



School Improvement Plan

West Hills Middle School

Bloomfield Hills School District

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West Bloomfield, MI 48323-3655

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 Goal 3: All students at WHMS will be proficient at math. 40

 Goal 4: All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults. 43

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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 625 students. Enrollment has been fairly stable with a slight decrease this past year. This was our 7th 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 five years, but continuing 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. Additionally, we have incorporated standards based grading within all our core area teams in our middle school. This effort to assess in a more authentic way has led to improved feedback for students.

We are also an Evergreen (Green) School for the 9th 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 consistently raising funds and contributions to support others. Highlights this year include raising funds to support bringing fresh water to villages in Africa as well as supporting Flint residents during their water crisis. 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 improve our communications with all stakeholders especially in the area of assessment and grading will remain a priority.

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 has been 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. We followed the IB's guidance on the structure and formation of our IB Leadership team. We have had 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.

In addition to the IB Leadership team, administration meets bi-weekly with grade level teams as well as Unified Arts teachers to focus on specific areas of concern (i.e. reading, writing, problem solving, assessment, etc.)

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 has consisted 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. Moving forward, we will continue to seek input from all named stakeholders, but the work will move from our IB Leadership Team to grade level meetings, Unified Arts meetings, IB Teacher leader interactions, and PTO meetings.

Member Essential Agreements/Responsibilities:

- Attend all meetings or send an alternate representative.
- Arrive on time.
- Report staff issues of concern.
- Send any agenda items to Admin/IB coordinator/IB Teacher Leader prior to the next scheduled meeting.

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 on 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, grade level meetings, PTO Meetings, and IB leadership team 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 of emphasis. 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. Of particular concern is our recent influx of children who have experienced interrupted schooling and are new to the United States. Additional supports and partnerships with families and community groups are being utilized to support these children.

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 elementary aged children who are developmentally struggling with keeping their hands to themselves during recess and physical education classes. Additional challenges include creating an inclusive setting where a focus on our institutional language and our messaging have been explored.

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. Upstander language has been introduced and continued efforts to partner with organizations such as Defeat the Label as well as the State of Michigan Attorney General's office are in place.

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 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 only a couple 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 in Global Champions, Restorative Practices, and the Institute for Healing Racism. These intensive trainings work 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?

School Improvement Plan

West Hills Middle School

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, Restorative Practices, and Institute for Healing Racism cohorts as well as DAEER, Diversity, Academic Equity & Race Relations community work also is foundational for providing a school community that equitable and inclusive for all stakeholders.

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 H: Shared Understanding, Indicator J: Student Involvement in the Assessment Process, Indicator K: A Vision for Learning, Indicator L: Guidance and Support for Teaching and Learning, Indicator N: Safe and Supportive Environment, Indicator O: Shared Leadership for Learning, Indicator Q: Intentional Practices, Indicator V: Impact of Professional Learning, Indicator X: Cultural Responsiveness, Indicator Y: Learning Opportunities

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 I: Data Analysis and Decision-Making, Indicator M: Results Focused, Indicator P: Communications Systems, Indicator R: Resource Allocation, Indicator S: Collaborative Teams, Indicator T: Collective Responsibility, Indicator U: Purposeful Planning, and Indicator W: Approaches and Tools.

12. How might these challenges impact student achievement?

A common thread emerges when examining the indicators. Student achievement could be adversely impacted as a result of communication that does not reflect the data. Additionally, resources and collaboration need to include all stakeholders and if they don't, it could adversely impact student achievement.

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 need to renew our emphasis on using data to inform our decision making. Additionally, narrowing our means of communication as well as aligning our practices and curriculum in a purposeful way that is done through improved collaboration should improve student achievement.

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, one-to-one devices for all middle school students, 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/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. We are in the process of transitioning to the newly adopted NGSS standards.

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

M-STEP data for 2014-2015 indicated that students who were proficient or advanced in reading at West Hills exceeded state and county percentages in all grade levels. 2015-2016 M-STEP data will available will provide a helpful comparison to determine trends.

Students in grades 6 and 8, as an aggregate, exceeded the NWEA mean 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. Between 50% and 60% met their projections, and nearly 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 with the exception of Asian students. 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. Our incoming fourth grade was of most concern in that 40% or more in all three goal areas performed at the low level or low average level. The remaining four grade levels significantly reduced the number of students at low/low average in the goal area informational text. However, literature remains a concern in all four grade levels as scores were slightly lower than in previous years in SY 2016-2017

comparison to the informational text goal area.

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 reveals that ELA and writing are an overall strength for West Hills. Students in all grades outperform their county and state peers. Incorporating NWEA data reveals that 4 of 5 grade levels aggregate totals exceeded the mean projected growth rate with the strongest goal area being language understanding, editing, and mechanics.

20b. Writing- Challenges

Overall writing remains a strength, but NWEA data reveals the goal area of Writing: Plan, Organize, Develop, Revise, and Research is an area where we need to improve. Approximately 20% of our students fall in either the Lo/lo Average indicator for these skills based NWEA assessments and could benefit with practice in this area.

