



# **School Improvement Plan**

**Bloomfield Hills Middle School**

**Bloomfield Hills Schools**

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>BHMS Plan for School Improvement Plan 2019 - 2020</b>	
Overview .....	6
Goals Summary .....	7
Goal 1: All students at BHMS will become proficient in the area of mathematics.....	8
Goal 2: All students at BHMS will become proficient in the area of reading.....	10
Goal 3: All students at BHMS will become proficient in the area of writing.....	13
Goal 4: All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults. ....	15
Activity Summary by Funding Source .....	18

## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

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

# **BHMS Plan for School Improvement Plan 2019 - 2020**

## Overview

### Plan Name

BHMS Plan for School Improvement Plan 2019 - 2020

### Plan Description



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at BHMS will become proficient in the area of mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3000
2	All students at BHMS will become proficient in the area of reading.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$4500
3	All students at BHMS will become proficient in the area of writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2000
4	All students will be engaged in a culturally responsive environment that ensures positive relationships with peers and adults.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$5500

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

### **Measurable Objective 1:**

A 5% increase of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on assessments in Mathematics by 06/01/2020 as measured by Percentage of students who score proficient on State assessments 5th through 8th grade.

### **Strategy 1:**

Regular Instruction and Formative Assessment - Teachers will use conceptual teaching and learning during unit instruction. Assessments will be conceptually based and require students to reflect on their work and explain their thinking.

5th Grade Focus: Use concepts of volume and relate to multiplication and addition. Perform operations with multi-digit whole numbers and with decimals to hundredths. Apply mathematics to solve problems arising in everyday life, society and workplace.

6th Grade Focus: Develop understanding of statistical variability and probability. Understand ratio concepts and use ratio reasoning to solve problems. Interpret results in the context of a situation, such as the interpreting a variety of answers, such as graphs, reasonableness of answers.

7th Grade Focus: Algebraic Expressions. The complex number system. Geometry.

8th Grade Focus: Volume and surface area of figures. Congruence and similarity. Critique work of others to justify/refute.

Category: Mathematics

Research Cited: Robert Marzano: 9 Most Effective Strategies for Increasing Student Achievement

Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)

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

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

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

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

Betty Garner: Getting To Got It

Judith Wells Lindfors: Children's Inquiry

Marian Small: Good Questions in Mathematics

John VandeWalle: Elementary and Middle School Mathematics

## School Improvement Plan

Bloomfield Hills Middle School

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will collaborate with other teachers, Content Area Leaders, and IB Teacher Leaders to fully align with Common Core Standards focusing on common language, shifting to application, and increasing problem solving skills through “Approaches to Learning”.</p> <p>Approaches to Learning is concerned with developing the intellectual discipline, attitudes and strategies that will aid them in their classes and beyond. MYP divides approaches to learning into the categories: Organization, Collaboration, Communication, Information literacy, Thinking, Reflection and Transfer.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	General Fund	Math Teachers
Activity - Implementation of CCSS Mathematical Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will support Common Core Standards and Practices by aligning instructional methodology to the Standards for Mathematical Practices. Subject area planning, professional development, and support from Content Area Leaders will be utilized to support this activity .</p> <p>The Eight Standards for Mathematical Practice are:            Make sense of problems and persevere in solving them            Reason abstractly and quantitatively            Construct viable arguments and critique the reasoning of others            Model with mathematics            Use appropriate tools strategically            Attend to precision            Look for and make use of structure            Look for and express regularity in repeated reasoning</p>	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	General Fund	Mathematics Teachers
Activity - Assessment Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Bloomfield Hills Middle School

Teachers will be supported by our IB Teacher Leader in creating problem-based formative and summative assessments that align to our work in the following areas: Connected Math Project, NWEA, CBM, ALEKS	Evaluation	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	General Fund	IB Teacher Leader, Math Teachers and Administrators
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## Goal 2: All students at BHMS will become proficient in the area of reading.

### Measurable Objective 1:

A 5% increase of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on assessments in English Language Arts by 06/01/2020 as measured by State assessments in Reading.

