



School Improvement Plan

West Hills Middle School

Bloomfield Hills School District

Mr. Robert Durecka
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West Bloomfield, MI 48323-3655

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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?

West Hills is a 4th - 8th grade building with approximately 600 students. Enrollment has been fairly stable with a slight decrease this past year.

This was our 6th year being a 4th - 8th grade building. Prior to this configuration, we were a 6th - 8th grade building.

We are located in West Bloomfield, MI, at the corner of Lone Pine and Middlebelt Road. The students in our attendance catchment area reside in West Bloomfield and Bloomfield Hills. Staffing at West Hills has also been fairly stable the last four years, but for the upcoming school year we will be sharing additional staff with our sister middle schools as well as our feeder elementary school, Lone Pine Elementary.

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.

Vision Statement

As an IB school, we embrace the vision of the International Baccalaureate Organization: "The International Baccalaureate® Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Mission Statement

The mission of West Hills Middle School is to ensure academic excellence, promote an enduring passion for learning, and encourage global citizenship while celebrating the success of each individual learner.

Beliefs Statement

We believe:

All students learn when they are supported in a safe and nurturing environment in where they feel connected. All students should be supported with a positive behavior support system that allows them to take risks and grow as learners and individuals. It is our job to assist students in reaching their fullest potential both academically and individually as they prepare to become international citizens.

Notable Achievements and Areas of Improvement

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

West Hills has been an IB MYP World school since 2007. In 2011, WHMS became an IB PYP World School. We have expanded our action taking in both the PYP and MYP IB Programmes.

We are also an Evergreen (Green) School for the 5th year running due to our recycling/environmental efforts.

West Hills was named a Reward School for the 2013 - 14 school year.

WHMS students and staff strive to give back to their community and help others in need. We are constantly raising funds and contributions to support others. Highlights this year include partnering with Heifer International and Empty Bowls to raise over 15,000 dollars to support efforts locally and internationally to stamp out hunger. This action orientated approach aligns well with our IB Programming.

Our long-term vision for the school includes improving the quality (i.e. relevance and rigor) of our assessments, creating scaffolded assessment rubrics within all subjects and focusing on standards/skill development that is informed through improved feedback mechanisms that standards based grading practices afford. Additionally, continued efforts include making learning more visible for students and to incorporate student voice/reflection to inform our practices in the classroom.

Additional Information

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

Continued efforts to refine our implementation of CCSS will involve our core areas to insure ELA literacy standards are taught, assessed, and built upon.

Continued efforts to build metacognition skills within our learners will be emphasized.

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.

The IB Leadership Team is designed to be the school improvement team for our building. This leadership team collectively determines areas of need throughout the school year and plans ongoing curricular/instructional strategies and professional development to address the areas of need. In addition to IB Leadership, we also create subcommittee's to focus on specific areas of concern (i.e. reading, writing, problem solving, assessment, etc.) We followed the IB's guidance on the structure and formation of our IB Leadership team. We have grade level and subject area representatives on our IB Leadership team. We meet bi-weekly and the IB Leadership representatives then communicate back to their constituents all pertinent information.

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

The IB Leadership Team consists of both IB Coordinators (PYP & MYP), both building administrators (Principal and AP), media specialist, representatives from all eight subject areas, elementary classroom teachers representing each grade level, special support teachers (i.e. general education and special education), a para-educator and parent representatives.

Member Essential Agreements/Responsibilities:

- Attend all meetings or send an alternate representative.
- Arrive on time.
- Report all items discussed and decisions made to constituency (see reporting out responsibilities) within one week of each leadership team meeting.
- Report staff issues of concern.
- Send any agenda items to IB coordinators prior to the next leadership meeting.
- Leadership team representatives will rotate each year.

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

The final improvement plan is our website for, staff, parents and community members to access.

Progress on developing and meeting the goals is communicated throughout the year to all constituents. (i.e. email, staff meetings, IB leadership team meetings, grade level team meetings, and PTO meetings)

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?

As a result of analyzing student enrollment trends, we continue to focus on students with high mobility rates, low student achievement data and low student engagement. The area of student engagement was a district focus this past year and will continue to be an area we focus on throughout the 2015 -16 school year. Students with high mobility rates often have gaps within their learning. It is an ongoing challenge to remediate students in their gap areas while also continuing to move them forward with their current grade level skills.

Student Demographic Data

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

Student attendance overall remains outstanding. Students with poor attendance are the exception and students with individual concerns are addressed with our established protocol which involves the student's family and a series of supports to insure improvement.

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?

Our challenges rest primarily with a handful of elementary aged males who are developmentally struggling with keeping their hands to themselves during recess and physical education classes.

Student Demographic Data

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

Continued efforts to include families early on to work collaboratively to head off these behaviors. Additionally, efforts to be more inclusive in our messaging for all existing supports such as our counselor coffees, PTO meetings, parent/teacher conferences to address specific concerns, and an overall effort to bolster our positive behavior supports.

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 administration in the building brings unique experiences that blend nicely. With experiences teaching elementary, middle school aged, and high school aged children, the administration is well prepared to work with parents and teachers to address developmentally appropriate
SY 2015-2016

pedagogies for all West Hills learners. Coupled with this is the perspectives of the administration in developing successful transitions for students at each grade level.

