks (Diversity, Academic Equity, and Race Relations - DAERR) at the district level. The continued establishment and growth of the East Hills Middle School Global Education Team (GET) which is comprised of parents, staff, and building administration focused on developing global competency, inclusion, and equity practices at East Hills. As an IB World School, East Hills Middle School continues to strengthen its approach to instructional practices through the implementation of the International Baccalaureate Middle Years Programme to provide quality instructional programming. The positive school culture at East Hills has been supported and maintained by the continuation of a vibrant Positive Behavior Interventions and Supports (PBIS) program at the school highlighting and reinforcing positive behavior at the school. Working with district administration, East Hills has been able to expand the district iPad pilot to focus more on teaching and learning practices and opportunities at the middle school level including the successful one-to-one iPad integration of technology at the middle school level and a two-to-one iPad integration of technology at the elementary school level. Recently East Hills was able to secure 60 additional Chromebooks through its participation in the Technology Readiness Infrastructure Grant (TRIG) program that helped to meet the increasing need for technology during M-STEP testing in particular.

Parent-teacher communication is welcomed and encouraged through a number of outlets including the existence of a formal parent-teacher organization that supports informal, positive interactions with teachers, consistent use of technology from the school with parents to support formal and informal meetings throughout the school year.

In terms of actions to improve lower satisfaction, East Hills Middle School will continue to work to improve the communication and implementation of assessment and grading practices as the school begins to integrate and shift toward standards-based grading practices and away from more inconsistent grading practices. Through the International Baccalaureate Middle Years Programme Self-Study, an area targeted for significant growth across the partnership is in adapting the Next Chapter Approaches to Learning - skill-based instruction and curriculum. Presently, teachers are examining where the ATLs are intentionally taught in each unit. That process will continue throughout the next school year. From there, the partnership will deepen implementation of the ATLs to support and improve teacher and staff satisfaction

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as curriculum shifts from content-based structures to concept- and skill-based frameworks. Teachers and staff are also looking to collaborate more and provide more teacher-facilitated instruction rather than continue to teach in a more traditional, isolated manner that is less student-centered. Teachers and staff are also interested in providing more collaboration time for Unified Arts (elective and specials) teachers and fifth-grade classroom teachers. While challenges remain, we have found unique times to meet for the Unified Arts (elective teachers) by creating a team time each day and for the fifth-grade teachers by creating a common prep time each week that were new features to the school schedule. Moving forward, there will be more time set aside for Unified Arts teachers to work collaboratively with other shared staff during new district-wide professional development times, and the twenty-one hours of contractual elementary team planning will be aligned to better support the fifth-grade teachers. In the areas of technology and facilities, East Hills will continue to recognize and support the need for updating and improving to match the latest trends and best practices so that teachers are prepared and trained to move toward more authentic, twenty-first century teaching and learning practices that are in line with the district's implementation of more one-to-one technology access for teachers and students.

27a. Stakeholder/Community Perception Data

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

The most recent surveys of the community were the Cobalt Community Survey given at the district level and the Colorado Climate Survey at the building level. The community perception data identified the curriculum, teachers, principals, and communication as all areas of satisfaction. According to the International Baccalaureate Middle Years Programme Self-Study, our stakeholders also indicated that an area of strength in achievement is found in how we involved all stakeholder's voices throughout the implementation of the MYP and the self-study process. Throughout implementation of the MYP, it has been the intent of administration, teachers, and coordinators to be open minded to fully understand community perceptions and desires so that our district can continue to develop our programme in a rich and holistic manner. At the end of the school year, Bloomfield Hills Schools gave another community survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the survey is ready for analysis, it will be used to gauge the satisfaction of the larger school community and help guide and further direct the implementation of the school improvement plan.

27b. Stakeholder/Community Perception Data

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

The most recent surveys of the community were the Cobalt Community Survey given at the district level and the Colorado Climate Survey at the building level. The community perception data suggests that while generally there are favorable views toward the school increased satisfaction and engagement through communication, curriculum, teachers, and principals will continue to support a strong school community partnership.

In collecting stakeholders and community data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level. While generally the perception data in these surveys described that the stakeholders and community were supportive of the quality of the instructional program at East Hills, stakeholders and community showed a trend of decreasing satisfaction with food services at the school, facility improvements (desiring a continuation for improved facilities), and opportunities for students to use technology to facilitate teaching and learning.

At the end of the school year, Bloomfield Hills Schools gave another community survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the survey is ready for analysis, it will be used to gauge the satisfaction of the larger school community and help guide and further direct the implementation of the school improvement plan.

27c. Stakeholder/Community Perception Data

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

In collecting stakeholder and community perception data, East Hills Middle School has used the Cobalt Community Survey and Bright Bytes Technology Survey at the district level and the Colorado Climate Survey at the building level. While generally the perception data in these surveys described that stakeholders and the community were supportive of the quality of the instructional program at East Hills, some of the areas of lowest satisfaction could be addressed by nutritional improvements and better communication with parents regarding food service and nutritional options for students. The facilities at East Hills Middle School have continued to undergo several significant renovations during the past few summers that have addressed many of the concerns outlined in the survey, and technology improvements have continued to occur including an expansion of the district's iPad pilot with a successful implementation of the one-to-one iPad initiative at the middle school level and increased technology access at the elementary level.

At the end of the school year, Bloomfield Hills Schools gave another community survey, but the data from survey was not ready in time to be used as part of the perception data that is included in this school improvement plan. Once the data from the survey is ready for analysis, it will be used to gauge the satisfaction of the larger school community and help guide and further direct the implementation of the school improvement plan.

Finally, it was found through the International Baccalaureate Middle Years Programme Self-Study that community feels that East Hills Middle School should better utilize the expertise of community to enhance learning within the school. Our school community is rich in resources and expertise. While we are proud of our current utilization of community resources, we have the potential in the coming years to build deeper and more robust learning partners and relationships within our greater community.

Summary

28a. Summary

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

East Hills Middle School used data collected from a range of sources, including surveys and testing data from a number of sources to determine the factors that led to the strengths and challenges in the four areas of the School Improvement Plan data collection: demographic, process, achievement/outcome, and perception.