### Strategy 1:

Increase Non-fiction Reading - Reading workshop strategies will be taught to Language and Literature Teachers and they will serve as trainers for the school. Teachers will develop classroom libraries of virtual and text files including articles and journals as well as non-fiction books in specific subject areas. Mini-lessons to teach comprehension of sophisticated text, analysis of key concepts, importance of different perspectives, process, data interpretation, problem solving, and reflection will be implemented within various content areas.

5th Grade Focus: Interpret figurative language and their impact on meaning. Identify central ideas, key details, and subtopics in an informational text. Identify or summarize central ideas in literacy text.

6th Grade Focus: Determines details that support a stated idea in informational text. Analyze relationships among literary elements within or across literary texts. Analyze literary text structures, features, or formats and their impact on meaning or presentation.

7th Grade Focus: Information text. Text structure. Informational text features.

8th Grade Focus: Find central idea in text. Make connections across literary texts. Interpret figurative language/literary devices/connotative meanings and their impact on meaning/tone.

Category: English/Language Arts

Research Cited: Lucy Calkins, Teachers College- Columbia University

## School Improvement Plan

Bloomfield Hills Middle School

Nancy Atwell - Center for Teaching and Learning

Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)

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

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

Oakland Schools Curriculum

Tier: Tier 1

Activity - Professional Development and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers, Content Area Leaders, and IB Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Standards will drive instruction to provide a greater emphasis on content-specific vocabulary through word study including prefixes, suffixes, base/root words and word origin.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Bloomfield Hills Middle School

Teachers use direct instruction and strategies to improve reading comprehension and fluency.	Implementa tion	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
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Activity - Assessment Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will be supported by the IB Teacher Leader and resource staff in utilizing reading probes, formative and summative assessments to monitor student progress. These assessments include but are not limited to: Read to Achieve, Corrective Reading, NWEA, Curriculum Based Measurement (CBM) and Fountas & Pinnell.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

### Measurable Objective 2:

A 5% increase of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance log in order to meet the school reading goal of reading 20 books in English Language Arts by 06/01/2020 as measured by reading log data.

### Strategy 1:

Increase volume of reading - Language and Literature Teachers will expect students to read a minimum of 20 independent reading books over the course of the school year. Teachers will monitor student reading monthly, keeping track of pages and number of books read each month.

Category: English/Language Arts

Research Cited: Lucy Calkins, Teachers College- Columbia University

Nancy Atwell - Center for Teaching and Learning

Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)

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

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

Oakland Schools Curriculum

Tier: Tier 1

## School Improvement Plan

Bloomfield Hills Middle School

Activity - Training and resources for non-fiction reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language and Literature Teachers will be trained to assess and select appropriate text for non-fiction reading. Materials will be purchased for students to increase the amount of non-fiction reading.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$2000	General Fund	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.

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

#### Measurable Objective 1:

A 5% increase of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in developing Elaboration in a composition in English Language Arts by 06/01/2020 as measured by Common Assessment / Writing Pathways..

#### Strategy 1:

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

5th Grade Focus: Organization and format of explanatory text. Revise an opinion piece based on the organization, format and focus. Writing mechanics in every day writing.

6th Grade Focus: Understand, edit for grammar, usage (from NWEA data). Apply a variety of strategies when writing a full length informational /explanatory text. (from MSTEP data). Apply strategies when writing/revising one or more paragraphs of informational/explanatory text. (from MSTEP data).

7th Grade Focus: Grammar, Language Usage and Mechanics.

8th Grade Focus: Use specific evidence to support claims. Emphasize explanatory text. Develop grammatically correct language usage in a formal tone.

**School Improvement Plan**

Bloomfield Hills Middle School

Category: English/Language Arts

Research Cited: Lucy Calkins, Teachers College- Columbia University

Nancy Atwell - Center for Teaching and Learning

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

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

Oakland Schools Curriculum

Writing Pathways

Tier: Tier 1

Activity - Professional Development and Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with other teachers, Instructional Specialists, Content Area Leaders, and IB Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	General Fund	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.