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?

The teaching staff and their experiences are very diverse. Because we have 5 grade levels at WHMS, the staff recognize the need to learn more about what is expected of students at different grade levels. Instructional approaches have changed throughout the years to provide more of a personalized approach to learning. Administrators and school improvement members take an active roll in ensuring staff have the supports and knowledge they need to equip them to support student learning. We continually ask staff what needs they have and then design PD accordingly.

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?

We had almost zero days out for illness, but we did have an increased number of days out of the building due to efforts by the district to create a more inclusive environment that creates an equitable educational environment for all learners. Administrators were active participants on district task forces that examined topics that included budget, grading and assessment, and middle school master scheduling. Additionally, administrators participated in Global Champions and the Institute for Healing Racism that was intensive training that works with representative members of the community as well as the district to both educate the majority population and create action steps aimed at creating a more inclusive environment. With the focus on inclusion for all, it is hoped that deep, trust-filled relationships will develop and create an environment for all students to do their best academically.

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?

The data that is reflective of teacher attendance reveals that importance of having teachers working closely with students on a regular basis to support student achievement. We continue to review staff attendance prior to sending staff to attend professional development. All staff 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.

Teacher/School Leader(s) Demographic Data

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

A reexamination of our hiring practices is on-going and being informed by the work that is being done by our district and a representative

cohort of stakeholders. Our Global Champions cohorts as well as DAEER, Diversity, Academic Equity & Race Relations work is critical to this work.

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?

Indicator B: Coherence, Indicator C: Instructional Design, Indicator D: Effective Instructional Practices, Indicator E: Learning Environment, Indicator F: Reflection, Indicator G: Assessment System, Indicator K: A Vision for Learning, Indicator L: Guidance and Support for Teaching and Learning, Indicator N: Safe and Supportive Environment, Indicator P: Communication Systems, Indicator Q: Intentional Practices, Indicator R: Resource Allocation, Indicator S: Collaborative Teams, Indicator T: Collective Responsibility, Indicator U: Purposeful Planning, Indicator V: Impact of Professional Learning, Indicator W: Approaches and Tools Indicator Y: Learning Opportunities, and Indicator Z: Partnerships.

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?

Indicator A: Alignment, Indicator H: Shared Understanding, Indicator I: Data Analysis and Decision-Making, Indicator J: Student Involvement in the Assessment Process, Indicator M: Results-Focused, Indicator O: Shared Leadership for Learning

12. How might these challenges impact student achievement?

When examining the challenges, we do not want to create our own gaps in understanding our vision for learning to include our alignment both horizontally and vertically as well as how our learners are involved in the assessment process, especially as they relate to data and goal setting specific to their individual needs.

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.

We can be more intentional in the design of our professional development for teachers. Alignment of curriculum is an area that we will continue to work on as we fully incorporate the I.B unit planners as well as work to catalog our curriculum with Atlas Rubicon. Additionally, we need to build capacity within our teacher leaders to bolster our data analysis and share this work with students as they become more active in the assessment process. Standards Based Grading will be pivotal in this work as formative feedback will be emphasized.

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 have access to all of our intervention programs in addition to all of our special education supports/interventions.

Additionally, special education students receive priority scheduling where their case manager sits with the guidance counselors to hand

schedule their students. Through our BIT process, special education students also receive RTI support across all of their classes to ensure student success.

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

We have grade up math instruction that occurs throughout the building. We also send students to our district HS for advanced level math. We have been using more technology and web based applications to stretch student understanding and application in a digital world. Some teachers have flipped their classrooms to include more of a web presence as well as a different approach to teaching and learning. We have enrichment clubs that occur before and after school (i.e. mathcounts, book club, First LEGO league, etc.).

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

Parents are informed through the annual scheduling process, the parent broadcast message, daily announcements, our website contains information regarding all of the clubs and opportunities as well as sponsor contact information and meeting times, and at public meetings and PTO meetings.

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?

All of our curriculum is documented within Rubicon Atlas and we include CCSS within our curriculum (i.e. PYP & MYP units). We are fully implementing CCSS in ELA and math

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.

WHMS is not currently collecting MiPHY data.

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

When looking at data, M-Step data was not available for this report. However, when looking at trends in reading as reported by MEAP scores through 2013-2014, the general trend line was improving for grades 4, 7, and 8 over a five year range. When examining NWEA data for the 2014-2015 school year, grades 4 - 7 exceeded the projected growth index, and in the case of 4th grade, they nearly doubled the projected growth rate.

19b. Reading- Challenges

When examining our NWEA data as an aggregate, we would like to see a greater percentage of students meeting their individual growth projections. Nearly 60% met their projections, and 100% of all students showed significant growth, but efforts to increase these numbers are a challenge. Specific to sub group populations, our population has less than 15 students in any one sub group, and these populations mirrored the majority population as a whole.

19c. Reading- Trends

When examining NWEA reading data across grades 4 - 8, there was a significant difference in performance for the three identified goal areas in reading by grade level. Nearly all five grade levels had approximately one third of their students scoring in the lo to lo/average range in informational text, and literature and vocabulary acquisition were similar in that students in grades 7 and 8 scored higher in these areas than students in grades 4 - 6.

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.