Demographic Data Strengths

- Inclusion of upper elementary (5th grade) along with existing middle school programming (6th-8th grades)
- Inclusion of Deaf and Hard of Hearing center program
- Building upon the existing positive relationships between students and teachers and the development of practices that celebrate and acknowledge cultural similarities and differences
- Regular student attendance and few if any regular student behavior referrals or suspensions
- Experienced and dedicated teachers, staff, and administration
- Comprehensive teacher and administrative evaluation system based on Charlotte Danielson's evaluation framework
- New training and learning opportunities for staff, administration, and the larger community through the district's Global Champions, Diversity, Academic Equity, and Race Relations (DAERR), Restorative Practices, and Institutes for Healing Racism
- Implementation of the One-to-World iPad Initiative for sixth- through eighth-grade students and two-to-one for fifth-grade students

Demographic Data Challenges

- Frequent attendance of building administration and teaching staff at meetings and other training opportunities and as a result not working as often as might be needed to create a productive teaching and learning workflow for students and staff.

Process Data Strengths

- Sustained Implementation of Standards and Indicators based on School System Review Winter 2016
- Standard 3: Assessment: Indicator G: Assessment System
- Standard 4: Instructional Leadership: Indicator L: Guidance and Support for Teaching and Learning
- Standard 5: Culture for Learning: Indicator N: Safe and Supportive Environment
- Standard 5: Culture for Learning: Indicator O: Shared Leadership for Learning
- Standard 6: Organizational Management: Indicator P: Communication Systems
- Standard 6: Organizational Management: Indicator R: Resource Allocation
- Standard 9: Communication: Indicator W: Approaches and Tools
- Standard 9: Communication: Indicator X: Cultural Responsiveness
- Students with disabilities at East Hills Middle School have priority scheduling for core and elective classes
- Students have access to an array of intervention programs through a robust system of review that includes weekly meetings of the Building Instructional Team (BIT)
- Sporting events, club meetings, drama productions, and musical performances represent a sampling of the before-school and after-school activities in which students are engaged

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- Annually, approximately 90% of our students participate in school clubs and sports
- Parents are informed of Extended Learning Opportunities through the annual scheduling process along with individualized communication through the Building Intervention Team decision making and communication process
- In support of the Common Core State Standards, the workshop model is used across several subject areas, particularly in mathematics and language arts--reading and writing (literacy)
- East Hills Middle School has implemented the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) in the subject areas of mathematics, reading, and language usage to assess in a formative manner student progress toward the Common Core State Standards
- Curriculum and assessment information is housed in Atlas, a cloud-based curriculum database
- Implementation of the International Baccalaureate Middle Years Programme has further encouraged and integrated a wide range of stakeholders into the decision-making process at the school
- Annual participation in health surveys provided by the Birmingham-Bloomfield Community Coalition (BBCC)
- BBCC health survey data is shared with students, teachers, and the community to support and to guide instructional programming in health courses and other subject area classes

Process Data Challenges

- Partial Implementation of Standards and Indicators based on School System Review Winter 2016
 - Standard 6: Organizational Management: Indicator Q: Intentional Practices
 - Standard 7: Professional Learning Culture: Indicator S: Collaborative Teams
 - Standard 10: Engagement: Indicator Y: Learning Opportunities
- *****See SIP School Data Analysis question #28a under Process Data for a more detailed explanation of challenges

Achievement/Outcomes Data Strengths (General)

- East Hills Middle School is committed to a collaborative and open Response to Intervention (RtI) model directed by the Building Instructional Team (BIT)
- As an IB World School, East Hills emphasizes rich, experiential learning to engage students and to measure student achievement
- The Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use was added to help support students
- East Hills has also implemented the use of Harvard University Project Zero's Cultures of Thinking routines and strategies
- East Hills has worked closely with Oakland Schools consultant, Dr. Jay Marks--Culturally Responsive Teaching, with Global Workforce Development consultant, Ms. Munirah Mawusi--Global Champions, and with Bloomfield Hills School Director of Equity Programming, Bill Boyle.

Achievement/Outcomes Strengths (Reading)

- General Education Resource Teacher (GERT) Reading Specialist
- Access to support staff who are available for RTI Tier 1, 2, & 3 interventions
- NWEA & Pearson Inform data available to all teachers & staff to help inform instruction -Qualitative Reading Inventory (QRI) available for additional reading information
- Classroom Libraries
- Access to iPads for all students to personalize reading experiences

Achievement/Outcomes Data Strengths (Writing)

- Drafting: students getting words on the page
- Students across grade levels use graphic organizers as well as other pre-writing strategies to plan writing tasks

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- Access to support staff who are available for RTI Tier 1, 2, & 3 interventions
- NWEA & Pearson Inform data available to all teachers & staff to help inform instruction
- Use of Writers' Workshop
- Access to iPads and Google Suite for all students to personalize and collaborate during writing exercises exposing students to a variety of means to publish literary work and express their ideas
- Good use of descriptive language

Achievement/Outcomes Data Strengths (Mathematics)

- General Education Resource Teacher (GERT) Mathematics Specialist
- Access to support staff who are available for RTI Tier 1, 2, & 3 interventions
- NWEA & Pearson Inform data available to all teachers & staff to help inform instruction
- Adopting and implementing the Connected Mathematics Project (CMP) throughout all the middle schools in all of the grades (6-8) creating fluency and consistency in mathematics as a whole school and incorporating Common Core best practices to meet the needs of our current curricular expectations
- Placement of students (placing students in classrooms with push in support, additional GERT support, advanced placements through testing and the use of a plethora of other performance criteria like state testing, NWEA scores, classroom performance, etc.)
- Sigma test used to challenge students to find patterns as well as working on content that is unknown to them and seeing how they perform with unknown material that hasn't been directly taught, but is similar to current instruction
- Implementation of the International Baccalaureate Middle Years Programme with a focus on international mindedness and a more holistic approach when using/teaching/assessing all criterion (knowledge and understanding, finding patterns, communication, and relevance to the real world, in particular the communication criterion very much aligns with the common core standards/expectations)
- Access to iPads for all students to personalize learning experiences

Achievement/Outcomes Data Strengths (Science)

- The 6th-8th grade science teachers at East Hills Middle School implemented standards-based grading within each grade level science course using the International Baccalaureate Middle Years Programme assessment criterion to better understand and to analyze how subject-specific assessment criterion support student growth.
- We are fortunate at East Hills to have a strong science department that collaborates well together with a building administration that provides time for teachers to collaborate. At the hub of the collaboration are the International Baccalaureate Middle Years Programme assessment criterion and the state of Michigan's grade level content expectations (Next Generation Science Standards). The foundation is laid in fifth grade when student receive a number of hands-on learning opportunities and then in sixth grade science the IB-MYP criterion and rubrics are first introduced and then continues to be fine-tuned in seventh grade and eighth grade. The MYP continuum remains constant and supported due to the close collaborative efforts and communication among the teachers. Students also have access to iPads allowing them to personalize their learning experiences in science.