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

Bloomfield Hills Middle School

Content Standards will drive instruction to provide a greater emphasis on elaboration skills, including: citing evidence, using dialogue and quality commentary.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	General Fund	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
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Activity - Assessment Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and summative assessments to monitor student progress.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	General Fund	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.

**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 06/01/2020 as measured by staff, student, and community perception surveys..

## School Improvement Plan

Bloomfield Hills Middle School

### Strategy 1:

Developing Culturally Responsive Staff - Staff will receive diversity training in establishing and maintaining a culturally responsive environment.

Category: School Culture

Research Cited: Gary Howard Achievement Gap Triangle; Geneva Gay's Culturally Responsive Teaching; Project Based Learning; Ron Ritchart's Making Thinking Visible

Tier: Tier 1

Activity - Global Champions Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to build capacity through participation in the district Global Champion program	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$1000	General Fund	All Staff
Activity - Institute for Healing Racism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to build capacity through participation in the district's Institute for Healing Racism.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$0	General Fund	All Staff
Activity - Global Ed team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will voluntarily participate in the building Global Ed team to facilitate discussion and decision making in this goal area.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$0	General Fund	5-8 Instructional Staff and Building Principal

### Strategy 2:

Developing Culturally Responsive Students - Staff will collaborate to support students in their development of the MYP Learner Profile attributes and the drive to take responsible action in their community.

Category: School Culture

Research Cited: Gary Howard Achievement Gap Triangle; Geneva Gay's Culturally Responsive Teaching; Project Based Learning; Ron Ritchart's Making Thinking Visible

Tier: Tier 1

Activity - Promoting Student Action	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Bloomfield Hills Middle School

Staff will continue to promote student action through a variety of means including clubs, WEB, Lancer Leaders, Global Ambassadors and Service As Action projects.	Community Engagement	Tier 1	Implement	07/01/2015	06/01/2020	\$1000	General Fund	All Staff
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Activity - MYP Learner Profile Attributes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will support positive behavior and peer relationships through direct teaching of the MYP Learner Profile attributes and through educational partnerships with our BHMS families / community.	Direct Instruction, Behavioral Support Program, Parent Involvement	Tier 1	Implement	07/01/2015	06/01/2020	\$0	No Funding Required	All Staff

Activity - WEB and Lancer Leader Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WEB and Lancer Leader programs will be implemented to positively influence, develop and support relationships between students.	Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$3000	General Fund	WEB and Lancer Leader Coordinators.

### Strategy 3:

Acquisition of Resources - Staff will assess instructional materials and resources to ensure they are culturally responsive. Additional materials will be acquired as needed.

Category: School Culture

Research Cited: Gary Howard Achievement Gap Triangle; Geneva Gay's Culturally Responsive Teaching; Project Based Learning; Ron Ritchart's Making Thinking Visible

Tier: Tier 1

Activity - Acquisition of Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assess instructional materials and resources to ensure they support a culturally responsive environment for students. Additional materials will be acquired as needed	Materials	Tier 1	Implement	07/01/2015	06/01/2020	\$500	General Fund	5-8 Instructional Staff, Media Specialist, Building Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development and Collaboration	Teachers will collaborate with other teachers, Instructional Specialists, Content Area Leaders, and IB Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
WEB and Lancer Leader Training	The WEB and Lancer Leader programs will be implemented to positively influence, develop and support relationships between students.	Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$3000	WEB and Lancer Leader Coordinators.
Global Champions Training	Staff will continue to build capacity through participation in the district Global Champion program	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$1000	All Staff
Acquisition of Resources	Staff will assess instructional materials and resources to ensure they support a culturally responsive environment for students. Additional materials will be acquired as needed	Materials	Tier 1	Implement	07/01/2015	06/01/2020	\$500	5-8 Instructional Staff, Media Specialist, Building Principal
Global Ed team	Staff will voluntarily participate in the building Global Ed team to facilitate discussion and decision making in this goal area.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$0	5-8 Instructional Staff and Building Principal