These challenges will be addressed by including students in the goal setting process to improve their NWEA test scores coupled with a building-wide implementation of Standards Based Grading that incorporates student voice/reflection in the learning process. Assessments will incorporate MYP I.B. rubrics that are used to assess learning and are modified to represent task specific skills.

20a. Writing- Strengths

When looking at data, M-Step data was not available for this report. However, when looking at trends in writing as reported by MEAP scores through 2013-2014, the general trend line was improving for tested grades 4 and 7 in writing.

20b. Writing- Challenges

Writing in general remains a strength area for West Hills, but based on our most recent MEAP data, continued efforts to improve student narrative writing and informational writing are our challenges.

20c. Writing- Trends

Per our most recent MEAP data, writing trends indicate a flat or slightly rising trend line overall for our most recent cohort of 4th and 7th grade students. When comparing our scores to county and state scores, West Hills scores significantly higher on this tested area.

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.

These challenges will be addressed by including students in a personal goal setting process to improve their writing coupled with a building-wide implementation of Standards Based Grading that incorporates student voice/reflection in the learning process. Assessments will incorporate MYP I.B. rubrics that are used to assess learning and are modified to represent task specific skills.

21a. Math- Strengths

When looking at data, M-Step data was not available for this report. However, when looking at trends in math as reported by MEAP scores through 2013-2014, the general trend line has remained fairly flat over a five year range. Given the full implementation of the common core math standards, we are pleased to not see an implementation dip. When examining NWEA data for the 2014-2015 school year, grades 5 - 8 exceeded the projected growth index, and in the case of 4th grade, they were in line with the District Grade Level Mean.

21b. Math- Challenges

While our scores exceed county and state levels, we still have approximately 25% of our students scoring in the lo - lo/average range overall as determined by NWEA testing during the 2014-2015 school year. Our most pronounced area of need identified by NWEA testing in grades 4 - 6 is in the measurement and data strand and for grades 7 - 8, statistics and probability stand out as our greatest challenges.

21c. Math- Trends

The general trend line has remained relatively flat over the last five years.

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.

These challenges will be addressed by including students in the goal setting process to improve their NWEA test scores coupled with a building-wide implementation of Standards Based Grading that incorporates student voice/reflection in the learning process. Assessments will incorporate MYP I.B. rubrics that are used to assess learning and are modified to represent task specific skills.

22a. Science- Strengths

When looking at data, M-Step data was not available for this report. However, when looking at trends in science as reported by MEAP scores through 2013-2014, the general trend line was improving for tested students in grade 8 and flat in grade 5.

22b. Science- Challenges

While our scores remain higher than the county averages, we still have more than half of our students who were tested during our most recent MEAP cycle, 2013-2014, who are not proficient in the assessed science criteria.

22c. Science- Trends

Our science trends are fairly flat over the last five years.

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.

These challenges will be addressed by including students in the goal setting process to improve their science test scores coupled with a building-wide implementation of Standards Based Grading that incorporates student voice/reflection in the learning process. Assessments will incorporate MYP I.B. rubrics that are used to assess learning and are modified to represent task specific skills.

23a. Social Studies- Strengths

Our social studies scores determined by MEAP are significantly higher as an aggregate when compared to Oakland County as a whole.

23b. Social Studies- Challenges

Nearly, one half of our 6th grade students tested during the most recent MEAP test, 2013-2014, were not proficient in social studies.

23c. Social Studies- Trends

The five year trend as determined by the MEAP exam indicates that our students are significantly higher than county averages, yet there are nearly half our students who are not proficient. This trend has remained fairly flat.

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.

These challenges will be addressed by including students in the goal setting process to improve their social studies test scores coupled with a building-wide implementation of Standards Based Grading that incorporates student voice/reflection in the learning process. Assessments will incorporate MYP I.B. rubrics that are used to assess learning and are modified to represent task specific skills.

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?

Relationships with staff, support within the classroom, variety of opportunities offered within the school (i.e. clubs and sports), 5th grade and PYP Exhibition.

24b. Student Perception Data

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

Relevance of learning tasks and time spent on learning targets.

24c. Student Perception Data

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

We will continue to provide staff PD on creating authentic assessment tasks. Staff is transitioning to standards based grading using the MYP criterion based assessment rubrics. Students are able to give input on how they will be assessed and efforts to increase student voice as well as student metacognition skills will be developed. Regarding career pathways, we continue to support students with their EDPs.

25a. Parent/Guardian Perception Data

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

Quality of instructional programming, positive school culture, and variety of student learning experiences.

25b. Parent/Guardian Perception Data

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

School Improvement Plan

West Hills Middle School

Overall the feedback we received was generally positive. On the lower end of the positive scale, parents expressed that they would like to see more openness to improvement ideas and innovation in solving problems.

25c. Parent/Guardian Perception Data

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

Provide more surveys to parents as a form to solicit their feedback. Remind parents of the different venues that exist for them to express their feedback and suggestions for improvement.

26a. Teacher/Staff Perception Data

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

Technological resources, parent and community support, and administrative support.

26b. Teacher/Staff Perception Data

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

Adequate time to do everything they are passionate about.

26c. Teacher/Staff Perception Data

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

We will be more intentional with our time management and provide reasonable lead time for teachers to be their most productive. Within this process, we will solicit teacher feedback and include teachers in the planning process.