20c. Writing- Trends

Since M-STEP data for 2014-2015 provides a new baseline for growth, and we are waiting on our 2015-2016 scores, a trend is difficult to determine. However, based on NWEA data, the trend as been slightly flat to trending upward depending on the grade level.

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, WHMS 2014 - 2015 M-Step results in math, students in all grades outperform their county and state peers. Incorporating NWEA data reveals that 3 of 5 grade levels aggregate totals exceeded the mean projected growth rate with the strongest goal area being geometry across all five grade levels.

21b. Math- Challenges

NWEA data reveals the goal area of Math: Operations and Algebraic Thinking is an area where we need to improve. Across all grade levels with the exception of 8th grade, this is the lowest scoring area for students on NWEA testing. Nearly, 30% of our students fall in either the Lo/lo Average indicator for these skills based NWEA assessments and could benefit with practice in this area.

21c. Math- Trends

Since M-STEP data for 2014-2015 provides a new baseline for growth, and we are waiting on our 2015-2016 scores, a trend is difficult to determine. However, based on NWEA data, the trend as been relatively flat to trending upward depending on the grade level.

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 a personal goal setting process to improve their math skills 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, 2014 - 2015 M-Step data reveals that our 4th and 7th grade students exceed their state and county aged peers. When 2015 - 2016 data is available, it will be helpful to determine growth.

22b. Science- Challenges

Based on 2014 - 2015 M-STEP data, only 16% of our 4th grade students were proficient or advanced in science and while our 7th grade students improved slightly less than 40% performed at the proficient or advanced level. Additionally, a challenge rests with the implementation of NGSS.

22c. Science- Trends

It is difficult to determine trend information for science as we are waiting on M-STEP data for 2015-2016. Even so based on past assessments, science achievement has remained flat.

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

When looking at data, 2014 - 2015 M-Step data reveals that our 5th and 8th grade students exceed their state and county aged peers. When 2015 - 2016 data is available, it will be helpful to determine growth.

23b. Social Studies- Challenges

Based on 2014 - 2015 M-STEP data, only 36% of our 5th grade students were proficient or advanced in social studies and while our 8th grade students improved slightly less than 38% performed at the proficient or advanced level.

23c. Social Studies- Trends

It is difficult to determine trend information for social studies as we are waiting on M-STEP data for 2015-2016. Even so based on past assessments, social studies achievement has remained 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?

Students overwhelmingly, based on LACO data, feel West Hills has an engaging and encouraging atmosphere, the school has appropriate behavior standards, and respectful environment is present.

24b. Student Perception Data

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

Based on LACO survey results, students feel that West Hills could develop more cultural relevance as well as improve on establishing more clear and fair practices.

24c. Student Perception Data

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

We will continue to develop our efforts with our building equity and inclusion team. Capacity will be developed through on-going training and participants will be representative of the population of the students we serve. Additionally, student and parent voice will be included through participation in training as well as committee work.

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?

Overall the feedback we received was generally positive. On the lower end of the positive scale, parents expressed that they would like to
SY 2016-2017

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)?

Include parents on our Global Education Team as part of the steering committee for all things related to fair and equitable practices within our school community. 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?

Per LACO surveys, staff rate respectful interactions and pride along with a caring environment with clear expectations highest.

26b. Teacher/Staff Perception Data

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

While still high score overall, fair and clear practices is rated the lowest of the strands examined in our LACO data.

26c. Teacher/Staff Perception Data

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

We will establish essential agreements in concert with staff and regularly revisit them to insure we maintain an understanding of what expectations stakeholders have agreed to.

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.

While we have a relatively high achieving school academically, it is important that we continue to interface with all stakeholders to insure there is an understanding of a shared vision and mission. We have work to do to insure all populations needs are met both academically and socially, and to do this, we need to continue to review our systems that are in place and revise or create new supports where they are not meeting the needs of our community of learners.

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 incorporates 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	http://www.bloomfield.org/uploaded/Parents_Students/2015_annual_reports/WHMS2015AnnualReportCoverLetter.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 Nondiscrimination

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	Chris Barnett Assistant Superintendent for Human Resources Booth Center 7273 Wing Lake Rd. Bloomfield Hills, 48301 248.341.5428	Notice of Nondiscrimination

School Improvement Plan

West Hills Middle School

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		

2016 - 2017 Plan for School Improvement Plan (2)

Overview

Plan Name

2016 - 2017 Plan for School Improvement Plan (2)

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase reading comprehension across the curriculum.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$10000
2	All students at WHMS will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$7500
3	All students at WHMS will be proficient at math	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$15000
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.

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.

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, Angillillo'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:

Activity - Acquisition of reading libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuing acquisition of reading materials at individualized reading levels. Include digital resources to be used with classroom iPads as well as web based applications. (classroom literacy libraries).	Direct Instruction			08/26/2013	06/16/2017	\$2000	General Fund	Teachers and GERT staff

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.

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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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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.