Achievement/Outcomes Data Strengths (Social Studies)

- The social studies program is led by master teachers with great experience. The fifth grade curriculum covers early American history, which culminates with the American Revolution. The early sacrifices that Americans endured to make this country what it is today are taught through interdisciplinary lessons, projects, and authentic assessments. Students begin to understand what makes United States a great country. The sixth grade curriculum extends students understanding of world geography and global issues. Students study the arrangement and interaction of people and places across the Earth. The sixth grade is also an introduction to the International Baccalaureate Middle Years Programme (IB-MYP) instruction. Many assessments begin with knowing and understanding and lead to deeper levels of thinking such as critical thinking and analysis. The seventh grade curriculum covers the Eastern Hemisphere and immerses students in the foundations of many different cultures. Students learn to appreciate the diverse world, the history of the Eastern region and the different contributions to

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today's society. Students are encouraged to collaborate, read critically, and search for understanding. Students also continue with their MYP instruction and assessments. The eighth grade curriculum is centered on nineteenth-century America. Students study the sacrifices and triumphs of the American Revolution, the brilliance of the Declaration of Independence and Constitution, the audacity of Manifest Destiny, the ingenuity of the Industrial Revolution, the pain and struggle on the road to the Civil War, the honor and horror of the Civil War, and the intentions and heartbreak of Reconstruction. Students increase in gratitude for the country they live in as they learn about the sacrifices and service of the American heroes (famous and unknown) who have come before us. Students read critically, write reflectively and persuasively, debate vigorously, and are assessed authentically. A few highlights of the year are debates, a mock trial, and a culminating journey to Washington DC. Students also continue their MYP journey and are assessed accordingly.

Achievement/Outcomes Data Challenges (General)

-At East Hills Middle School, a variety of factors and causes may have contributed to a decline in student achievement in some content areas. Frequently, the lowest-performing students at East Hills lack formative curriculum when transferring to the school from other school districts, have difficulty performing well on traditional assessment measures, and struggle with homework completion.

Achievement/Outcomes Data Challenges (Reading)

- No other easy data collection assessment, other than NWEA, available for 6-8 teachers to use to inform instruction quickly
- Meeting the higher expectations of the state mandated tests that are more rigorous and require a higher level of thinking
- The common core expectation that students who are reading below grade level read grade level complex texts
- Providing appropriate scaffolding so that students who are reading below grade level can access grade level complex text
- Providing appropriate reading rigor to all students
- Staff development to keep up with the expectations of common core reading
- Omission of reading as a core study in sixth grade
- Lack of vertical alignment meetings/time
- Lack of an authentic standardized and district assessment

Achievement/Outcomes Data Challenges (Writing)

- Students across grade levels are challenged with using the proper voice and intention that is most relevant for a particular form of writing
- No other assessment, other than NWEA, available for 6-8 teachers to inform instruction
- Continued need to integrate the Common Core State Standards
- Meeting the higher expectations of the state mandated tests that are more rigorous and require a higher level of thinking
- Revision strategies and techniques
- Mechanics/grammar
- Developing a main idea and connecting all the parts of written piece back to the main idea
- Collaboration between ELA teachers and other block and elective teachers

Achievement/Outcomes Data Challenges (Mathematics)

- Providing appropriate scaffolding so that students who are below grade level can access grade level content
- Staff development to keep up with the expectations of common core mathematics
- Completing all of the required tests that are expected at district, state and national levels (that take an extensive amount of time away from [the flow of] instruction as well as taking technology use (labs) away from the classes that are not testing (NWEA testing 2 or 3 times per year, M-Step)
- Completing the rigorous expectations of the current standard expectations (CCSS) for a grade level striving to teach depth and breadth with so much curriculum to cover
- Adapting to the ever changing trends/expectations (Common Core, M-STEP, incorporating authentic technology, figuring out how to show

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student growth, paperless strategies, using testing to guide instruction, etc.)

-Some students continue to struggle with math concepts; homework challenges - students who need the continued practice at home do not always complete nightly practice/homework

-Students are not used to taking online, standardized tests

Achievement/Outcomes Data Challenges (Science)

-During the spring 2015 M-STEP science testing, 35% of seventh-grade students were either proficient or advanced (in comparison to the state - 28% and Oakland County - 31%).

-During the last cycle of MEAP science testing (2013-2014), 20% of fifth-grade students were either proficient or advanced; and 38% of eighth-grade students were either proficient or advanced.

-At East Hills, some of the challenges are the amount of work that is associated with MYP. Because the expectations of each strand increases as it progresses through the level of each criterion, answers to each question require close attention to detail when correcting it. As a result, grading assessments and labs can take a considerable amount of time to provide feedback. This time frame can be daunting and is a discussion topic at science meetings.

Achievement/Outcomes Data Challenges (Social Studies)

-During the spring 2015 M-STEP social studies testing, 41% of fifth-grade students were either proficient or advanced (in comparison to the state - 22% and Oakland County - 29%) and 49% of eighth-grade students were either proficient or advanced (in comparison to the state - 30% and Oakland County - 38%).

-One ongoing challenges faced by the social studies teachers center around the long-term curricular decisions being discussed by the state and the short-term challenges that East Hills faces with the need for multiple teachers to move in and out of social studies teaching assignments. An additional challenge that the social studies teacher face is in keeping up with accurate, cutting edge resources.

Perception Data (Strengths)

-Students, parents, the community, and staff were surveyed using a number of different instruments over the course of the school year.

-As a participating school in the Learning Achievement Coalition - Oakland (LAC-O), East Hills Middle School surveyed students and teachers in a number of areas regarding teaching and learning focusing on how to access levels of student engagement and related factors.

-As an International Baccalaureate Middle Years Programme World School, students, parents, the community, and staff also participated in a self-study to collect information for the upcoming five-year Programme Evaluation.

-Under engagement and encouragement, students strongly agreed that student learning is a priority in their school, that teachers use technology to help me learn, and that the work my teachers assign requires me to think. Within the behavior standards section, students referenced that teachers expect proper behavior from me and that bullying is not tolerated.

-Students valued the regular attention to the IB Learner Profile as important traits - knowledgeable, caring, risk-taking, reflective, principled, communicators, inquirers, balanced, open-minded, and thinkers.