27a. Stakeholder/Community Perception Data

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

See previous answers for students and teachers.

27b. Stakeholder/Community Perception Data

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

See previous answers for students and teachers.

27c. Stakeholder/Community Perception Data

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

See previous answers for students and teachers.

Summary

28a. Summary

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

We are well supported by our stakeholders and have an excellent mix of both human capital as well as monetary resources. Our challenges rest with providing meaningful feedback coupled with enaging learning opportunities for our students that are not focused on test preparation, rather links to real world applications. The tricky part is making sure that our students are engaged and at the same time, student acheivement scores go up.

28b. Summary

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

Perception often becomes reality, thus, we must remain focused on our vision and mission to achieve the the overall goal of education - student achievement.

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?

These challenges will be addressed by including students in the goal setting process to improve their test scores coupled with a building-wide implementation of Standards Based Grading that incoporates student voice/reflection in the learning process. Assessments will incorporate, where appropriate, MYP I.B. rubrics that are used to assess learning and are modified to represent task specific skills.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	https://www.bloomfield.org/uploaded/Parents_Students/WHMS_full_report_and_letter_201314.pdf	

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

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

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

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		Notice of NONDISCRIMINATION

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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.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2015-2016 Plan for Improvement

Overview

Plan Name

2015-2016 Plan for Improvement

Plan Description

Updated plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase reading comprehension across the curriculum.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$18000
2	All students at WHMS will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$13000
3	All students at WHMS will be proficient at math	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$31000
4	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000

Goal 1: All students will increase reading comprehension across the curriculum.

Status	Progress Notes	Created On	Created By
N/A	Our aggregate score exceeds the 90% target, but sub groups in ELL, Economically disadvantaged, and students with disabilities continue to be in the mid 70% range for 2013 - 2014 school year.	August 18, 2014	Mr. Robert W Durecka

Measurable Objective 1:

90% of Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Reading by 06/16/2017 as measured by M-STEP.

Status	Progress Notes	Created On	Created By
Not Met	Our aggregate score exceeds the 90% target, but sub groups in ELL, Economically disadvantaged, and students with disabilities continue to be in the mid 70% range for 2013 - 2014 school year.	August 18, 2014	Mr. Robert W Durecka

Strategy 1:

Best Practices - Staff will research and collaborate on the delivery of best practices for reading instruction, particularly those strategies that support differentiation for special education, African American and male students; and those that are proven effective for engaging the same populations.

Category:

Research Cited: Atwell's The Reading Zone, Angilillo's Writing About Reading, Marzano's Classroom Instruction That Works, Hattie's Visible Learning for Teachers, Tough's How Children Succeed, Making the PYP Happen, PYP A Basis for Practice, PYP Language Scope and Sequence, IBO Meeting Student Learning Diversity in the Classroom, Special Education Needs within the International Baccalaureate Programmes, and Middle Years Programme Implementation Guide.

Tier:

Status	Progress Notes	Created On	Created By
N/A	Libraries have been expanded to include ebooks. Additionally, teachers used professional development time to examine ways to improve student voice and metacognition skills.	August 18, 2014	Mr. Robert W Durecka

Activity - Acquisition of reading libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Continuing acquisition of reading materials at individualized reading levels (classroom literacy libraries).	Direct Instruction			08/26/2013	06/16/2017	\$10000	General Fund	teachers and GERT staff
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Status	Progress Notes	Created On	Created By
In Progress		July 14, 2015	Mr. Robert W Durecka
In Progress	Classroom libraries as well as our media center have expanded titles for students. With Common Core, an emphasis has been placed on nonfiction texts and the event of increased technology has caused us to expand our ebook selections.	August 18, 2014	Mr. Robert W Durecka

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, teachers will participate in district curriculum meetings to share best practices and engage in curriculum development and articulation.	Professional Learning		Implement	08/26/2013	06/16/2017	\$1000	General Fund	District ELA coordinator, 4-8 teaching staff, and building administration.

Status	Progress Notes	Created On	Created By
N/A	Grade level planning meetings have been the venue for this work at this point.	August 18, 2014	Mr. Robert W Durecka

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued implementation of Reader's Workshop in grades 4 - 8.	Professional Learning	Tier 1	Implement	08/26/2013	06/16/2017	\$3000	Title II Part A	4th - 8th grade teaching staff and building administration.

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Status	Progress Notes	Created On	Created By
In Progress	Reader's Workshop is fully implemented within the 4th and 5th grades. Continued efforts to refine and develop teacher mastery is a focus. Additionally, 6th grade is fielding a reading class for the 2014 -2015 school year that focuses on reading skills and includes CCSS for both social studies and science.	August 18, 2014	Mr. Robert W Durecka

Activity - Embedded Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade 6 teachers will develop reading lessons embedded in their curricular areas with an emphasis on breaking down non-fiction text.	Direct Instruction	Tier 2	Implement	09/08/2015	06/16/2017	\$1000	General Fund	ELA District Curriculum Coordinator, Building Administration, and 6th grade teachers.

Strategy 2:

Visible Learning - Student voice will be incorporated in the delivery of reading comprehension activities. Clear learning targets and developing student metacognition skills will be a focus. Formative assessments and student reflection will be central to this strategy coupled with Standards Based Grading.