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
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Collaborate with colleagues and develop processes and protocols for communicating Standards Based Grading with all stakeholders.	Policy and Process, Teacher Collaboration, Technology	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
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.
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.

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.

Strategy 1:

Best Practices - Staff will research and collaborate on the delivery of best practices for writing 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: English/Language Arts

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

Tier:

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	Tier 1		09/03/2013	06/16/2017	\$0	No Funding Required	All staff
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		Monitor	09/03/2013	06/16/2017	\$500	General Fund	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		Monitor	09/03/2013	06/16/2017	\$1000	General Fund	All staff
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	06/16/2017	\$3000	Title II Part A	All staff

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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: English/Language Arts

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		Implement	09/02/2014	06/16/2017	\$1000	General Fund	School Improvement Team and 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, Teacher Collaboration, Technology	Tier 1	Implement	08/14/2015	06/16/2017	\$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: Learning Support Systems

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

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Activity - Ancillary Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.

Goal 3: All students at WHMS will be proficient at math

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..

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: Mathematics

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

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. Incorporation of NWEA data and task specific rubrics will be used.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/16/2017	\$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
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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	06/16/2017	\$1000	General Fund	All teachers
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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	06/16/2017	\$2000	General Fund	4th - 8th grade classroom teachers

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using technology resources to support the school's data analysis and problem solving goal.	Professional Learning	Tier 2	Monitor	09/03/2013	06/16/2017	\$5000	General Fund	All math instructional staff

Strategy 2:

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

Category: Mathematics

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	06/16/2017	\$2000	General Fund	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	Tier 1	Implement	09/03/2013	06/16/2017	\$0	No Funding Required	4-8 grade math teachers

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: Mathematics

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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.

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, Teacher Collaboration, Technology	Tier 2	Implement	08/14/2015	06/16/2017	\$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
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

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

Measurable Objective 1:

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 2016-2017 school year, we will continue to 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. We also will work with Defeat Label to implement the Upstander Program with all sixth grade students during the 2016-2017 school year.

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

Category: School Culture

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/>,

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<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
Training that builds capacity within our organization to create a more inclusive and equitable educational environment.	Behavioral Support Program, Academic Support Program, Community Engagement, Parent Involvement, Professional Learning	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

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.	Teacher Collaboration, Behavioral Support Program, Academic Support Program	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

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
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.
Math Workshop	Teachers will use the math workshop model to meet the needs of all learners.	Direct Instruction	Tier 1	Implement	09/03/2013	06/16/2017	\$0	4-8 grade math teachers
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.	Teacher Collaboration, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/08/2015	06/16/2017	\$0	IB Leadership Team
Common Rubrics	By grade, teachers will use commonly created rubrics to assess student writing.	Direct Instruction	Tier 1		09/03/2013	06/16/2017	\$0	All staff
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.

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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
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Behavioral Support Program, Academic Support Program, Community Engagement, Parent Involvement, Professional Learning	Tier 2	Implement	09/08/2015	06/16/2017	\$1500	Mark Honeyman, Rob Durecka, Harleen Singh, Any Gignac, Tara Gale, and Russ Purdy
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.
Data Interpretation	Teachers will help students appropriately summarize and reflect on data analysis and problem solving skills. Incorporation of NWEA data and task specific rubrics will be used.	Direct Instruction	Tier 2	Monitor	09/03/2013	06/16/2017	\$2000	math teachers
Writing Strategies	Teachers will learn and use strategies that help students write more effectively in an inquiry based classroom.	Direct Instruction			09/03/2013	06/16/2017	\$3000	All staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Acquisition of reading libraries	Continuing acquisition of reading materials at individualized reading levels. Include digital resources to be used with classroom iPads as well as web based applications. (classroom literacy libraries).	Direct Instruction			08/26/2013	06/16/2017	\$2000	Teachers and GERT staff
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	06/16/2017	\$1000	All teachers
Writer's Workshop	ELA teachers will implement writer's workshop instructional strategies	Direct Instruction		Monitor	09/03/2013	06/16/2017	\$1000	All staff
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.
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.
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, Teacher Collaboration, Technology	Tier 1	Implement	08/14/2015	06/10/2016	\$1000	Leadership Team and all teaching staff.
Professional Development	Ongoing professional development in math instructional methodology to support student learning.	Professional Learning	Tier 2	Monitor	09/03/2013	06/16/2017	\$2000	4th - 8th grade classroom teachers

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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.
Technology Resources	Using technology resources to support the school's data analysis and problem solving goal.	Professional Learning	Tier 2	Monitor	09/03/2013	06/16/2017	\$5000	All math instructional staff
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.
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.
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.
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
Pre-writing strategies	Teachers will help students organize information through instruction on pre-writing strategies.	Direct Instruction		Monitor	09/03/2013	06/16/2017	\$500	All staff

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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, Teacher Collaboration, Technology	Tier 1	Implement	08/14/2015	06/16/2017	\$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
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, Teacher Collaboration, Technology	Tier 2	Implement	08/14/2015	06/16/2017	\$1000	Building Leadership Team and 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	06/16/2017	\$2000	All classroom teachers