-The MYP is perceived in a positive light by our parent community. Within our curriculum survey findings, parents rated curricular work with high marks. Parents who had students before the MYP and after the MYP noted enhancement in the experiences of their students, the focus on global perspectives and the work in creating authentic assessments as all strong aspects of the programme.

-Parents reflected on school improvement goals and they shared that they saw many activities supported by research that met the needs of their students. Parents also shared satisfaction with the number of club and athletic opportunities and referenced in particular the effectiveness of anti-bullying strategies and communication and the value of the Winner's Circle in creating and sharing a positive attitude with students.

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

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- Teachers shared that they treat all students with respect, that they tell students that they are proud of them, and that they would send their children to East Hills Middle School.
- Teachers also shared that they expect proper behavior from all students, that teachers enforce rules and expectations fairly, and that bullying is not tolerated at the school.
- Teachers also shared that differentiation is embraced in both instruction and assessment and Bloomfield Hills Schools has a dedicated staff of committed teachers who work to ensure all students can access programs and learning opportunities to the best of their abilities.
- Through involvement with the Middle Years Programme, perhaps the greatest satisfaction for some teachers has been the regular use of the MYP criteria and MYP assessments as a cornerstone for their teaching.
- Our stakeholders also indicated that an area of strength in achievement is found in how we involved all stakeholder's voices throughout the implementation of the MYP and the self-study process.

Perception Data (Challenges)

- Some areas that could be improved to make school more satisfying for students were offering students an opportunity to retake tests or redo assignments, teachers showing a concern for students as individuals, teachers encouraging students to live a healthy lifestyle, teachers using material that reflects the cultural and ethnic identity of the students, having open and supportive conversations regarding career goals, and talking more openly about racial issues in classes.
- Parents would like more information about standards-based grading, and they are hopeful that standards-based grading information based on MYP assessment criterion might be more easily shared using MISTAR, the district's online gradebook.
- Parents reflected on school improvement goals and they shared a desire for more mentoring and service-based learning opportunities for students, an increase in positive reinforcement for positive behaviors observed in school, more training for families to support and address the use of technology and how to protect students and families from bullying and in particular cyber-bullying.
- Parents and guardians wanted to see improved food services at the school, a continuation of facility improvements to support student learning, and increased opportunities for students to use technology to facilitate teaching and learning.
- One area that could be improved to make school more satisfying for teachers would be improved systems to support more consistent grading and assessment practices as teachers transition between traditional letter grades and standards-based grading.
- Another area of lower satisfaction among teachers/staff is having access to more curriculum materials that are representative of the students' racial and cultural identities.
- Teachers and staff are also interested in providing more collaboration time for Unified Arts (elective and specials) teachers and fifth-grade classroom teachers.
- Stakeholders and community showed a trend of decreasing satisfaction with food services at the school, facility improvements (desiring a continuation for improved facilities), and opportunities for students to use technology to facilitate teaching and learning.

28b. Summary

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

Demographic Data Challenges and Their Impact on Student Achievement

-As a result of teacher and administrative absences, there were many new ideas and opportunities that were created to support student learning, primarily the iPad work but also a more focused attention on culturally responsive teaching practices. By missing a number of days for meetings and trainings, East Hills Middle School was challenged to operate more often without both building administrators in attendance at East Hills. As a result, day-to-day operations and management fell on different layers of staff including main office staff, counselors, and teachers. With so many new programs to implement this school year, it will help next year to have time to monitor and improve the existing systems to better support the school community and student achievement before adding on more initiatives or programming that would

require more time out of the building for administration. While there is some variation in teacher attendance patterns at East Hills Middle School, it is important to recognize that student performance and student achievement are impacted greatly by teacher attendance patterns. It will continue to be important to monitor attendance patterns throughout the year as part of the teacher evaluation process, to share information regarding the total number of days for teacher absences due to professional learning or professional meetings with teachers and the human resources department, and when appropriate to address problematic attendance behavior promptly. When possible, teacher planning and preparation activities should occur at times that limit the impact on students and student achievement.

Process Data Challenges and Their Impact on Student Achievement

*Standard 6: Organizational Management: Indicator Q: Intentional Practices

--The organizational and managerial structures that support student are clear, but there could an increase in shared leadership across all sectors of the school community. Over the last few years increasing aspects of the school improvement planning process have been completed in collaboration with the school community. The International Baccalaureate Middle Years Programme - Programme Evaluation and Self Study Process have been supportive of increased communication and coordination. It will be important to find increasing ways to collect and plan together across all sectors of the school community. School leadership has been active in developing systems that are supportive of the school community through the development of the teacher-centered "Think Tank," work at the parent level through the PTO and the Global Education Team (GET), and student leadership council support in creating student-centered activities and initiatives throughout the school year. While there are many structures in place the connectivity between the various sectors of the school community could be improved to better support student achievement and to make sure student and community voices are present and involved in the decision making process.

*Standard 7: Professional Learning Culture: Indicator S: Collaborative Teams

--Time for collaboration continues to be an area that requires close monitoring and attention in the years to come. While our middle school model affords ample time for block teachers to meet and to work together in the subjects of mathematics, language arts, science, and social studies, there continue to be challenges to support collaboration for teachers to work collaboratively at the fifth-grade level due to the small number of classrooms and for our elective and specials teachers due to their unique and shared scheduling needs. During our International Baccalaureate Middle Years Programme - Programme Evaluation Study, this collaborative need for elective teachers was identified and actions plans were created to better support these teachers. While challenges remain, we have found unique times to meet for the Unified Arts (elective teachers) by creating a team time each day and for the fifth-grade teachers by creating a common prep time each week that were new features to the school schedule. Through the implementation and further development of the East Hills "Think Tank" teacher-centered instructional rounds, curriculum coordinators and new content-area leaders at the district level help to coordinate and to align curriculum, instruction, and assessment practices, and the creation of an active Global Education Team (GET) comprised of families, staff, and building administration also help to give voice to new ways to improve our school to meet the needs of adults and children at the school.

*Standard 10: Engagement: Indicator Y: Learning Opportunities

--While the learning opportunities and programs are age appropriate and support students' social, emotional, academic, and developmental needs, there could be increased involvement of families and students in the decision making process at the school. There have been a number of district-centered community partnerships and tasks forces that have helped to shape and to support learning opportunities at East Hills Middle School. These partnerships and task forces have included members from a variety of stakeholder groups, who have helped to make decisions that support student achievement. It would be valuable to continue these structures at the district level and to find ways to connect these groups with decisions at the building level. This expansion of involvement by families and students will support student achievement by empowering all members of the school community in the decision making process regarding learning opportunities.