Category:

Research Cited: Hattie's Visible Learning for Teachers, Tough's How Children Succeed, Duhing's Power of Habit, Ritchhart's Cultures of Thinking, PYP A Basis for Practice, MYP Standards and Practices.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through planned professional development activities teachers will become familiar with visible learning and expand their knowledge of thinking routines. Teachers will develop an action plan on how student voice can be incorporated to help make learning visible. Perseverance, relationship building, and incorporating meaningful feedback are important factors.	Professional Learning	Tier 1	Implement	09/02/2014	06/16/2017	\$1000	General Fund	School Improvement team and building administration.

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Activity - Develop a Comprehensive Communication Plan for Standards Based Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with colleagues and develop processes and protocols for communicating Standards Based Grading with all stakeholders.	Policy and Process, Technology, Teacher Collaboration	Tier 1	Implement	08/14/2015	06/10/2016	\$1000	General Fund	Leadership Team and all teaching staff.

Activity - Task Specific Rubric Development, Feedback, and Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and implement on-going work aimed at incorporating student voice into the development of task specific rubrics as well as the reflection components that are part of the I.B. programme.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$1000	General Fund	Leadership Team and whole faculty

Strategy 3:

Ancillary Staff - ESL, special education staff, and unified arts staff will support the building reading goal through their programs.

Category:

Research Cited: Miller's Reading with Meaning, Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, PYP Scope and Sequence Documents, Oakland Schools Consultants, Collin's Growing Readers, Common Core State Standards, Developmental Studies Center's Making Meaning, Oakland Schools Readers Workshop Training.

Tier: Tier 2

Activity - RTI Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Data driven intervention in reading provided via small group instruction to struggling readers.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	GERT, 4-8 teaching staff.
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Activity - Ancillary Staff Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education, ESL, and specials staff will support the building's reading goal through their programs.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	4- 8 teaching staff, ESL staff, special education staff, unified arts staff, IB coordinator

Goal 2: All students at WHMS will become proficient writers.

Status	Progress Notes	Created On	Created By
N/A	Our aggregate score exceeds the state's target score, but our bottom 30% just meets the target so there is more work to do here.	August 18, 2014	Mr. Robert W Durecka

Measurable Objective 1:

90% of Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Writing by 06/16/2017 as measured by M-Step writing assessment.

Status	Progress Notes	Created On	Created By
N/A	We will continue to maintain this goal as all groups are not achieving at the 85% target.	August 18, 2014	Mr. Robert W Durecka

Strategy 1:

Best Practices - Staff will research and collaborate on the delivery of best practices for writing

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instruction, particularly those strategies that support differentiation for special education, ELL, African American and male students; and those that are proven effective for engaging all students.

Category:

Research Cited: Fletcher's Writers Workshop, Atwell's Lessons That Change Writers, Angillillo's Writing About Reading, Marzano's Classroom Instruction That Works, Middle Years Programme Implementation Guide.

Tier:

Status	Progress Notes	Created On	Created By
N/A	Reader's and writer's workshop are fully implemented and we continue to refine our efforts.	August 18, 2014	Mr. Robert W Durecka

Activity - Common Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By grade, teachers will use commonly created rubrics to assess student writing.	Direct Instruction			09/03/2013	06/10/2016	\$0	No Funding Required	All staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers in the 4th and 5th grade have been using team planning time to revise rubrics and share them in Rubicon Atlas. 6th - 8th grade teachers have revised their MYP rubrics this year and will be implementing common practices.	August 18, 2014	Mr. Robert W Durecka

Activity - Pre-writing strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students organize information through instruction on pre-writing strategies.	Direct Instruction			09/03/2013	06/10/2016	\$3000	Title II Part A	All staff

Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will implement writer's workshop instructional strategies	Direct Instruction			09/03/2013	06/10/2016	\$4000	Title II Part A	All staff

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Status	Progress Notes	Created On	Created By
In Progress	Fully implemented and now refining.	August 18, 2014	Mr. Robert W Durecka

Activity - Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that help students write more effectively in an inquiry based classroom.	Direct Instruction			09/03/2013	06/10/2016	\$3000	Title II Part A	All staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers are using a variety of writing strategies that incorporate inquiry. Teachers continue to share findings.	August 18, 2014	Mr. Robert W Durecka

Strategy 2:

Visible Learning - Student voice will be incorporated in the delivery of writing activities. Clear learning targets and developing student metacognition skills will be a focus. Formative assessments and student reflection will be central to this strategy coupled Standards Based Grading.

Category:

Research Cited: Hattie's Visible Learning for Teachers, Tough's How Children Succeed, Duhing's Power of Habit, Ritchhart's Cultures of Thinking, PYP A Basis for Practice, MYP Standards and Practices.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through planned professional development activities teachers will become familiar with visible learning and expand their knowledge of thinking routines. Teachers will develop an action plan on how student voice can be incorporated to help make learning visible. Perseverance, relationship building, and incorporating meaningful feedback are important factors.	Professional Learning		Implement	09/02/2014	06/16/2017	\$1000	General Fund	School Improvement Team and administration.

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Activity - Develop a Comprehensive Communication Plan for Standards Based Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with colleagues and develop processes and protocols for communicating Standards Based Grading with all stakeholders.	Policy and Process, Technology, Teacher Collaboration	Tier 1	Implement	08/14/2015	06/17/2016	\$1000	General Fund	Leadership Team and all teaching staff.