## School Improvement Plan

Bloomfield Hills Middle School

Promoting Student Action	Staff will continue to promote student action through a variety of means including clubs, WEB, Lancer Leaders, Global Ambassadors and Service As Action projects.	Community Engagement	Tier 1	Implement	07/01/2015	06/01/2020	\$1000	All Staff
Assessment Strategies	Teachers will use formative and summative assessments to monitor student progress.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
Professional Learning	<p>Teachers will collaborate with other teachers, Content Area Leaders, and IB Teacher Leaders to fully align with Common Core Standards focusing on common language, shifting to application, and increasing problem solving skills through "Approaches to Learning".</p> <p>Approaches to Learning is concerned with developing the intellectual discipline, attitudes and strategies that will aid them in their classes and beyond. MYP divides approaches to learning into the categories: Organization, Collaboration, Communication, Information literacy, Thinking, Reflection and Transfer.</p>	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	Math Teachers

## School Improvement Plan

Bloomfield Hills Middle School

Implementation of CCSS Mathematical Thinking	<p>Teachers will support Common Core Standards and Practices by aligning instructional methodology to the Standards for Mathematical Practices. Subject area planning, professional development, and support from Content Area Leaders will be utilized to support this activity .</p> <p>The Eight Standards for Mathematical Practice are:            Make sense of problems and persevere in solving them            Reason abstractly and quantitatively            Construct viable arguments and critique the reasoning of others            Model with mathematics            Use appropriate tools strategically            Attend to precision            Look for and make use of structure            Look for and express regularity in repeated reasoning</p>	Direct Instruction	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	Mathmatics Teachers
Assessment Strategies	Teachers will be supported by our IB Teacher Leader in creating problem-based formative and summative assessments that align to our work in the following areas: Connected Math Project, NWEA, CBM, ALEKS	Evaluation	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	IB Teacher Leader, Math Teachers and Administrators
Instruction	Content Standards will drive instruction to provide a greater emphasis on content-specific vocabulary through word study including prefixes, suffixes, base/root words and word origin.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Institute for Healing Racism	Staff will continue to build capacity through participation in the district's Institute for Healing Racism.	Professional Learning	Tier 1	Implement	07/01/2015	06/01/2020	\$0	All Staff

## School Improvement Plan

Bloomfield Hills Middle School

Assessment Strategies	Teachers will be supported by the IB Teacher Leader and resource staff in utilizing reading probes, formative and summative assessments to monitor student progress. These assessments include but are not limited to: Read to Achieve, Corrective Reading, NWEA, Curriculum Based Measurement (CBM) and Fountas & Pinnell.	Evaluation	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Instruction	Content Standards will drive instruction to provide a greater emphasis on elaboration skills, including: citing evidence, using dialogue and quality commentary.	Direct Instruction	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	Language and Literature Teachers, Language Acquisition (World Languages) Teachers, Individuals and Societies Teachers, and Science Teachers.
Professional Development and Collaboration	Teachers will collaborate with other teachers, Content Area Leaders, and IB Teacher Leaders to fully align with Content Standards using best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$1000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers
Intervention	Teachers use direct instruction and strategies to improve reading comprehension and fluency.	Implementation	Tier 1	Monitor	09/01/2017	06/01/2020	\$500	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers

## School Improvement Plan

Bloomfield Hills Middle School

Training and resources for non-fiction reading	Language and Literature Teachers will be trained to assess and select appropriate text for non-fiction reading. Materials will be purchased for students to increase the amount of non-fiction reading.	Professional Learning	Tier 1	Monitor	09/02/2014	06/01/2020	\$2000	Language and Literature Teachers, Individuals and Societies Teachers, and Science Teachers.
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MYP Learner Profile Attributes	Staff will support positive behavior and peer relationships through direct teaching of the MYP Learner Profile attributes and through educational partnerships with our BHMS families / community.	Direct Instruction, Behavioral Support Program, Parent Involvement	Tier 1	Implement	07/01/2015	06/01/2020	\$0	All Staff