Student Perception Data Challenges and Their Impact on Student Achievement

-Some actions that should be taken at East Hills Middle School to improve student satisfaction are spending more time on long range planning for career and personal plans with students while working to maintain a continued emphasis on short-term academic gains. East Hills should also develop more uniform grading and assessment approaches that support authentic assessment (including retakes and

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redos) and traditional assessment practices and better communicate these practices to students and families. East Hills should look to build upon its tradition of supporting Red Ribbon Week to better promote and to emphasize living a healthy lifestyle.

-To better support students of diverse racial and ethnic backgrounds, a concerted effort should be made to buy instructional resources and materials that reflect the cultural and ethnic identities found in the school. Throughout the school year, attention and time should be given to help students establish individual goals and to provide staff with time to get to know and to interact with students outside of a primary focus on academic development.

Parent Perception Data Challenges and Their Impact on Student Achievement

-East Hills Middle School will continue to work with our parents/guardians and food services to provide healthy food options for our students that support both federal and state requirements while meeting the desires of our students and parents for healthy and tasty food items. In the areas of technology and facilities, East Hills will continue to recognize and support the need for constant updating and improving to match the latest trends and best practices so that students are prepared for twenty-first century teaching and learning as the district has move toward one-to-one access of technology at the middle school level and increased access at the elementary school level. East Hills staff will also continue to work with central office to improve communication regarding standards-based grading. Throughout the 2015-2016 school year, middle school and high school staff worked collectively to align grading practices and to work with central office to improve communication regarding grading practice to support parents and students. Additionally staff have worked with the technology department to create training opportunities about social media for families to better support families and address the challenges of the use of technology in all sectors of student and family life.

Teachers and Staff Perception Data Challenges and Their Impact on Student Achievement

-Some of the possible steps to improve teacher and staff satisfaction should be a continued emphasis on teaching and learning practices that focus on culturally responsive teaching techniques as supported by the work of Munirah Mawasi and Bill Boyle (Bloomfield Hills Schools Global Champions) and with Dr. Jay Marks (Diversity, Academic Equity, and Race Relations - DAERR) at the district level. As an IB World School, East Hills Middle School continues to strengthen its approach to instructional practices through the implementation of the International Baccalaureate Middle Years Programme to provide quality instructional programming.

-East Hills Middle School will continue to work to improve the communication and implementation of assessment and grading practices as the school begins to integrate and shift toward standards-based grading practices and away from more inconsistent grading practices.

-Teachers and staff are also looking to collaborate more and provide more teacher-facilitated instruction rather than continue to teach in a more traditional, isolated manner that is less student-centered.

-In the areas of technology and facilities, East Hills will continue to recognize and support the need for updating and improving to match the latest trends and best practices so that teachers are prepared and trained to move toward more authentic, twenty-first century teaching and learning practices that are in line with the district's implementation of more one-to-one technology access for teachers and students.

Stakeholder/Community Perception Data Challenges and Their Impact on Student Achievement

-While generally the perception data in these surveys described that stakeholders and the community were supportive of the quality of the instructional program at East Hills, some of the areas of lowest satisfaction could be addressed by nutritional improvements and better communication with parents regarding food service and nutritional options for students.

-It was found through the International Baccalaureate Middle Years Programme Self-Study that community feels that East Hills Middle School should better utilize the expertise of community to enhance learning within the school. Our school community is rich in resources and expertise. While we are proud of our current utilization of community resources, we have the potential in the coming years to build deeper and more robust learning partners and relationships within our greater community.

28c. Summary

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

East Hills Middle School faculty and staff will continue to develop strong relationships with students and families. As faculty and staff have become more aware of the growing needs of students, East Hills expects to narrow and to eliminate the causes and gaps in student achievement among all students and sub groups.

East Hills Middle School should continue to implement new programming to further engage students and support student achievement. The faculty and staff at East Hills will work to integrate the school district's 10 Guiding Principles for Teaching and Learning.

Bloomfield Hills Schools 10 Guiding Principles:

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

Additionally, the East Hills staff has moved from the implementation phase in its use of the Northwest Evaluation Association (NWEA) MAP computer adaptive testing to full integration including more specific analysis of student results to improve daily instruction to better address student deficits.

East Hills will also continue to identify and support students through the Michigan Department of Education's Superintendent's Challenge and use this process to guide transition meetings between grade level teams. East Hills will continue to grow in its development of the Harvard University Project Zero's Cultures of Thinking routines and strategies. East Hills will continue to work closely with Oakland Schools consultant, Dr. Jay Marks--Culturally Responsive Teaching, with Global Workforce Development consultant, Munirah Mawusi and with Bloomfield Hills Schools Director of Equity Programming - Bill Boyle.

As noted with the assistance of Bill Boyle, Jay B. Marks, Ph.D. and Munirah Mawusi, East Hills Middle School will continue to address the role cultural diversity plays in instructional design and developing an atmosphere of global literacy, social justice, and cultural responsive teaching practices. In addressing the need for increased student engagement, East Hills Middle School has continued to explore ways to identify, develop, and implement culturally responsive teaching practices by building upon the existing relationships between students and teachers and by developing practices that celebrate and acknowledge cultural similarities and differences at the school. East Hills Middle School values the importance of developing strong relationships across the spectrum of individuals and cultures that make up the larger

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school community (particularly School Improvement Goal 6 - All students will be known and valued). The importance of School Improvement Goal 6 was also referenced regularly in the Perception Data collected from all stakeholders in the school community (students, parents, teachers, and community members).

Moving forward the work at the district level from Global Champions and the Diversity, Academic Equity, and Race Relations (DAERR) and building level Global Education Team (GET) will be helpful in guiding and directing the hiring practices for district and building administration. It will be important to continue to create structures and to ask questions that support culturally responsive teaching and learning practices when making hiring decisions. There is tremendous opportunity to support the East Hills School Community through attentiveness to teacher and school leader demographics and examining the impact this data has on student achievement. When possible, teacher planning and preparation activities should occur at times that limit the impact on students and student achievement.

--Standard 6: Organizational Management: Indicator Q: Intentional Practices

---This standard is addressed in several of the school improvement goals, objectives, strategies, and activities section by examining the references to the staff responsible for each goal. The range of staff involved in the implementation of the school improvement plan serves as evidence of a desire to develop shared leadership within the school. Additionally each goal area includes training opportunities and collaboration time to support each goal area and to move instruction from a teacher directed activity to a more student-centered experience.