Activity - Task Specific Rubric Development, Feedback, and Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and implement on-going work aimed at incorporating student voice into the development of task specific rubrics as well as the reflection components that are part of the I.B.Programme.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$1000	General Fund	Leadership Team and whole faculty

Strategy 3:

Ancillary Support Staff - Ancillary staff support - ESL, special education, and specials staff will support the building writing goal through their programs.

Category:

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, Culham's 6+1 Traits of Writing, IBO's PYP Scope and Sequence Documents, Oakland Schools consultants, IBO's MYP Standards and Practices.

Tier: Tier 2

Activity - Ancillary Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ESL, Special Education, and unified arts staff will work in collaboration with classroom teachers to support the building writing goal.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	4 - 8 teaching staff, ESL staff, special education staff, unified arts staff, IB coordinator.
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Goal 3: All students at WHMS will be proficient at math

Status	Progress Notes	Created On	Created By
N/A	While our aggregate scores in math exceed state target scores, our bottom 30% and economically disadvantaged students have trended down over the last three years.	August 18, 2014	Mr. Robert W Durecka

Measurable Objective 1:

85% of Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level in Mathematics by 06/16/2017 as measured by M-Step math assessment..

Status	Progress Notes	Created On	Created By
Not Met	Bottom 30% composed of economically disadvantaged and general education students are below our target.	August 18, 2014	Mr. Robert W Durecka

Strategy 1:

Best Practices - Staff will research and collaborate on the delivery of best practices for math instruction, particularly those strategies that support differentiation for special education and African American students.

Category:

Research Cited: Classroom Instruction That Works, IBO's Making the PYP Happen, Middle Years Programme Implementation Guide, PYP Scope and Sequence documents; Math Workshop; IBO's Online Curriculum Center.

Tier: Tier 1

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Activity - Data Interpretation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students appropriately summarize and reflect on data analysis and problem solving skills.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/10/2016	\$2000	Title II Part A	math teachers

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students in utilizing the design cycle in an inquiry based classroom to solve authentic problems.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/10/2016	\$8000	Title II Part A	All teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing professional development in math instructional methodology to support student learning.	Professional Learning	Tier 2	Monitor	09/03/2013	06/17/2016	\$5000	Title II Part A	4th - 8th grade classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	Professional development using the workshop model was a point of emphasis for the 2013-2014 school year.	August 18, 2014	Mr. Robert W Durecka

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using technology resources to support the school's data analysis and problem solving goal.	Professional Learning	Tier 2	Monitor	09/03/2013	06/17/2016	\$5000	General Fund	All math instructional staff
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Status	Progress Notes	Created On	Created By
In Progress	Expanded technology availability and web based programs with more immediate feedback have been helpful.	August 18, 2014	Mr. Robert W Durecka

Strategy 2:

Problem Solving Strategies - Teachers will teach problem solving strategies to students across the curriculum.

Category:

Research Cited: Classroom Instruction That Works, IBO's Making the PYP Happen, Middle Years Programme Implementation Guide, PYP Scope and Sequence documents; IBO's Online Curriculum Center.

Tier: Tier 2

Activity - Interdisciplinary & Transdisciplinary Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will reinforce and teaching problem solving strategies within their MYP interdisciplinary and PYP transdisciplinary units.	Professional Learning	Tier 2	Monitor	09/03/2013	06/17/2016	\$5000	Title II Part A	All classroom teachers

Activity - Math Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the math workshop model to meet the needs of all learners.	Direct Instruction		Implement	09/03/2013	06/17/2016	\$3000	Title II Part A	4-8 grade math teachers

Status	Progress Notes	Created On	Created By
In Progress	Fully implemented within the 4th and 5th grade classrooms; continued growth and refinement occurring.	August 18, 2014	Mr. Robert W Durecka

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Strategy 3:

Visible Learning - Student voice will be incorporated in the delivery of math instruction. Clear learning targets and developing student metacognition skills will be a focus. Formative assessments and student reflection will be central to this strategy coupled with Standards Based Grading.

Category:

Research Cited: Hattie's Visible Learning for Teachers, Tough's How Children Succeed, Duhing's Power of Habit, Ritchhart's Cultures of Thinking, PYP A Basis for Practice, MYP Standards and Practices.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through planned professional development activities teachers will become familiar with visible learning and expand their knowledge of thinking routines. Teachers will develop an action plan on how student voice can be incorporated to help make learning visible. Perseverance, relationship building, and incorporating meaningful feedback are important factors.	Professional Learning		Getting Ready	09/02/2014	06/10/2016	\$1000	General Fund	School Improvement Team and building administration.

Activity - Develop a Comprehensive Communication Plan for Standards Based Grading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with colleagues and develop processes and protocols for communicating Standards Based Grading with all stakeholders.	Policy and Process, Technology, Teacher Collaboration	Tier 2	Implement	08/14/2015	06/10/2016	\$1000	General Fund	Building Leadership Team and all teachers

Activity - Task Specific Rubric Development, Feedback, and Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor and implement on-going work aimed at incorporating student voice into the development of task specific rubrics as well as the reflection components that are part of the I.B.Programme	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/09/2017	\$1000	General Fund	Leadership Team and whole faculty
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Strategy 4:

Ancillary Staff Support - Special education, ESL, and unified arts staff will support mathematics goals through their programs.

Category:

Research Cited: Marzano's Classroom Instruction That Works, IBO's Making the PYP Happen, IBO's PYP Scope and Sequence Documents, Oakland Schools consultants, MYP Standards and Practices.

Tier: Tier 2

Activity - Ancillary Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education, ESL, and specials staff will support mathematics goals through their programs.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	No Funding Required	4 - 8 teaching staff, ESL teachers, special education teachers, unified arts teachers, IB coordinator.

Goal 4: All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.

Measurable Objective 1:

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demonstrate a behavior that is culturally responsive and inclusive of students, staff, and community members by 06/16/2017 as measured by Surveys, focus groups, and observation.

Strategy 1:

Culturally Responsive Teaching - This strategy will be on-going and in alignment with district goals aimed at creating classrooms that are more inclusive and equitable. Current efforts to eliminate bullying through PBIS and our I.B.Learner Profile will be further bolstered with this approach. During the 2015-2016 school year, we will build capacity by involving more teachers in Global Champions Training and The Institute to Heal Racism trainings provided by a third party consultant. Additionally, community members and all building administration will be trained. Resources and materials will be provided by the third party as well as Oakland Schools Diversity consultant, Jay Marks who works closely with the district and LAC-O.

As we build capacity, we will review our messaging as well as our committees to ensure we are sensitive and representative of our constituents. We will be deliberate in our implementation of the Learner Profile, preferred character traits, to make sure it is inclusive of all stakeholders and that all teachers participate in the monthly highlighted character trait.

Additionally, we will work with the State of Michigan's Attorney General to present their OK2Say program which supports a message of anti-bullying and provides outlets for students to safely report potential harm to themselves or others.

Overall impact will be monitored by administration. Impacts on discipline referrals, and feedback from constituents will be determined by surveys.

Category:

Research Cited: Hammond, Z. (2014) Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students, <http://www.lac-o.org/Resources/SitePages/Home.aspx>, <http://www.fhps.net/instruction/global-learners-initiative/global-champions/>, <https://www.oakland.k12.mi.us/Departments/SchoolQuality/StudentEngagement/tabid/3482/Default.aspx>

Tier: Tier 1

Activity - Teacher and Parent Training on building inclusive and equitable educational environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Training that builds capacity within our organization to create a more inclusive and equitable educational environment.	Academic Support Program, Community Engagement, Behavioral Support Program, Professional Learning, Parent Involvement	Tier 2	Implement	09/08/2015	06/16/2017	\$1500	Title II Part A	Mark Honeyman, Rob Durecka, Harleen Singh, Any Gignac, Tara Gale, and Russ Purdy
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Activity - Learner Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will highlight a monthly Learner Profile character trait and link it with our work to be more inclusive and equitable in building a positive educational environment.	Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$0	No Funding Required	IB Leadership Team

Activity - Bolster STARR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reinvigorate our PBIS, STARR Program.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/16/2017	\$500	General Fund	Andy Gignac, Rob Durecka, Tony Castellani, Anne Westphal, and teaching staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	ELA teachers will implement writer's workshop instructional strategies	Direct Instruction			09/03/2013	06/10/2016	\$4000	All staff
Writing Strategies	Teachers will learn and use strategies that help students write more effectively in an inquiry based classroom.	Direct Instruction			09/03/2013	06/10/2016	\$3000	All staff
Professional Development	Ongoing professional development in math instructional methodology to support student learning.	Professional Learning	Tier 2	Monitor	09/03/2013	06/17/2016	\$5000	4th - 8th grade classroom teachers
Pre-writing strategies	Teachers will help students organize information through instruction on pre-writing strategies.	Direct Instruction			09/03/2013	06/10/2016	\$3000	All staff
Data Interpretation	Teachers will help students appropriately summarize and reflect on data analysis and problem solving skills.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/10/2016	\$2000	math teachers
Math Workshop	Teachers will use the math workshop model to meet the needs of all learners.	Direct Instruction		Implement	09/03/2013	06/17/2016	\$3000	4-8 grade math teachers
Reader's Workshop	Continued implementation of Reader's Workshop in grades 4 - 8.	Professional Learning	Tier 1	Implement	08/26/2013	06/16/2017	\$3000	4th - 8th grade teaching staff and building administration.

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Teacher and Parent Training on building inclusive and equitable educational environments	Training that builds capacity within our organization to create a more inclusive and equitable educational environment.	Academic Support Program, Community Engagement, Behavioral Support Program, Professional Learning, Parent Involvement	Tier 2	Implement	09/08/2015	06/16/2017	\$1500	Mark Honeyman, Rob Durecka, Harleen Singh, Any Gignac, Tara Gale, and Russ Purdy
Project Based Learning	Teachers will guide students in utilizing the design cycle in an inquiry based classroom to solve authentic problems.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/10/2016	\$8000	All teachers
Interdisciplinary & Transdisciplinary Lessons	Staff will reinforce and teaching problem solving strategies within their MYP interdisciplinary and PYP transdisciplinary units.	Professional Learning	Tier 2	Monitor	09/03/2013	06/17/2016	\$5000	All classroom teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learner Profile	We will highlight a monthly Learner Profile character trait and link it with our work to be more inclusive and equitable in building a positive educational environment.	Academic Support Program, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$0	IB Leadership Team
Ancillary Support Staff	Special education, ESL, and specials staff will support mathematics goals through their programs.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	4 - 8 teaching staff, ESL teachers, special education teachers, unified arts teachers, IB coordinator.