--Standard 7: Professional Learning Culture: Indicator S: Collaborative Teams as well as Student, Parent, and Teacher Perception Data will all be addressed by the following School Improvement Plan Goals, Objectives, Strategies, and Activities.

---Mathematics Goal 1: Objective 2: Strategy 1: Authentic Assessment - Standards-Based Grading: Activities 1 & 2: Teacher Training on MYP Assessment & Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments

---Reading Goal 1: Objective 2: Strategy 1: Authentic Assessment - Standards-Based Grading: Activities 1 & 2: Teacher Training on MYP Assessment & Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments

---Writing Goal 1: Objective 2: Strategy 1: Authentic Assessment - Standards-Based Grading: Activities 1 & 2: Teacher Training on MYP Assessment & Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments

---Science Goal 1: Objective 2: Strategy 1: Authentic Assessment - Standards-Based Grading: Activities 1 & 2: Teacher Training on MYP Assessment & Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments

---Social Studies Goal 1: Objective 2: Strategy 1: Authentic Assessment - Standards-Based Grading: Activities 1 & 2: Teacher Training on MYP Assessment & Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments

---Non-M-STEP Subject Areas Goal 1: Objectives 2: Strategy 1: Authentic Assessment - Standards-Based Grading: Activities 1 & 2: Teacher Training on MYP Assessment & Teacher Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments

--Standard 10: Engagement: Indicator Y: Learning Opportunities

---School Improvement Plan Goal 6: All students at East Hills Middle School will be known and valued. This goal area includes several areas for stakeholders to be involved in the school improvement process at East Hills Middle School. Other goal areas also include opportunities to support the larger school community. This expansion of involvement and learning opportunities for families and students will support student achievement by empowering all members of the school community in the decision making process regarding learning opportunities.

Each of the goals in the school improvement plan was developed to address challenges in the achievement/outcome data section. There is a clear correlation between the subject areas mentioned in the achievement/outcome data section (reading, writing, mathematics, science, and social studies) and the first five goal areas in the East Hills School Improvement Plan (Goal 1: Mathematics; Goal 2: Reading; Goal 3: Writing; Goal 4: Science; and Goal 5: Social Studies). Additionally, the East Hills School Improvement Plan expands beyond these traditional core subject areas to include a social emotional goal (Goal 6) and non-M-STEP subject area goal (Goal 7). Also Teacher Perception Data will be addressed by the School Improvement Plan Goals, Objectives, Strategies, and Activities as most if not all of the School Improvement

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Plan works to move teaching and learning from a teacher-directed activity to a student-centered experience.

There were a few elements in the Perception Data that are not directly linked to the School Improvement Plan, but these elements (increased technology infusion, improved nutritional quality of school lunches, and increased community partnerships) all have active components of the school district's ongoing mission and vision moving forward. With a continued concerted effort aligned to the larger school district's goals, East Hills Middle School will be able to support continued implementation activities and improvements in these areas of the Perception Data.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	-M-STEP -Northwest Evaluation Association (NWEA) MAP computer adaptive testing in the subjects of mathematics, reading, and language use -District Common Assessments (Grades 5-8)--All subject areas -International Baccalaureate Middle Years Programme locally created assessment tasks based on assessment criterion in all eight MYP subject areas -SRI -Bloomfield Hills Reading Inventory (BHRI): Full Battery Grade 5 -Pearson Inform Scores -Qualitative Reading Inventory (QRI) -Teacher referral based upon individual classroom assessments	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	https://www.bloomfield.org/uploaded/Parents_Students/2015_annual_reports/EHMS2015AnnualReportCoverLetter.pdf	EHMS 2015 Annual Report Cover Letter

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

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

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Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		Notice of Nondiscrimination June 2016

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Inquiries related to discrimination on the basis of disability should be directed to: Section 504 Coordinator Pam Schoemer Director of Special Education 7273 Wing Lake Road Bloomfield Hills, MI 48301 (248) 341-5415 AND Direct all other inquiries related to discrimination to: Christine Barnett Assistant Superintendent for Human Resources and Labor Relations 7273 Wing Lake Road Bloomfield Hills, MI 48301 (248) 341-5425	Notice of Nondiscrimination June 2016

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent-School Compact 2016-2017

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Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	School Life: Points of Pride -In January of 2011, EHMS earned full authorization as an IB Middle Years Programme World School. -North Central Accredited School. -Michigan Green School: Green Status. -Positive Behavior Intervention and Support (PBIS). -Accelerated math classes offered. -Spanish offered in fifth grade; Chinese and Spanish offered in sixth through eighth grades. -Student - teacher ratio approximately 14:1. -Wireless access throughout the building. -One-to-World iPad Initiative 1:1 for 6th-8th students -Over 20 sports opportunities offered. -A wide range of club opportunities	East Hills Middle School Points of Pride 7-1-16

East Hills Middle School--School Improvement Goals 2016-2017

Overview

Plan Name

East Hills Middle School--School Improvement Goals 2016-2017

Plan Description

East Hills has continued to collaborate with central office administration, the Bloomfield Hills School Learning Services Team, building administration, staff, and the broader school community to implement and grow a school culture and structure that supports school improvement. As a planning committee, the team of stakeholders from all areas of the district and school community identified teaching and learning priorities with a focus on decreasing achievement gaps at East Hills Middle School while increasing achievement for all students. As a result of this work and an analysis of the unique needs and circumstances found at East Hills Middle School, student engagement and individualized learning outcomes were identified and continue to be identified as the most significant teaching and learning priorities for the 2016-2017 school year. The school improvement goals that are identified in this plan are aligned with these priorities and are intentionally created to support both traditional and authentic measures of student learning.

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:

78% of All Students will demonstrate a proficiency on M-STEP and/or NWEA in Mathematics by 06/16/2017 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	09/06/2016	06/16/2017	\$2000	General Fund	Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader and Jason Rubel-- Principal
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Activity - Investigating Patterns in Mathematics	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 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	09/06/2016	06/16/2017	\$2000	General Fund	Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader 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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School Improvement Plan

East Hills Middle School

<p>Teachers and staff will continue to develop a common language for instruction for grades 5-8 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>09/06/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>Title II Part A</p>	<p>Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader 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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East Hills Middle School

Continue to train 5th-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.	Evaluation	Tier 2	Implement	08/29/2016	06/16/2017	\$1000	Title II Part A	Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; 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 Criterion or 5th grade students from pre-test assessments to standards based end-of-unit reporting in Mathematics by 06/16/2017 as measured by Sixth, Seventh, and Eighth Grade students improving from one MYP criterion score to a higher score or 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 Holly Smith (East Hills IB teacher leader/MYP coordinator), Heidi Kattula (BHS Director of Learning Services), district-level content area teacher 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: 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 5th-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	08/29/2016	06/16/2017	\$2000	Title II Part A	Mathematics Teachers (Grades 5-8); Doug Thompson - Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; 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

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<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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$2000</p>	<p>General Fund</p>	<p>Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula--Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator; content area leader and Jason Rubel--Principal</p>
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Goal 2: All students at East Hills Middle School will become proficient readers.