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Ancillary Support Staff	ESL, Special Education, and unified arts staff will work in collaboration with classroom teachers to support the building writing goal.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	4 - 8 teaching staff, ESL staff, special education staff, unified arts staff, IB coordinator.
Ancillary Staff Support	Special education, ESL, and specials staff will support the building's reading goal through their programs.	Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	\$0	4- 8 teaching staff, ESL staff, special education staff, unified arts staff, IB coordinator
RTI Groups	Data driven intervention in reading provided via small group instruction to struggling readers.	Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	\$0	GERT, 4-8 teaching staff.
Common Rubrics	By grade, teachers will use commonly created rubrics to assess student writing.	Direct Instruction			09/03/2013	06/10/2016	\$0	All staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Embedded Reading	Grade 6 teachers will develop reading lessons embedded in their curricular areas with an emphasis on breaking down non-fiction text.	Direct Instruction	Tier 2	Implement	09/08/2015	06/16/2017	\$1000	ELA District Curriculum Coordinator, Building Administration, and 6th grade teachers.
Professional Development	Through planned professional development activities teachers will become familiar with visible learning and expand their knowledge of thinking routines. Teachers will develop an action plan on how student voice can be incorporated to help make learning visible. Perseverance, relationship building, and incorporating meaningful feedback are important factors.	Professional Learning		Getting Ready	09/02/2014	06/10/2016	\$1000	School Improvement Team and building administration.

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Professional Development	Through planned professional development activities teachers will become familiar with visible learning and expand their knowledge of thinking routines. Teachers will develop an action plan on how student voice can be incorporated to help make learning visible. Perseverance, relationship building, and incorporating meaningful feedback are important factors.	Professional Learning		Implement	09/02/2014	06/16/2017	\$1000	School Improvement Team and administration.
Bolster STARR Program	Reinvigorate our PBIS, STARR Program.	Behavioral Support Program	Tier 1	Implement	09/08/2015	06/16/2017	\$500	Andy Gignac, Rob Durecka, Tony Castellani, Anne Westphal, and teaching staff.
Task Specific Rubric Development, Feedback, and Reflection	Monitor and implement on-going work aimed at incorporating student voice into the development of task specific rubrics as well as the reflection components that are part of the I.B. programme.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$1000	Leadership Team and whole faculty
Develop a Comprehensive Communication Plan for Standards Based Grading	Collaborate with colleagues and develop processes and protocols for communicating Standards Based Grading with all stakeholders.	Policy and Process, Technology, Teacher Collaboration	Tier 1	Implement	08/14/2015	06/17/2016	\$1000	Leadership Team and all teaching staff.
Task Specific Rubric Development, Feedback, and Reflection	Monitor and implement on-going work aimed at incorporating student voice into the development of task specific rubrics as well as the reflection components that are part of the I.B. Programme.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/16/2017	\$1000	Leadership Team and whole faculty
Professional Development	Through planned professional development activities teachers will become familiar with visible learning and expand their knowledge of thinking routines. Teachers will develop an action plan on how student voice can be incorporated to help make learning visible. Perseverance, relationship building, and incorporating meaningful feedback are important factors.	Professional Learning	Tier 1	Implement	09/02/2014	06/16/2017	\$1000	School Improvement team and building administration.

School Improvement Plan

West Hills Middle School

Curriculum Development	Throughout the year, teachers will participate in district curriculum meetings to share best practices and engage in curriculum development and articulation.	Professional Learning		Implement	08/26/2013	06/16/2017	\$1000	District ELA coordinator, 4-8 teaching staff, and building administration.
Technology Resources	Using technology resources to support the school's data analysis and problem solving goal.	Professional Learning	Tier 2	Monitor	09/03/2013	06/17/2016	\$5000	All math instructional staff
Acquisition of reading libraries	Continuing acquisition of reading materials at individualized reading levels (classroom literacy libraries).	Direct Instruction			08/26/2013	06/16/2017	\$10000	teachers and GERT staff
Develop a Comprehensive Communication Plan for Standards Based Grading	Collaborate with colleagues and develop processes and protocols for communicating Standards Based Grading with all stakeholders.	Policy and Process, Technology, Teacher Collaboration	Tier 2	Implement	08/14/2015	06/10/2016	\$1000	Building Leadership Team and all teachers
Task Specific Rubric Development, Feedback, and Reflection	Monitor and implement on-going work aimed at incorporating student voice into the development of task specific rubrics as well as the reflection components that are part of the I.B. Programme	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/09/2017	\$1000	Leadership Team and whole faculty
Develop a Comprehensive Communication Plan for Standards Based Grading	Collaborate with colleagues and develop processes and protocols for communicating Standards Based Grading with all stakeholders.	Policy and Process, Technology, Teacher Collaboration	Tier 1	Implement	08/14/2015	06/10/2016	\$1000	Leadership Team and all teaching staff.