Measurable Objective 1:

84% of All Students will demonstrate a proficiency on M-STEP and/or NWEA in Reading by 06/16/2017 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

School Improvement Plan

East Hills Middle School

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"> -Select short complex passages -Design lessons so students reread -Ask students to read with a pencil -Remind students to note confusions -Model the text -Discuss the text -Ask text dependent questions 	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal

Strategy 2:

Best 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 QRI 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 - Best Practices and Classroom Libraries	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>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, 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>Title II Part A</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and 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) 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, 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>General Fund</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; 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 5th grade students from pre-test assessments to standards based end-of-unit reporting in Reading by 06/16/2017 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or 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 Holly Smith (IB Teacher Leader and MYP Coordinator), Christine DiPilato (BHS Director of Learning Services), district-level content area teacher 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: 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

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
Train 5th-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	08/29/2016	06/16/2017	\$2000	Title II Part A	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; 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 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	08/29/2016	06/16/2017	\$2000	General Fund	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal
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Goal 3: All students at East Hills Middle School will become proficient writers.

Measurable Objective 1:

81% of All Students will demonstrate a proficiency on M-STEP in Writing by 06/16/2017 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-

School Improvement Plan

East Hills Middle School

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.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$1500	General Fund	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and 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	09/06/2016	06/16/2017	\$1500	General Fund	Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader and Jason Rubel-- Principal

Measurable Objective 2:

85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 5th Grade students on standards based grading criterion in all subject areas in Writing by 06/16/2015 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or 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 Holly Smith (East Hills IB teacher leader/MYP coordinator) and Christine DiPilato (BHS Director of Learning Services), 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. 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

SY 2016-2017

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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 5th-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	08/29/2016	06/16/2017	\$1000	Title II Part A	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; 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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<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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal</p>
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Goal 4: All students at East Hills Middle School will become proficient scientists.

Measurable Objective 1:

62% of Seventh grade students will demonstrate a proficiency on M-STEP in Science by 06/17/2016 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 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 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	08/29/2016	06/16/2017	\$500	General Fund	Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; District Level Content Area Leader; 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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<p>Teacher will provide students with opportunities to engage in Visible Thinking Strategies by training all teachers (5th-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.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; and Jason Rubel—Principal</p>
<p>Activity - Hands-on Learning and Application of Scientific Knowledge</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>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	08/29/2016	06/16/2017	\$1000	General Fund	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; and Jason Rubel—Principal</p>
Activity - Creative Problem Solving in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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. 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>09/06/2016</p>	<p>06/16/2017</p>	<p>\$500</p>	<p>General Fund</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; 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 Sciences Criterion or 5th grade students from pre-test assessments to standards-based end-of-unit reporting in Science by 06/16/2017 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or 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 Holly Smith (East Hills IB teacher leader/MYP coordinator), 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: 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 5th-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, and the use of the hands-on lab opportunities to support a range of learners.</p>	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$1000	Title II Part A	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; District Level Content Area Leader; and Jason Rubel—Principal</p>
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 Sciences 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 lab-based activities to support a range of learners.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; District Level 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:

70% of Fifth and Eighth grade students will demonstrate a proficiency on M-STEP in Social Studies by 06/16/2017 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)

School Improvement Plan

East Hills Middle School

Tier: Tier 1

Activity - Analyzing Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 (5th-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>	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$500	General Fund	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; and Content Area Leader
Activity - Content Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

East Hills Middle School

<p>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; 8th Grade Revolution to Reconstruction--US History; 7th Grade Eastern Hemisphere and informational text reading strategies across all grade levels. 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>09/06/2016</p>	<p>06/16/2017</p>	<p>\$500</p>	<p>General Fund</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; and Content Area Leader</p>
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Activity - Thinking Critically	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 prepare critical thinking learning opportunities in the subject area of social studies through explicit experiences that stress problem solving and research exercises (5th-8th Grade: Use of Visible Thinking; 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.</p>	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$500	General Fund	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; and Content Area Leader
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Activity - Communication	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>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>09/06/2016</p>	<p>06/16/2017</p>	<p>\$500</p>	<p>General Fund</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; and Content Area Leader</p>
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Measurable Objective 2:

85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Individuals and Societies Criterion or 5th grade students from pre-test assessments to standards-based end-of-unit reporting in Social Studies by 06/16/2017 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or 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 assessment and Common Core State Standards assessment structures for support in developing criterion-related and performance-based assessment structures. All teachers will work with Holly Smith (East Hills IB Teacher Leader/MYP coordinator) and Jason Rubel (BHS District Social Studies Curriculum Coordinator), district-wide 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: 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

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 5th-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>	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$1500	Title II Part A	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; 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

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, 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>General Fund</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; 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 06/16/2017 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 supporting the creation of a 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

School Improvement Plan

East Hills Middle School

Tier: Tier 1

Activity - East Hills Spread the Happiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/29/2016	06/16/2017	\$250	Other	All East Hills Middle School Staff and Students
Activity - Anti-Bullying Campaign and Global Scholarship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/29/2016	06/16/2017	\$3000	Title II Part A	All East Hills Middle School Staff and Students
Activity - Advisory Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer mentoring (peer and middle school to high school-support from counselors and social worker); Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade former 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	08/29/2016	06/16/2017	\$250	Other	All East Hills Middle School Students and Staff
Activity - Achievement Gap Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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; 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	08/29/2016	06/16/2017	\$2000	Title II Part A	All East Hills Middle School Staff and Students
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Activity - Peer to Peer Link Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/29/2016	06/16/2017	\$250	General Fund	Director of Special Education - Pam Schoemer; Building Administration and Instructional Staff (Sean Strassberger, Evan Vahratian, 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:

85% of All Students will demonstrate a proficiency on International Baccalaureate Middle Years Programme Criterion or 5th grade pre-test assessments to standards based end-of-unit reporting in Practical Living by 06/16/2017 as measured by sixth-, seventh-, and eighth-grade students improving from one MYP criterion score to a higher score or fifth-grade students from pre-test to end-of-unit reporting from the beginning to the end of the school year.

School Improvement Plan

East Hills Middle School

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 Holly Smith (East Hills IB teacher leader/MYP coordinator), 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 underperform 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 5th-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 MYP coordinators 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	08/29/2016	06/16/2017	\$4000	Title II Part A	World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; Content Area Leaders and Coordinators; and Jason Rubel—Principal

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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
<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 MYP coordinators 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>	Teacher Collaboration	Tier 1	Implement	08/29/2016	06/16/2017	\$4000	General Fund	World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; Content Area Leaders and Coordinators; and Jason Rubel—Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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 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	08/29/2016	06/16/2017	\$2000	Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader and Jason Rubel-- Principal

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<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 MYP coordinators 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$4000</p>	<p>World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; Content Area Leaders and Coordinators; and Jason Rubel—Principal</p>
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<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. 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>09/06/2016</p>	<p>06/16/2017</p>	<p>\$500</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; and Jason Rubel—Principal</p>
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School Improvement Plan

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<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 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal</p>
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School Improvement Plan

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Close Reading	<p>The teacher will:</p> <ul style="list-style-type: none"> -Select short complex passages -Design lessons so students reread -Ask students to read with a pencil -Remind students to note confusions -Model the text -Discuss the text -Ask text dependent questions 	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$1500	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal</p>
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School Improvement Plan

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<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. 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; and Jason Rubel—Principal</p>
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School Improvement Plan

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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; 8th Grade Revolution to Reconstruction--US History; 7th Grade Eastern Hemisphere and informational text reading strategies across all grade levels. 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	09/06/2016	06/16/2017	\$500	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; and Content Area Leader
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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) 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, 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal</p>
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School Improvement Plan

East Hills Middle School

<p>Investigating Patterns in Mathematics</p>	<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>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$2000</p>	<p>Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader and Jason Rubel-- Principal</p>
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School Improvement Plan

East Hills Middle School

<p>Problem Solving and Reasoning</p>	<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>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$2000</p>	<p>Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; 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 Collaborative Planning, Implementation, and Reflection of MYP Task-Specific Assessments</p>	<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, 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; and Content Area Leader</p>
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School Improvement Plan

East Hills Middle School

<p>Communication and Goal Setting</p>	<p>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 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$500</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$250</p>	<p>Director of Special Education - Pam Schoemer; Building Administration and Instructional Staff (Sean Strassberger, Evan Vahratian, Gina Rockwood-Foss, Amy Goodwin and Marcie Schumacher)</p>

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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; and Jason Rubel—Principal</p>
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School Improvement Plan

East Hills Middle School

Analyzing Data	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 (5th-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	09/06/2016	06/16/2017	\$500	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; and Content Area Leader
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School Improvement Plan

East Hills Middle School

<p>Emphasis on Revision</p>	<p>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.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal</p>
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School Improvement Plan

East Hills Middle School

Communication	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	09/06/2016	06/16/2017	\$500	Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator; and Content Area Leader
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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	08/29/2016	06/16/2017	\$2000	Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and 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 (5th-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.	Professional Learning	Tier 1	Implement	08/29/2016	06/16/2017	\$1000	Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level Content Area Leader; and Jason Rubel—Principal
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School Improvement Plan

East Hills Middle School

Thinking Critically	<p>Teachers will prepare critical thinking learning opportunities in the subject area of social studies through explicit experiences that stress problem solving and research exercises (5th-8th Grade: Use of Visible Thinking; 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.</p>	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$500	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; and Content Area Leader</p>
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School Improvement Plan

East Hills Middle School

Instructional Practices that Support Pre-Writing, Organizing, Editing, and Creativity in Writing	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	09/06/2016	06/16/2017	\$1500	Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader and Jason Rubel-- Principal
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Anti-Bullying Campaign and Global Scholarship	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	08/29/2016	06/16/2017	\$3000	All East Hills Middle School Staff and Students

School Improvement Plan

East Hills Middle School

<p>Authentic Assessment - Standards-Based Grading: Teacher Training on MYP Assessment</p>	<p>Train 5th-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 MYP coordinators 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>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/29/2016</p>	<p>06/16/2017</p>	<p>\$4000</p>	<p>World Language, Arts, Design, and Health and P.E. Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; Content Area Leaders and Coordinators; 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 5th-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, 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>Science Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Dan Badgley—District Nature Center Coordinator ; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; District Level 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 5th-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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$2000</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal</p>
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School Improvement Plan

East Hills Middle School

<p>NWEA Mathematics Assessment:Teacher Training on NWEA MAP Reports</p>	<p>Continue to train 5th-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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; 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 5th-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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>Social Studies Teachers and All Staff (Grades 5-8); Doug Thompson—GERT; Support Staff; Jason Rubel—District Social Studies Curriculum Coordinator and Principal; Holly Smith—IB Teacher Leader/Middle Years Programme Coordinator ; and Content Area Leader</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 5th-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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$2000</p>	<p>Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; 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 5th-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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1000</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and 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; 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$2000</p>	<p>All East Hills Middle School Staff and Students</p>

School Improvement Plan

East Hills Middle School

<p>Best 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, 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>08/29/2016</p>	<p>06/16/2017</p>	<p>\$1500</p>	<p>Language Arts Teachers and All Staff (Grades 5-8); Catherine Young--Reading Specialist; Support Staff; Christine DiPilato--Director of Learning Services; Holly Smith--IB Teacher Leader and MYP Coordinator ; content-area leader; and Jason Rubel--Principal</p>
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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 5-8 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	09/06/2016	06/16/2017	\$1000	Mathematics Teachers (Grades 5-8); Doug Thompson-- Mathematics Specialist; Support Staff; Heidi Kattula-- Director of Learning Services; Holly Smith--IB Teacher Leader/Middle Years Programme Coordinator ; content area leader 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
East Hills Spread the Happiness	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	08/29/2016	06/16/2017	\$250	All East Hills Middle School Staff and Students

School Improvement Plan

East Hills Middle School

Advisory Program	Peer mentoring (peer and middle school to high school-support from counselors and social worker); Students and staff will develop teacher and student mentoring opportunities across grade levels; eighth-grade former 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	08/29/2016	06/16/2017	\$250	All East Hills Middle School Students and Staff
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